

Movin'

Original Music by Hap Palmer

This is a richly produced collection of original instrumental music written especially for movement exploration and creative movement activities.

Top studio musicians play a variety of tempos, moods, and styles including rock, ballad, bossa nova, Dixieland, waltz, blues and jazz.

Students move, explore, and create, to the sounds of real instruments including piano, flute, clarinet, trumpet, trombone, guitar, banjo, electric sitar, drums, percussion, bass, violin, and cello.

The activities in this guide are suggestions. Please feel free to vary and adapt the ideas and to create new ways of using the songs to fit your home and school situation.

Songs

- | | |
|---------------------|-------------------|
| 1. Funkey Penguin | 7. Enter Sunlight |
| 2. Midnight Moon | 8. Haunted House |
| 3. Topsy | 9. Movin' |
| 4. Far East Blues | 10. Twilight |
| 5. Gentle Sea | 11. Pause |
| 6. Jamaican Holiday | |

ACTIVITY: FUNDAMENTAL MOVEMENTS

We can do many different axial and locomotor movements with the rhythm of music. Here are some examples:

Can you make one shoulder bounce?

Can you make your other shoulder bounce?

Can you make both shoulders bounce?

Make your head bounce

Can you bounce from your knees?

Who can bounce from one knee?

(from the other knee?) Make your hands bounce

Make your feet bounce.

Make any part bounce

Who can make 3 parts bounce? Make everything bounce?

MUSIC: TIPSY (Song 3)

Twist your whole body slowly to the right and hold

Twist your whole body slowly to the left and hold

Can you twist your arm one way

(2 Beats) and then the other way (2 Beats)?

Twist your other arm

Twist both arms

Twist one leg (the other leg, both legs)

Twist your head (wrists, ankles)

Twist from your trunk

Twist one arm and one leg

Twist the other arm and other leg

Twist any part you want

Twist 3 Parts

Push with your arms (2 Beats) and then pull with

your arms (2 Beats)

Pretend you are pushing and pulling something very heavy

Push and pull with your foot (head, elbows, shoulders, etc.)

MUSIC: FAR EAST BLUES (Song 4)

Find a part of your body that you can bend and unbend
in rhythm with the music.

When you hear the bell find another part that you can bend
and unbend with the music.

(Teachers rings bell, triangle, both, etc.)

Find 2 parts that you can bend and unbend.

Think of other motions you could do with the music.

(Shake, swing, pound, stamp, clap, rise, fall, etc.)

MUSIC: Use any song.

Walk around the room in rhythm with the music.

When the music stops freeze

When the music starts, find another way to move around the room.

(Jump, hop, skip, gallop, walk backwards, etc.)

MUSIC: PAUSE (Song 11)

ACTIVITY: MOOD AND FEELING

The teacher plays some music and asks the class one or more of the following questions:

What does the music make you think of?

How does the music make you feel like moving?

Can you move the way the music makes; you feel?

The teacher can play small segments of many different songs exposing the children to a variety of moods and feelings.

The music might suggest emotions: happy, sad, angry, etc, or ways of moving flowing, vigorous, bending, swinging, jumping, etc. The music may also suggest to a child something he could be: a tree in the wind, a bunny hopping, the sun rising, etc, or something he might be doing: playing a trumpet, bouncing on a pogo stick, rowing a boat, throwing a ball, etc.

MUSIC: Small segments of many different songs.

ACTIVITY: STORIES THAT GO WITH THE MUSIC

A song may suggest a simple story that can be acted out. Here are two examples for the song

MUSIC: HAUNTED HOUSE (Song 8)

Part I Pizzicato, crisp - people tiptoeing around

The house, afraid, trying to be very quiet

Part II flowing - ghosts gliding and floating, mysteriously about the house.

Part III vigorous, heavy - scary goblins and mean

monsters stamp and crash around the house with

vigorous, bold movements. They scare everybody

away. Participants can play all three parts or the class

can be divided into three groups.

MUSIC: HAUNTED HOUSE (Song 8)

Here is another story game that goes with the same song

Part I Pizzicato, crisp - chickens walking around the barnyard.

Part II flowing - chickens sleeping or flying.

Part III vigorous- a wolf gets into the cage and tries to get the

chickens. Each time the wolf touches a chicken the chicken

must freeze and sit down.

MUSIC: HAUNTED HOUSE (Song 8)

ACTIVITY: ANIMALS

Point your toes out and bounce. (4-bar intro)
Flap your wings, (arms) and move like a penguin.
(8 bars)
Swim like a penguin. (8 bars)
Repeat flapping and swimming.
Dance like a penguin. (flap wings, jump, swing wings side to side
etc.) (8 bars)
Repeat swimming (8 bars)
Flap your wings and walk (until music fades)
MUSIC: FUNKY PENGUIN (Song 1)

Fly like a bird
Fly high (low, medium, higher, lower)
Fly slow (fast, slower, faster)
Fly in a circle (oval, figure 8, etc.)
Fly down to the ground and rest

MUSIC :
MIDNIGHT MOON (Song 2)
GENTLE SEA (Song 5)
ENTER SUNLIGHT (Song 7)
TWILIGHT (Song 10)

Can you move like an elephant?
When the music stops, freeze and I will name
another animal. (horse, rabbit, snake, turtle, etc.)

When the music starts again, see if you can move
like that animal. Each time the music stops,
choose an animal you would like to be. When the
music starts, move like that animal.

MUSIC: PAUSE (Song 11)

ACTIVITY: FOLLOW THE LEADER

*The leader stands in front of the group and
creates rhythmic movements that go with the
music. These can be combinations of fundamental
movements, motions based on the mood and
feeling of the music, animal motions, simple
dance steps, physical fitness exercises, or coordination
exercises*

MUSIC: Any song

ACTIVITY: CREATIVE CIRCLES

The teacher gives the following directions to the class:

Form yourselves into groups of 5-9.

One person stands in the center of each circle.

The person in the center can create any kind of rhythmic movements he/she wants.

When you are tired of being the leader point to someone else in the circle and that person becomes the new leader.

The people around the circle try to follow the leader.

The movements can be active (jumping, hopping, etc.) or inactive (wiggle finger, nod head, etc.)

MUSIC: TIPSY (Song 3)

JAMAICAN HOLIDAY (Song 6)

ACTIVITY: CREATIVE CIRCLES - SLOW MOTION

This time we're going to move in slow motion.

Concentrate on moving as slowly and quietly as you can. You don't have to do a pattern that repeats itself; you can flow from one movement to another.

Once again, when you are finished being the leader point to someone else in the circle and that person becomes the new leader

MUSIC:

MIDNIGHT MOON (Song 2)

GENTLE SEA (Song 5)

ENTER SUNLIGHT (Song 7)

TWILGHT (Song 10)

ACTIVITY: STICK DANCE

The participants form a circle with everyone sitting down. One person stands inside the circle and creates a dance using a 2"-3" stick or wand. When the person is ready to stop, he hands the stick to someone else sitting around the circle and trades places with that person.

The people sitting around the circle can create rhythms with their bodies (clap, snap, pat the floor, sway, bounce, etc.) or rhythms with instruments.

The following challenges will give the participants some Ideas of things they can do with the stick:

Hold the stick above your head.
Wave it around in a circle.
Hold it below your knees.
Lay the stick on the floor and jump over it.
Jump backward over the stick.
Touch your right foot with the stick.
(left foot, right knee, head, etc.)
Hold your stick with both hands and step over it.
Step backward over the stick.
Balance it on one hand and walk.
Drop the stick, let it bounce, then catch it while it is still in the air.
Bend your knees in rhythm with the music while holding the stick above your head.
Tap your feet and the stick on the floor at the same time.
Jump back and forth over the stick in rhythm with the music.

MUSIC:

FAR EAST BLUES (Song 4)

JAMAICAN HOLIDAY (Song 6)

ACTIVITY: STICK GAMES

Participants are in pairs opposite one another, and kneeling. Each person has 2 sticks. Teacher cues:

Can you tap the ends of your sticks on the floor?
Can you tap the other ends of your sticks on the floor?
Tap your sticks together.
Tap you partners sticks.
Think of other things you could do with your sticks.
Combining two or more of the skills we have done, can you and your partner create a pattern you do together?

MUSIC:

JAMAICAN HOLIDAY (Song 6)

FUNKY PENGUIN (Song 1)

FAR EAST BLUES (Song 4)

ACTIVITY: MIRRORING

Divide the group into partners and have the partners face each other. One person is the mover, and one is the mirror. The mover creates slow broad movements. The mirror reflects the movements of the mover.

Variation: Have the mirror delay the reaction. The mover creates a movement with one musical phrase; the mirror watches, and then reflects that movement with the next musical phrase. The mirror can also do the opposite, or a continuation of the movement created by the mover.

MUSIC:

MIDNIGHT MOON (Song 2)

GENTLE SEA (Song 5)

TWILIGHT (Song 10)

ENTER SUNLIGHT (Song 7)

ACTIVITY: SCULPTURING

One partner is the artist, the other is the clay. The artist moves one part of the clay any direction each time the bell rings. The clay retains each position.

Example:

Lift one leg up tilt head forward, bend one arm, etc. Ring the bell after every musical phrase, or after every other musical phrase. When people seem to be finished have them trade roles. At the end of the song, the clay freezes and the artists sit down so all can observe the various body poses the artists have created.

MUSIC: MOVIN' (Song 9)

ACTIVITY: RHYTHMS WITH INSTRUMENTS

Play your instrument when you hear the music and stop when the music stops?

MUSIC: PAUSE (Song 11)

Play and bend your knees.
Play and sway from side to side.
Find another way to move while you play.
Create a rhythmic pattern that goes with the music.
Find out how many different sounds you can

make with your instrument? Shake, scrape, hit in different places, etc.)
Create different rhythm patterns with the music.

MUSIC: ANY SELECTION

ACTIVITY: BALLS

Can you do the following with the rhythm of the music?
(use 6" - 8" rubber balls, or yarn balls.)

Roll your ball from side to side.

Throw your ball up and catch it (both hands, then one hand)

Throw your ball from one hand to the other.

Throw your ball up, clap your hands, and catch the ball.

Think of something else you could do with the ball.

Think of something you could do with the ball while marching.

Using a series of skills, create a routine.

Create a routine with a partner.

Bounce the ball and catch it. (rubber ball only)

Bounce the ball with one hand and catch it with the other.

Bounce the ball, clap, and catch it.

Place the ball between your knees and try to jump around while holding the ball this way.

MUSIC:

TIPSY (Song 3)

JAMAICAN HOLIDAY (Song 6)

GENTLE SEA (Song 5)

FUNKY PENGUIN (Song 1)

ACTIVITY: STREAMERS - (6'-12' lengths of crepe paper)

Moving in your own space, make your streamer fly high.

Now make it fly low.

Move anywhere making your streamer fly high and low

Find out what happens to your streamer when you make sudden changes of direction.

Use leaping and spinning movements with your streamer

Make a shape with your streamer in the air.

Make your streamer stay close to you - far away from you.

Can you think of something else you could do with your streamer?

With a partner, develop a sequence you can do together.

MUSIC:

MIDNIGHT MOON (Song 2)

ENTER SUNLIGHT (Song 7)

GENTLE SEA (Song 5)

TWILIGHT (Song 10)

*Some of the ideas in this guide were suggested by
Ambrose Brazelton, Al Canonico, Layne Hackett
and Jane Young. Their help is appreciated.*

Credits

Piano, Clavinette, Electric Piano, Clarinet and Flute

Jim Gordon

Acoustic-Guitar, Electric Guitar, Electric Sitar, Banjo

Ben Benay

Drums, Percussion

John Raines

Bass

Bill Perry

Acoustic Guitar

Hap Palmer

Engineer

Tom Perry

Strings and horns arranged by

Jim Gordon



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