

LEARNING AS WE PLAY

“musical activities:
rhythms, ring games, singing games,
for exceptional children”

selected and arranged by:
Winifred E. Stiles and David R. Ginglond



Rossmore

FOLKWAYS RECORDS FC 7659

LEARNING AS WE PLAY

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Greeting Song
Help to Row the Boat Ashore
The Cuckoo Clock
Do, Lord
I Take My Little Hands
He's Got the World in His Hands
This Old Man
Elephant Song
See the Indians

Rig A Jig Jig
Horsey, Horsey
If You're Happy
Dinah
La Raspa
Down on Grandpa's Farm
Clapping Land
Our March

Descriptive Notes Are Inside Pocket.

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LEARN AS WE PLAY

notes by Winifred E. Stiles and David R. Ginglend

This record has been designed to assist the teacher, volunteer leader, or parent supervising a play group to make a substantial beginning in a program of music for retarded children, or for young normal children.

It has frequently been said that music reaches retarded children. The question arises, "HOW does it reach them?" We feel that it fulfills many of their basic needs. Music is as important to the child without speech as for the child with speech. Singing in the usual sense is not nearly as important as is the therapeutic aspect of a common activity in which all may participate to some extent despite the degree of handicap. Music contributes toward development in many areas, mainly:

Mental Health - the feeling of participation and achievement, a release for tensions, the development of poise and self-confidence, general fun and happiness.

Social Development - group participation, development of self-control, ability to listen and extend attention span, role-playing or dramatization.

Language Development - auditory discrimination, speech sounds, vocabulary, word concepts.

Physical Development - use of large and small muscles, developing a rhythmic sense, aiding physical co-ordination.

The music used here has been selected and modified to contribute toward the above mentioned learnings. Two simple spirituals have also been included as it has been our experience that children respond favorably to this kind of music. Suggestions for using each song in many ways are given below.

General suggestions:

1. Repeat each song in only one way a sufficient number of times until all the children are familiar with it before trying one of the variations.
2. Help the child to listen to the music. He can not respond rhythmically to music unless he consciously listens to it. This requires continuous development in all children. He needs to know what to listen for. He is helped by something to watch as well, and that is YOU the leader. Learning to listen to music will help the child to listen to other things as well.
3. The pauses between verses allow the leader to suggest the words for the next verse.

(1) NOTE:

The Three R's for the Retarded, Naomi H. Chamberlain and Dorothy H. Moss published by the National Association for Retarded Children, 99 University Place, NYC

A word to parents, teachers, and leaders using this recording - The "Three R's for the retarded" (1) are REpetition, RELAXation, and ROUTINE. Retarded children will not become bored by frequent repetition of these musical activities, in fact, as they become familiar to him, you will see the child relax and enjoy the music. Those who work with retarded children know that when given a choice, the children will invariably select the familiar, comfortable activity in which they know what is expected of them.

The leader's attitude is most important. It must be evident that you enjoy music. Never be discouraged as you work with music with retarded children nor dwell on your musical shortcomings. A severely retarded child may be absorbing and learning more thru music than his responses reveal. Thru music the retarded child can express himself without having to form words of his own.

Young retarded children may become exhausted or over-stimulated and not realize what is wrong. It is wise therefore to alternate active noisy activities with comparatively inactive quiet activities. As the children become more familiar with the activities, the periods of time may be extended.

The music on this record lends itself to three kinds of activity: -

1. "Sit down music" - this involves finger play and other action which is confined to sitting or standing in place. This may be used with large groups of children.
2. Physical activity such as ring games, marching, dancing. These are best done in smaller groups unless you have assistants.
3. Rhythm instrument activities - These are most helpful if developed properly with attention to listening. Avoid using numerous rhythm instruments together as this results in chaotic noise. Begin simply with everyone using rhythm sticks. Emphasize LISTENING to the music. Much later build up to a variety of instruments as in This Old Man, I Take My Little Sticks, etc.

Several activities have been listed for some of the selections. These are in order of difficulty, the simplest described first, a more difficult one next, and so on. We have suggested only a few of the ways in which you can use this music. As you become familiar with the selections, you will think of many ways to add to the kinds of responses you want. For this reason only the accompaniment is often given, and there are pauses between verses and sections for you to give the directions that you want.

Lastly, remember that it is important for the leader to be very much "in the act", performing the actions indicated in order that the child have a point on which to focus attention and a model to imitate.

GREETING SONG

1. Children sit or stand in a circle with the leader in the center. The circle sings:

"Hello, teacher, how are you, how are you, how are you?
Hello, teacher, how are you, what will you do now?"

During the piano chorus, "Teacher" does some rhythmic activity which is imitated by all in the circle. At the end a child is chosen to stand in the middle. The game proceeds as before, substituting the name of the child in the song.

Encourage each child to do something different. The leader may help by whispering to the chosen child, "Touch your toes", "Slap your knees", "Roll your hands", etc.

2. A box of rhythm instruments may be placed in the ring and the child in the center selects an instrument to play solo during the chorus.

HELP TO ROW THE BOAT ASHORE

Use the names of children in the group - "Georgie, row the boat" etc. The child named "rows" in time to the music.

THE CUCKOO CLOCK

First section - snap fingers, clap, or move hands back and forth. Holds preceding chorus - slap hands on knees very quickly.

Chorus - 1 slap knees, 2 clap hands, 3 snap fingers
Add one more "cuckoo" on each verse, remembering to snap fingers twice or three times at the spot.

DO, LORD

Children improvise new verses, or choose favorite verses of those learned at various times, such as:

I've got a home in glory land that outshines the sun.

Now I'm going up to glory, open the gates!

God loves all his many children and he loves me, too.

Be good to everyone you meet and they'll be good to you.

The Lord loves everyone of us, and we love him too.

The Lord is always by our side, oh he knows what we do.

I TAKE MY LITTLE HANDS - I TAKE MY LITTLE STICKS

1. Dramatize: "I take my little hands and go clap, clap, clap"

Feet - stamp
Fingers - snap
Toes - tap
Head - shake
Eyes - blink or wink
Finger - point

2. Dramatize playing the instruments used in second section. Listen first to discover what instruments are used.

3. Give the children the rhythm instruments used in the song to play only when that particular instrument is sung about.

SEE THE INDIANS

1. Dramatize verses of the song.
2. Beat a tom-tom on the chorus.
3. Use shakers on the chorus.
4. Use shakers during verses, tom-toms on the chorus.

HE'S GOT THE WHOLE WORLD IN HIS HAND

Add verses suggested by children such as:

names of those present

You and me
Mommy and Daddy
Fish of the sea
Birds of the air
Wind and the rain
Sun and the moon

THIS OLD MAN

1. As there are so many versions of this old song, the verses are not sung so that you may use the rhymes that please you.
2. As a beginning instrumental activity, all children may play sticks during the verses.
3. As an advanced activity, play the instruments used on the recording. Listen first to find out when each instrument plays.

CINDY, CINDY

1. Enjoy this song by listening to it and singing it.
2. Clap lightly to the music, or tap various parts of the body in time with the music.
3. Play rhythm instruments softly on the chorus only.

ELEPHANT SONG

This song is particularly good as it involves the back and shoulder muscles which are not exercised enough. The child bends over with hands clasped to make a "trunk". He sways his trunk and walks heavily in time to the music, choosing another "elephant" to join him at the end of the verse. That elephant chooses still another at the end of the next verse and so on.

RIG-A-JIG-JIG

A child walks around the outside of the circle as the group sings the first part. He chooses a "friend" to skip with him or to run lightly around the circle during "Rig-a-jig-jig". The child chosen then walks alone and the game proceeds as before. Substitute name of child in the song.

HORSEY, HORSEY

1. Motions on: "tail go swish", "Wheels go round", "clippety-clop", "Whoa!"
2. Click tongue for clip-clops during entire song.
3. Use woodblocks, sticks, or paper cups for chip-clops.

SHOEMAKER SONG

Wind, wind, wind the thread,

Roll hands

Wind, wind, wind the thread,

Take thumb and index finger and pull thread from other fist. Pound fists together.

Zip, zip, and

Tap, tap, tap.

(Repeat)

Tap, tap, tap the little heel

Stamp one foot while pounding fists.

Roll, roll, roll, the leather feel.

Palms together, rotate hands.

(Repeat)

IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it, clap your hands,**
If you're happy and you know it, clap your hands,**
If you're happy and you know it, then you really ought to show it,
If you're happy and you know it, clap your hands,**

1. Suggest actions that may be done sitting down - tap your feet, tap your head, shake your hands, wink your eye, wave good-bye. Wait for chords to make motions. Listen!

2. Actions that dramatize daily happenings - wash your hands, shine your shoes, comb your hair, say your prayers, scrub the floor, iron your clothes, mend your clothes, etc.

3. As an active game, stand in a circle - touch your toes, take a bow, turn around, jump up high, touch the sky, step so high, give a sigh, that's enough, etc.

4. No words were used on this recording so that the accompaniment may also be used for "She'll Be Coming 'Round the Mountain."

DINAH

1. Children sing the verse, then dramatize and sing the sound the instrument makes during the next section.

Banjo - strumming motion - "plink"

Violin - hold violin and bow, large motions - "tra la la"

Trombone - push slide in and out - "toot"

Cymbals - slide hands past each other, up and down - "zing"

Drum - use both hands - "boom"

LA RASPA

1. Clap hands in time with first section. Pretend to play the piano during second section.

2. Stamp feet for first part, then roll hands on second part.

3. With partners facing each other and holding hands, hop from one foot to the other, extending the foot forward on the hop during first part. Link arms and skip or run lightly around each other.

4. As a circle game, alternate clapping and hopping on the first part. During second part all join hands and rotate.

5. Use rhythm sticks during first part. Children listen for second part and hold sticks aloft as it is played. Vary this by tapping sticks on the floor during alternate verses.

6. A more advanced activity would be to tap a tambourine 3 times and shake for rest of pattern, repeat three times. Use maracas or castanets for second section.

DOWN ON GRANDPA'S FARM

Children suggest animals from the farm and imitate them at the proper time. During "We're on our way" slap hands on knees in time with the melody.

Down on Grandpa's farm there's a yellow duck,
Down on Grandpa's farm there's a yellow duck,
The duck, he makes a sound like this --
The duck, he makes a sound like this --
Oh, we're on our way, Oh, we're on our way,
On our way to Grandpa's farm.

CLAPPING LAND

1. Children suggest other "lands" - stamping, snapping, nodding, etc.
2. Dramatize "travel far across the sea", "old man", etc.

OUR MARCH

This tune may be used for many rhythmic activities - marching, skipping, galloping, hopping, jumping, swinging arms, bending, rocking, etc.

ELEPHANT SONG

One elephant went out to play, out on a spider's web one day,
He had such enormous fun, he called for another elephant to come.

DINAH

No one in the house but Dinah, Dinah,
No one in the house but me I know,
No one in the house but Dinah, Dinah,
Playing on the old banjo.

2. when I came in Playing on the violin

3. but me alone Playing on the big trombone

4. but me I say Playing on the cymbals gay

5. whenever I come Playing on the big bass drum

SEE THE INDIANS

See the Indian chief beat upon his drum
See the Indian braves walking Indian file
See the Indian squaws grinding yellow corn
See the Indian boys paddling their canoes
See the Indian braves dance around the fire

LA RASPA

Oh hear our dancing feet! The music is bright and gay,
Oh hear the happy beat of castanets as they play.

CLAPPING LAND

I travelled far across the sea, I met a man
and old was he,
"Old man," I said, "where do you live?" and
this is what he told me.
"Follow me to Clapping Land, Clapping Land,

Clapping Land,
All who wish to follow me, come with me to
Clapping Land."

DOWN ON GRANDPA'S FARM

Down on Grandpa's farm there's a yellow duck,
Down on Grandpa's farm there's a yellow duck,
The duck, he makes a sound like this --
The duck, he makes a sound like this --
Oh we're on our way, oh we're on our way,
Oh we're on our way, oh we're on our way,
On our way to Grandpa's farm,
On our way to Grandpa's farm,
On our way to Grandpa's farm.

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