

3 FUN & ENGAGING

Music & Movement ACTIVITIES

To kick off your new school year!



Move It & Groove It! NAME Game

Activity Goals and Outcomes

- steady beat
- community building
- active listening skills
- focus and concentration
- spontaneous composition
- collaborative problem solving



Mary's Viewpoint

Our name is our unique identity in the world and finding fun and creative ways to learn names is always an adventure! This name game is the perfect way to begin the new school year in rhythm, movement and song! I like to stand with older students and adults but I prefer a crisscrossed seated position on the floor with younger students.

Materials:

Body Percussion & Voice

Activity Outline:

Begin in a standing or seated circle. The leader models their name with several variations to show the possibilities for rhythmically saying your name with different rhythmic patterns and with varied movements.

- **Body Percussion:**

| Legs Cross Legs Cross | Clap It Up 4 |
| Legs Cross Legs Cross | Clap It Up 4 |

- **Entire group chants:**

| Name Game Name Game | Let's All Play Can/you |
| Play/me Your Name In/a | Brand New Way? - |

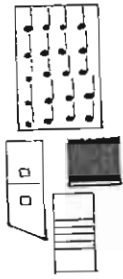
- **Each participant has 4 beats to create a fun way to move & groove their name:**

| Ma Ma Ma/ry - |
| clap clap wave hands high in the air |

- **Group repeats the movement and name of each student**

| Ma Ma Ma/ry - |
| clap clap wave hands high in the air |

- **When everyone has shared their name, close the game with the chant.**



Age Level
4 years-Adult

Welcome Walk

Objective

To feel a strong pulse in the body while becoming tuned in to others in the room.

Materials

Sticks or drums (optional)

Skills and Concepts

Steady beat, synchronicity, awareness of others, listening, tempo.

Room Setup



ACTIVITY OUTLINE

Leader claps or plays a medium steady beat while students walk on the beat for 4 steps.

Participants stop and clap their own hands for second group of four beats.

Walk 4 more beats, mixing it up about the room.

Participants stop walking and clap a partner's hands for the fourth set of four beats.

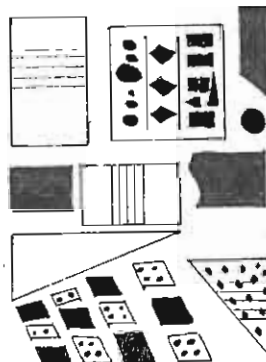
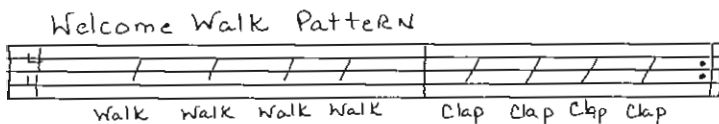
Walking around the room, participants move to a new partner each time they walk 4 beats, working with a new partner each time.

Instructor hums a tune on the "walking" 4 without clapping or tapping, and the group claps 4 beats in response to the tune.

Participants can hum their own created tune as they walk 4 counts, then stop and clap.

Now speed up the beat.

This is an excellent "get acquainted" activity.



The Nothing Song

Population: Pre-school, Primary grades

Benefits:

- Introducing musical concepts:
 - Quick/Slow
 - Loud/Soft
 - Crescendo
- Introducing the mathematical process of substitution
- Listening skills
- Group interaction

Materials: Drums and Small percussion instruments

Setting the Space: A circle or space where the children can move.

Step by Step:

- Sing the song and ask them to repeat after you.
- Sing it several times before asking them what they could do other than "Nothing."
- Give out drums and percussion toys that the students can play and move with (frame drums, bells, shakers, wooden instruments).
- Playing a steady beat on your drum, invite the students to go for a walk, playing their instruments while singing:

Walking, walking, walking, walking
Walking. walking, walking song
Walking, walking, walking, walking
How'd you like my walking song?

- Play a faster beat on your drum, inviting the class to join you in a *Running Song*, singing and playing a little louder.

Extension:

- Ask for other movement/playing ideas from the students.
 - Have half the class on larger drums that they have to sit down to play.
 - Have the other half on percussion toys doing the movements.

Nothing Song

Unknown

$\text{♩} = 110$

The musical notation is written on two staves. The first staff begins with a treble clef, a common time signature 'C', and a tempo marking of a quarter note equal to 110. It contains a sequence of quarter notes with the lyrics 'No-thing no-thing no-thing no-thing no-thing no-thing no-thing song.' written below. The second staff starts with a measure rest marked '5', followed by a sequence of eighth and quarter notes with the lyrics 'No - thing no-thing no-thing no-thing How'd you like my No-thing Song?' written below.

No-thing no-thing no-thing no-thing no-thing no-thing no-thing song.

5
No - thing no-thing no-thing no-thing How'd you like my No-thing Song?

