



# Tune In!

A 5-day music experience for kids

*Explore, create, read, write,  
and learn — all about music.*



Brought to you by Reading Rockets, with support from  
the Park Foundation and the National Education Association





# Tune In!

A book-based musical experience  
for young kids

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# Welcome to Tune In!

The best way to get kids learning is to build on their curiosity and interests. The Tune In program is kid-centered with an emphasis on active engagement, inquiry, and creativity.

We've designed the program to be user-friendly and adaptable. Use any or all of the lessons, materials, and resources each day for five days in a row, or once a week, for five weeks, (or any other way you like) to add hands-on learning to your summer, after-school, or home-school programming.

Day 1: Music in our lives

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Day 3: Music makers and musical styles

Day 4: Connecting to each other with music

Day 5: Changing our world with music



## A note about your own relationship to music

Singing, making music, and moving to music can be fun, joyful, or anxiety-provoking, depending on your relationship with music and movement. Even if you don't have experience as a musician or even if you feel self-conscious as a singer or dancer, you can still be an effective facilitator. Videos and audio provided in this Tune In Toolkit will give you tips and support along the way. As you explore this curriculum with kids, keep in mind that the following tips can help:

- **Embrace humor:** smiles and appropriate laughter can lighten up the tension that always exists when learning something new.
- **Accept and teach the idea that the only way to fail is not to try:** mistakes are part of the learning process — if you make them, it means you're trying.
- **Allow emotions:** listening to or making music can sometimes cause emotions to bubble up. If a song makes you feel sad or happy, talk about it.
- **Tell stories:** share your own stories about music, as appropriate. The message of the toolkit, overall, is that music is in our lives; sharing how music matters to you will make the teaching and learning experience stronger and richer.
- **Acknowledge your self-consciousness:** simply saying aloud that you don't know how to play an instrument or that you've never thought of yourself as a "great" singer or that you feel awkward when you try to dance can help kids to see you as a whole person. Your honesty and your willingness to try will make you a role model for those kids who also feel awkward or who are struggling with self-consciousness.

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## Getting yourself ready

- **Each day has an emphasis on one or more topics related to music.** You'll find an introduction to the concepts covered and recommended books for each day, as well as a list of questions to guide explorations and activities, and a list of music-related words that kids might not be familiar with.
- **Start by gathering books from your library** using the booklists here in the toolkit.
- **Choose both fiction and nonfiction books** from the lists provided.
- **Read them through before you read them to the kids**, so you know what happens and can spot any unfamiliar words or concepts you'll need to explain. Also, look for **places to ask questions** while you're reading to engage listeners.
- **Take a look at the activities and suggestions** in the toolkit for each day and choose which you'd like to do with your group.

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## Integrating movement and playfulness

### Standing to sing

Getting kids up and moving is a must. Whenever singing is suggested as a part of an activity, you can integrate movement by using any or all of these ideas.

- Before you sing together, stand up.
- Stretch to warm up the body. (Reach arms up slowly, bend over gently, etc.) Share the fact that warming up the body is what voice teachers recommend because we sing by activating the same muscles we use for breathing: air moving through our vocal cords produces sound. Taking a breath in and letting a breath out can be a great way to call kids to be present.
- Encourage appropriate movement during a song, such as swaying, bobbing, etc.

### Making video-watching more fun

We recommend watching videos as a group. Add engagement to the experience by including some or all of the movie-themed rituals listed below.

- Sit on the floor or move the kids' chairs into a new position when it's showtime.
- Ask the kids to give you pretend tickets before they can sit down. Or ask one kid to be the "ticket taker."
- Pretend to eat popcorn (or use this time to eat a snack, if snacks are a part of your day).
- Turn off the lights!
- Say "quiet on the set" as you settle down.
- Teach the kids to make the classic "Action" motion of the Hollywood clacker with their arms as they say, "Action" in unison. Use this as a group cue to turn on the recording.
- If there is talking, say: "Quiet on the set."
- If you have to stop the video, say, "Cut."
- When you finish a video, say, "That's a wrap."



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## Learning with the kids

When your program begins, start each day with a book! Read aloud one or more of the books on the suggested list and ask questions. Listen carefully to the kids' answers. By reading to them and asking questions, you'll get them thinking about the topic, and what they want to learn. You'll also increase their understanding and excitement. Read another book and repeat. You'll see a list of suggestions, but you won't see specific books required — that's because we understand that access to specific books may differ.



After you've read a book together, you might want to warm up with a song. Choosing one song to sing every day is a ritual that kids enjoy. You'll see our suggestion for the song "Celebration" and a link for it in the plans for Day One.

Next, introduce whichever components of the activities in this toolkit you've decided to use. As you get started:

- Look for personal or local connections. How can you connect the ideas in the books or the activities with the kids' experiences? Pay attention and think about the ways music sings its way into our everyday lives — yes, not only the recorded songs we hear from the music industry, whether it's pop, hip hop, jazz, country, R&B, etc., but also the music that is used to influence us through commercials, TV shows, or movie soundtracks.
- Keep asking questions throughout and listening carefully to your kids' answers.
- Encourage kids to write and draw about what they are learning or curious about by using the writing/drawing prompts in this toolkit and by contributing to a collaborative **Music Mural** (more about that on page 7). Model this by adding your own entries to the mural.
- Consider playing music in the background during art activities.
- Provide access to books about the topic for kids to look at on their own.
- Share appropriate digital media with kids (websites, apps, videos, and podcasts) to learn more.
- Take a field trip to hear live music if possible. Many locales offer free music experiences — check to see what might be happening in your neighborhood. If you can't take your group on a field trip, know that some artists are available and interested in sharing their music and experiences by connecting online.

Each subsequent day, connect the ideas and activities from the previous lesson. At the beginning of the session, ask them, *“What did we talk about yesterday?”* Then tie their answers to the focus for the day. Connecting what you explore and learn day to day will help them create a big picture.

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## Reviewing and teaching new words

Throughout your exploration, take time to talk about new words and tell kids what they mean. You can provide images, videos, and real objects to help them build understanding of unfamiliar words. You can even act words out! You can do this before you read or before you do an activity or while you are reading or working hands on.

If words or concepts are being repeated, ask kids if they remember what they mean and how they might be used the same way or differently in this new context.

Along the way, suggest that kids add whatever new words they are learning to the Music Mural. This communal visual tool will reinforce the learning.

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## Activating background knowledge

You’ll see specific discussion questions each day, but feel free to begin the entire program with overall questions.

- What is music? How is music important?
- When and where do you hear people singing or making music?
- Is singing in the shower music?
- What are some favorite songs? Favorite parts of songs?
- What musicians do you admire? Why?
- Have you ever played or tried playing a musical instrument?
- What kind of music makes you want to tap your feet?
- What kind of music makes you want to go to sleep?
- In what ways can music influence your emotions or how you feel?



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## Technical considerations for playing audio/video recordings

Throughout the toolkit, you'll see links for either audio or visual recordings that can be shared with kids. You'll need some way of sharing these.

For a small group, the simplest method can be a laptop or even a phone.

For larger groups, you may need to hook your laptop to a monitor or display screen (such as an interactive whiteboard) to show a video or to an external speaker to play an audio recording.

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## Technical considerations for making audio/video recordings

Some of the activities will suggest the option of making an audio or video recording of an activity, such as the group singing, or one participant performing their commercial jingle. A phone may be the simplest recording option.

Recording a performance or rehearsal can be exciting for kids and inspire them to put their all into an activity. Listening or watching a recording that you made together can be rewarding and educational. Sharing the audio or video with parents, families, and friends can also be a highlight.

First, permissions from parents or guardians need to be obtained. Follow all appropriate guidelines for this. Make sure to be clear about how, when, and where you will be using these recordings.

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## Things to remember throughout the toolkit

Kids like rituals and you can give them something familiar to look forward to each day by repeating certain elements of the toolkit.

In addition to reading a book or books each day and singing a warm-up song together, the following can be done each day.

- **Music Mural** — a place for kids to post what they're learning about.
- **Open Mic** — a chance for kids to practice being performers and audience members.
- **Songwriting Studio** — a corner of the room where kids can go to work on songs during the day.
- **Tune In Tonight** — a suggestion of one thing to think about or do at home.
- **Kid-Friendly Digital Media** — links to extend the learning.

# Music Mural

Each day you'll be invited to add words and images to a mural about music that will get kids thinking about the lessons, help them remember what they're learning, and make connections day to day. Using various senses simultaneously helps the learning stick and the enthusiasm grow.

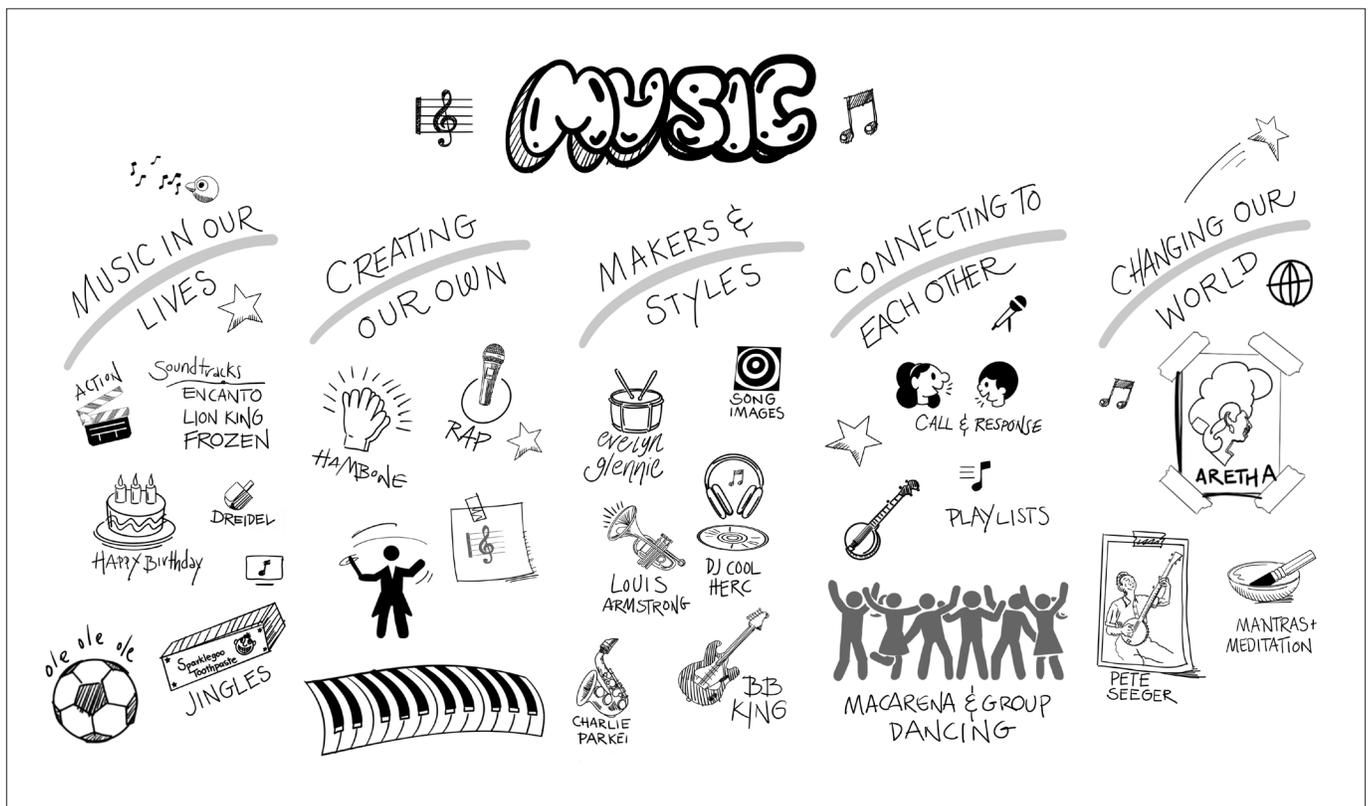
You'll find instructions for what to write or draw. Encouraging kids to do the writing and drawing is a great way to get them engaged.

You'll also find black-and-white images in the Printable Resources section, which you can use in two ways. You can use these as references for drawing your own images or you can print these out and invite kids to color them. Then you can cut them out and paste them to the Music Mural.

There is no right or wrong way to create your Music Mural. Use it to invite kids to add their own images and words each day.

If you're doing all five days of the toolkit, you'll have five different sections: Music in our Lives, Creating our Own, Makers and Styles, Connecting to Each Other, and Changing our World.

**Your finished Music Mural may look something like this:**



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## The Open Mic

An Open Mic is an informal concert that typically occurs at a coffee house, restaurant, or small venue to give individuals a chance to perform in front of a live audience. The Open Mic host usually has a sign-up sheet and anyone is invited to sign up for a slot — first come, first served. Often there is a microphone. Audiences are encouraged to be welcoming and supportive. Only positive comments and applause or finger snapping is permitted.

An Open Mic is all about sharing. It's a give and take between performer and audience. In hosting an Open Mic each day, you can give kids a chance to practice both being a performer and being an audience member — both are essential.

Kids of all ages and experience levels can participate. Whether it's squeaking out one verse of "Twinkle, Twinkle," flawlessly belting out a favorite *Hamilton* song, or testing out a rhythmic hand-clapping routine, an Open Mic gives kids a chance to glow and grow.

### Introducing the Open Mic

Build excitement by introducing the sign-up sheet (see the Printable on page 45). Explain that each day kids can sign up to perform a song or even just a part of a song. Remind kids that they don't need instruments to perform. Options include:

- Singing
- Chanting
- Rapping
- Beatboxing
- Body-percussion rhythm (see activity on body percussion)

They can perform something you've learned in Tune In or something they know on their own. Remind them about appropriate language in lyrics and encourage them to preview their act with you if there are any uncertainties.

Establish a time for the Open Mic and let kids know an Open Mic will occur at the same time each day. First or last activity of the day often works.

Some kids love being in the spotlight and other kids may take time to get their nerve up. Consider allowing kids to let you know they want to sign up throughout the day or leaving the sign-up sheet out so kids can sign up when the spirit moves them.

Model enthusiasm and the willingness to take risks by signing up for the Open Mic yourself!



And remember, not all students are going to be comfortable performing. There are so many other people that help put performances together: sound and lighting technicians, stage crew, conductors, directors, etc. Invite kids to be involved in whatever way feels comfortable. People who arrange the chairs and music stands are just as important as the diva!

## Role of the host

Being the host of the Open Mic is a fun way for kids to also practice public-speaking skills! Model what the host does by being the host yourself on the first day. Then, ask kids to volunteer to be the host for subsequent days. Here's what to expect from a great host:

- **A friendly welcome**

*Hi Everybody! Welcome to today's Open Mic. We have a line-up of great performers, so get ready to enjoy the show!*

- **A friendly reminder**

*Remember, we want this Open Mic to be fun and friendly, so let's be extra encouraging to our performers and show them lots of love with our applause and cheers!*

- **Introductions for each performer**

*And now, Keesha will be singing her song. Give her a warm welcome! Come on up, Keesha!*

- **A thank you after each performer is done**

*That was fabulous! Thank you, Keesha.*

- **A final thank you and goodbye**

*What a show! Thanks to all our performers — and to all who made the show possible. You guys were a great audience! Come back tomorrow!*

## Tips to create an Open Mic atmosphere in any room

Adding a few "professional" touches can make your Open Mic more fun.

Create a "stage" in your room with your kids' help using one or more of the following ideas:

- Hang twinkle lights or construction-paper chains in one area of your room and call it the stage. To make paper chains, cut thin strips of construction paper. Staple one strip together to form a loop and then put each subsequent strip through the loop and staple to form a chain.
- Make and hang a banner that says Our Open Mic! Or create a name for your Open Mic so the kids feel more ownership and excitement.

- Introduce a pretend microphone. Holding a mic — even if it's not real — can be fun and make young performers feel special. Try any of these options:
  - empty paper towel tube
  - ruler
  - fat paintbrush
  - drumstick



Pull chairs in “audience style” whenever it’s time for the Open Mic.

## Open Mic etiquette

**Establishing a safe, positive environment for the Open Mic is important.** Make sure you emphasize this with your students. Talk through how negative comments will not be tolerated. Only positive comments, applause, and cheers will be allowed.

## Handling stage fright

Engaging your kids in a discussion about stage fright before you start is a great way to address this issue. Assure them that even professional performers get scared and sometimes freeze or make mistakes. Having a plan for when it happens can really encourage kids to try.

The following video about how performing is a way to share joy with the audience can be shared in advance.

### How to Enjoy Performing (Mary Amato)

<https://youtu.be/lx1a8UoNCF8>

If stage fright hits, here’s what a young performer can do:

- **Say that it’s happening!** Sometimes it helps just to admit the fear to an audience in real time.
- **Ask for encouragement.** Cheerleading from friends can make a difference. “You can do it!” “It’s okay if you mess up!” or “Just try!” from the audience can help.
- **Ask for a partner.** Fear can dissipate if a friend steps up and stands by the performer “on the stage.”
- **Ask for everybody to sing along.** A kid will never feel alone if everybody joins in.

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## Songwriting studio

If desired, you can create a “studio” in your room, facility, school, or home for listening to or creating music. What you can include:

- Headphones to block out noise or to listen to music
- Pencils, pens, paper
- A rhyming dictionary
- Laptop or cell phone (with music for inspiration)

Invite kids to go to the Songwriting Studio whenever they are in the mood or have free time and want to experiment with songwriting.

### Resources for your songwriting studio

**“Songwriting by Kids for Kids — A Recipe and Process for Writing Songs with Kids”  
by FreshMade Music**

<https://www.freshmademusic.com/?p=806>

**Songwriting with Kids**

<https://www.readingrockets.org/article/songwriting-kids>

**Songwriting Worksheets (SongChops)**

<http://songchops.com/songwriting-worksheets/>

**Songwriting Exercises That Work (MusicianPort)**

<https://musicianport.com/best-songwriting-exercises/>

**LessonPlans — Composition**

<https://www.littlekidsrock.org/Lesson/LessonPlans-Composition.pdf>

**“Setting Up a Mini Music Studio for Kids at Home” — a blog post from Margaret Francis**

<https://www.semissourian.com/blogs/francis/entry/76870>

**Songwriting Journal: Lined Paper for Songs, Manuscript Paper for Notes, Lyrics and Music**

<https://www.amazon.com/Songwriting-Journal-Manuscript-Songwriters-Musicians/dp/1973898381/>

**Guitar Notes Songwriting Tip from Lea**

[https://youtu.be/yrx05p6\\_xw](https://youtu.be/yrx05p6_xw)

### Project Noteworthy with Lima Symphony Orchestra

A songwriting project led by Mary Amato with 4th and 5th grade classes in four different Ohio schools to explore and celebrate songwriting.

<https://www.maryamato.com/songwriting-in-schools/>

Sample video from Project Noteworthy:

**“Deep in My Emotions” — Heritage Elementary/Crystal Miller and Lima Symphony Orchestra**

<https://youtu.be/iTK5y3K1HF0>

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## Tune In Tonight

Each day you’ll see a suggestion of one thing a child can do or notice at home related to that day’s topic. Before the kids go home, remind them how to “Tune in Tonight.” When you meet together the next day, remember to ask if they have anything to share from the night before.

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## A word about appropriate language and images

The resources we are including in this toolkit have been checked and do not contain profanity. Be aware that kids may want to share lyrics or images from musicians they like that may not be appropriate for all ages. Follow your own guidelines for determining what is appropriate to share with the group.

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## General books about music

- *First Steps in Music for Preschool and Beyond* by John Feierabend (adults)
- *First Steps in Global Music* by Karen Howard (Ages 6-9)
- *Learn to Speak Music* by John Crossingham (Ages 9-12)
- *M Is for Melody* by Kathy-Jo Wargin (Ages 6-9)
- *M Is for Music* by Kathleen Krull (Ages 6-9)
- *Maker Projects for Kids Who Love Music* by Rebecca Sjonger (Ages 9-12)
- *Music and How It Works: The Complete Guide for Kids* by DK (Ages 6-9)
- *Music Is for Everyone* by Jill Barber (Ages 6-9)

# Acknowledgements

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## Tune In toolkit authors

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Mary is an educator, songwriter, musician, and the award-winning author of many books for children and young adults. A former classroom teacher, she develops and teaches popular songwriting workshops and residencies for schools, libraries, and nonprofits across the country and online. Her partners have included Carpe Diem Arts, Strathmore Music Center, the Friends of the National Zoo, The American Library Association, the Lima Symphony Orchestra, and *The Washington Post*. Often, her fiction, including *Guitar Notes* and the *Lucy McGee* series, explores the joy of music and inspires young readers to write their own songs.

<https://www.maryamato.com/>

### Gayle Danley, Contributing Writer

Gayle is a poet who has received numerous awards for her work over the past three decades — from being named the Maryland Young Audience's Artist of the Year and National Young Audience's Artist of the Year to being named the International Poetry Slam Champion. Recently, the Maryland Library Association chose her as Maryland Poet of the Year. In addition to writing and performing, she teaches children across the country how to access their emotions through the force of words. She has been profiled by *CBS 60 Minutes*, *The Baltimore Sun*, *The Washington Post*, and *The New York Times*. A passionate educator, she develops curricula, including her online course, "Lessons in Poetry:" "Becoming a Slam Poet in 5 Steps:" <https://youtu.be/9f8VcV8v2LE>

### Lea Morris, Contributing Writer

Lea was born in Baltimore to a father who toured the world playing trumpet in the funk band, Black Heat, and a mother who dreamed of opera while performing with her siblings in the Jones Family Gospel Singers. Lea was singing on the pulpit of the Baptist church where she grew up as soon as she could speak. When she discovered the acoustic guitar as a teenager, she began teaching herself to play by writing songs. Her exploration continued as an exchange student at a German music conservatory. Having shared the stage with luminaries including Odetta, Mavis Staples, and Dar Williams, Lea's sound seamlessly blends gospel, jazz, country, and R&B into her own style — SoulFolk. <https://www.thisislea.com/>

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# Day 1

## Music in our lives



# Day 1: Music in our lives

## Introduction

We'll start by exploring examples of the various kinds of music we hear all around us. We hear songs on the radio and music in films. Television shows have theme songs, anthems and songs are played in sports stadiums, shopping centers, schools, churches, synagogues, temples, and mosques. We sing special songs to celebrate important moments and events, but we also sing in the shower. We grow up making music and listening to music — even if we don't always realize it. We'll explore the ways we make music to express, to entertain, and to influence.

## Questions to guide explorations

- What is music?
- Where do we hear music?
- Why do we make music?
- When do we make music?
- What's the first song you remember learning?
- What kind of music do you make?
- What kind of music do you like?
- What kind of music do you hear at celebrations? During movies or TV shows?

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## Activities

- **Activity 1:** Music Helps Us Celebrate — Music Mural
- **Activity 2:** Music Influences How We Feel — Soundtrack Experiment
- **Activity 3:** Music Sells! — Commercial Jingle Creation



# Children's Books

## Fiction

- *Ear Worm* by Jo Knowles (Ages 3-6)
- *I Got the Rhythm* by Connie Schofield-Morrison (Ages 4-8)
- *Max Found Two Sticks* by Brian Pinkney (Ages 6-9)
- *Mole Music* by David McPhail (Ages 6-9)
- *The Music of Life* by Louis Thomas (Ages 3-6)
- *A Neighborhood Walk, A Musical Journey* by Pilar Winter Hill (Ages 6-9)

## Poetry and songs

- *De Colores and Other Latin-American Folk Songs for Children* by Jose-Luis Orozco (Ages 3-6)
- *Let It Shine: Three Favorite Spirituals* by Ashley Bryan (Ages 3-6)
- *Simple Gifts, a Shaker Hymn* by Chris Raschka (Ages 6-9)

## Nonfiction

- *The Book of Movement Exploration: Can You Move Like This?* by John Feierabend (Ages 3-6)
- *Francis Scott Key's Star-Spangled Banner* by Monica Kulling (Ages 6-9)
- *God Bless America* by Irving Berlin (Ages 3-6)
- *Play This Book* by Jessica Young (Ages 3-6)
- *Powwow: A Celebration Through Song and Dance* by Karen Pheasant-Neganigwane (Ages 9-12)



# Music Words

## Anthem

A song that is used by a country, an organization, or a movement to be a symbolic musical experience.

## Composer

The person who makes up the music.

## Credits

The list of names that explains who did what job on a project.

## Dynamics

The volume of the music — how soft or loud.

## Instrumentation

How the choice of an instrument makes the music sound sad, harsh, scary, peaceful, sweet, etc.

## Jingle

A short, catchy song used in advertising.

## Lyrics

The words of a song.

## Melody

A series of notes played in an order that is memorable and recognizable. Also described as the tune of a song.

## Mural

A visual work of art that is often in a public place, like on a wall.

## Musicals

Stories in which the characters sing to help tell the story.

## Open Mic

An event, like a talent show, where participants can perform.

## Soundtrack

Music that is included with a film or television show.

## Tempo

The speed of the music — how fast or slow.

## Theme Song

A song or piece of music used to introduce a





## Activity 1: Music Helps Us Celebrate — Music Mural

### Introduction

One of the easiest ways to realize how important music is to us is to think about how we use songs and music to express our emotions as we celebrate the milestones in our lives.

### Supplies

- Online video: “Celebration” (Kool and The Gang) (Playing for Change)  
<https://www.youtube.com/watch?v=8Lu41LulQos>
- Picture of a birthday cake and soccer ball (see Printable on page 39)
- Roll of paper
- Scissors
- Markers or crayons, pencils or pens
- Audio of “¡Olé! ¡Olé! ¡Olé! ¡Olé!”  
[https://www.startwithabook.org/sites/default/files/ole\\_ole\\_with\\_kids.mp3](https://www.startwithabook.org/sites/default/files/ole_ole_with_kids.mp3)

### Prepare

Create a blank **mural** by cutting a long piece of rolled paper and then appropriately and safely taping it to the wall where kids will have access to it. Note that the mural will need to be low enough so that kids can comfortably sit and draw or write on it. Alternatively, if you don't have the wall space, you can roll out the mural on the floor each day and have kids sit on the floor when they want to add to it. And then you can roll it up to store it between your classes.

Note that kids will be encouraged to draw or write on the Music Mural each day and so introducing it on Day One is helpful. Also, before you begin, you may want to think about setting your own guidelines for when and how kids can add to the Music Mural. Decide ahead of time if you want them to ask permission; likewise, decide if you will set aside a special time for this or can they do it during appropriate free time.



## Activity 1: Music Helps Us Celebrate — Music Mural

(continued from previous page)

### **Familiarize yourself with the soccer song “¡Olé! ¡Olé! ¡Olé! ¡Olé!”**

[https://www.startwithabook.org/sites/default/files/ole\\_ole\\_with\\_kids.mp3](https://www.startwithabook.org/sites/default/files/ole_ole_with_kids.mp3)

Young soccer fans in your group might be interested in how this soccer song came to be — the “Olé, Olé, Olé, Olé” chant is a favorite for fans of soccer and other sports. It started as a 1985 song by Roland Verlooven and Grand Jojo, with the French words “Allez, Allez, Allez, Allez” in French, which mean “let’s go.” That song morphed into the chant “Olé, Olé, Olé, Olé” in Spanish, created for the [Mexico ‘86 World Cup](#). This version of the chant quickly spread around the world, chanted by football fans in tribute to a team or a player. It is now also widely used in other sports as well as in non-sporting events.

You can also use the “Olé, Olé, Olé, Olé” chant as an example of the power of words and music to bring people together.

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### Get kids thinking

Warm up and get the good times rolling with a song! Introduce this uplifting showcase of kids around the world singing and playing the song “Celebration.”

### **“Celebration” (Kool and The Gang) | Playing For Change (Playing for Change)**

<https://youtu.be/8Lu41LulQos>

Encourage the kids to sing and dance along.

This can be a repeated warm-up ritual every day. Once kids love a song, they’ll enjoy singing and dancing to it every day.

Note: You’ll be seeing links on Day 2 for how to learn the “cup song” rhythm that kicks off this video.



## Activity 1: Music Helps Us Celebrate — Music Mural

(continued from previous page)

### Other warm-up songs

#### **“Vamos a cantar” (1,2,3 Andres)**

A song about singing. Spanish version: <https://youtu.be/Jjjqfe0IXTc>

#### **“Sing Now with Me” (1,2,3 Andres)**

English version: <https://youtu.be/v2aodS4Sdec>

#### **“Thankful” (The Juicebox Jukebox)**

<https://youtu.be/YeSdQmO51Ps>

#### **“Hola, Amigo”**

A good greeting song. Spanish version: <https://youtu.be/0PpJ8TTnQQk>

#### **“Hello, Friend”**

English version: [https://youtu.be/Kr\\_IW7e5zUs](https://youtu.be/Kr_IW7e5zUs)

**Find links to lots more music that makes you move on page 38.**





## Activity 1: Music Helps Us Celebrate — Music Mural

(continued from previous page)

### Let's get started!

#### Step 1

Show kids the blank Music Mural and let them know that it is going to stay up all week (or be unrolled onto the floor each day) and that they'll be able to put what they know and what they learn about music on the mural. Talk about how kids can write, draw, or tape cut-out images to the mural. Looking at the Music Mural each day will help everyone make connections about what they're exploring and learning.

**On the mural, write "Music" in big, bold letters and invite the kids to color in the letters.** It can be fun to write "Music" in graffiti-style letters. Here are two video tutorials:

**How to Draw Graffiti (Art for Kids Hub)**

<https://youtu.be/K1rEnsFSRJE>

**How to Draw Graffiti Bubble Letters ABC (PIN KORO)**

<https://youtu.be/ZNHg714uHJQ>

**Write "Music in Our Lives" on the mural and add a visual symbol of a birthday cake.**

You can do this by drawing a birthday cake, asking a kid to draw a birthday cake, or by cutting out and taping the picture of the birthday cake from the Printables section (see page 39).

**Ask:** What song do we sing when we see this?

Encourage all the kids to sing the "Happy Birthday" song together. Standing up to sing is a great way to build in some movement to your day. Remember, there are more tips about ways to integrate movement to singing activities in the toolkit introduction on page 3.

#### Step 2

**On the mural, write "Happy Birthday Song" near the picture of the cake.**

Encourage kids to realize that they learned this song when they were young and that people of all ages sing it. Ask why they think we sing when it's someone's birthday. Some ideas that may come up:



## Activity 1: Music Helps Us Celebrate — Music Mural

(continued from previous page)

- Singing to someone makes that person feel special and happy.
- Singing makes us (those who are singing) feel happy.
- Singing helps us celebrate.
- Singing brings people together.
- Singing gives us a way to mark a special occasion.
- Singing is a tradition.
- Singing is a part of our culture.



### Step 3

**Ask:** How and when do we use songs or music to celebrate other important days or important moments in our lives?

Give kids a choice of markers, crayons, or pencils and encourage them to take turns writing or illustrating the types of celebration songs they know. They might think of actual song titles, for example “Joy to the World” to celebrate Christmas or “I Have a Little Dreidel” for Hanukkah or “El Jarabe Tapatio” (The Mexican Hat Dance <https://youtu.be/q-Rqdgna3Yw>) for Cinco de Mayo. Or they might think of categories of songs. Some examples might be:

- Wedding songs
- Graduation songs
- Patriotic songs, such as “America the Beautiful”
- Christmas carols
- New Year’s songs
- Quinceañera songs
- Kwanzaa celebration songs
- Chinese New Year celebration songs, such as “Gongxi, Gongxi”

### Example

Here's a traditional Christmas song composed by a Venezuelan artist, popular throughout Latin America: <https://youtu.be/vs58ZKNFY0E>



## Activity 1: Music Helps Us Celebrate — Music Mural

(continued from previous page)

There is no right or wrong. The purpose is to get them thinking about the music they already know and like. Let them choose where and how to write and/or illustrate their contribution. Additions don't have to be in list form.

You're not trying to fill up the entire mural — just a portion of it. After Day 1, your Music Mural might look something like the diagram below (see page 7 for a sample of a completed mural):



As you are brainstorming, you or a kid might want to sing a song or teach a song to the group. Feel free to encourage that — and to encourage others to sing along.

If this happens, you can also let the group know that you'll be having an [Open Mic](#) sign-up every day (see the Printable on page 45). The Open Mic will be an opportunity for them to become performers and you'll be talking more about it later.

During this activity, a kid might want to write the name of a song, but might not be able to remember it or might not know the actual title. For example, they might recall that there's a song for New Year's ("Auld Lang Syne") but not be able to remember the title or words.

Depending on your situation and the ages of the kids, you could model how to do research and work together to find the song title on the spot. As appropriate, you can also encourage them to ask parents/guardians at home. And, remember, if you don't know a song or a reference that comes up, let them know that you're curious and eager to learn more!



## Activity 1: Music Helps Us Celebrate — Music Mural

(continued from previous page)

Remind them that the Music Mural will be available throughout the week and so if they think of a song title later, they can add it. As mentioned in “Preparation” above, you may want to set down your own guidelines for when and how kids can add to the Music Mural. Let them know if they need to ask permission. Let them know if you will set aside a special time for this or if can they do it during appropriate free time.

### Step 4

**Write “¡Olé! ¡Olé! ¡Olé! ¡Olé!” on the Music Mural.**

**Ask:** Fans of a certain sport sing this word during games. Do you know which sport?

Add a visual symbol of a soccer ball by drawing it, using the picture from the Printables section (see page 40) or asking one of the kids to draw a soccer ball.

Using the audio [[https://www.startwithabook.org/sites/default/files/ole\\_ole\\_with\\_kids.mp3](https://www.startwithabook.org/sites/default/files/ole_ole_with_kids.mp3)] or on your own, teach kids the soccer-and-hand-clapping pattern. Stand up and sing it together with gusto!

Share that this ritual was adopted by soccer fans in Europe in the 1980s but that it goes all the way back to the ancient tradition of European bullfighting when the crowds would shout “olé” when the bullfighter successfully dodged the bull. The introduction of the bullfighting topic may raise questions or concerns about animal cruelty. You can discuss how old traditions can be seen in a new light and can change because of changed ways of thinking.

### More music and sports

**Soccer chants and songs from around the world: Most Electrifying Chants In Football With Lyrics (SommitSports)**

<https://youtu.be/2RuMgKUmzf8>

**KIDZ BOP Kids & Harlem Globetrotters — “My House” (KIDZ BOP)**

<https://youtu.be/83Whq2GiOKM>



## Activity 2: Music Influences How We Feel — Soundtracks

### Introduction

A **soundtrack** is the music that is added to a film or television show. When we watch movies or shows, music can amplify or heighten various emotions.

### Supplies

- Picture of a Hollywood-style clacker (see Printable on page 41)
- Laptop or computer (with projection if possible) so that group can view video together
- Online video: “The Chair” (8 min and 45 seconds): <https://youtu.be/uPSbjjg9Pw8>

### Prepare

Watch the online video, “The Chair.”

### Get kids thinking

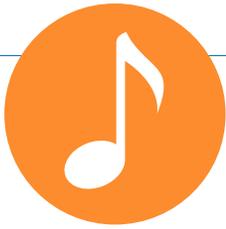
**Write or ask for a volunteer to write “Soundtrack” on the Music Mural.**

Draw or tape picture of Hollywood-style movie clacker (see Printable on page 41)

**Ask:** Have you ever noticed music playing when you’re watching a movie or television show? When do they hear music? How is music used in movies and on TV? Can music be almost like a character itself in films, plays, or on TV?

As you hear their thoughts, remember that some kids will be knowledgeable about films and shows that are beyond the “G” rating.

They may think of names of songs or categories of songs. Or they may describe songs or music. Some of the ideas that might pop up:



## Activity 2: Music Influences How We Feel — Soundtracks

(continued from previous page)

- **Theme songs** for TV shows like the song that kicks off *SpongeBobSquarePants*
- **Musicals**, like *Hamilton* or *In the Heights*
- TV commercial songs
- Music when there's a big dramatic, sad, or happy moment

Talk about the difference between:

- Theme songs: songs with or without words that introduce a show
- Commercial **jingles**: short songs with or without words that are used to sell products or services
- Musicals: stories in which the characters sing
- **Soundtracks**: music that is added to a film or television show

---

### Let's get started!

#### Step 1

Let kids know that you're going to be focusing on soundtracks for this activity and you're going to do an experiment together to see how music in a film can influence emotions. Explain that first you're going to watch the video all the way through. Tell them to just enjoy the show. (For tips on how to make this more engaging, review the ideas in Making Video-Watching More Fun on page 3.)

#### Step 2

Watch the online video, "The Chair" (8 min and 45 seconds):  
<https://youtu.be/uPSbjjg9Pw8>

After you've finished, kids might want to talk about what parts they liked or what they thought of the story or the images.





## Activity 2: Music Influences How We Feel — Soundtracks

(continued from previous page)

### Step 3

With the sound turned off, review two scenes from the video (minute 2:30 to minute 2:55 and minute 2:41 to minute 2:55 for “The Chair”)

Discuss how it felt to watch the scene without any music.

### Step 4

Review the same scene with the sound turned back on.

**Ask:** What did you notice about the music? How would you describe the music? How did the music make you feel? Why do you think this music was chosen?

Feel free to push kids to think about various elements when they’re analyzing music:

- **Tempo** — how fast or slow is the music?
- **Dynamics** — how soft or loud is the music?
- **Instrumentation** — how does the choice of an instrument make the music sound harsh or scary or peaceful or sweet?

### Step 5

**Ask:** Do you remember what the music was like in any other scenes? How would you describe the music you remember? How did it fit the scene?

Re-watch whatever part(s) of the video they mention, paying attention to what the music sounds like. Talk about how the mood of each section is enhanced by the different music.

### Step 6

Now that they’ve become mindful of paying attention to the soundtrack of a film, encourage a discussion about other movies they might have seen and what they might remember about the music. They might, for example, remember that music adds tension — like the Darth Vader “Imperial March” theme song in *Star Wars*.



## Activity 2: Music Influences How We Feel — Soundtracks

(continued from previous page)

**Have kids brainstorm movie titles to add to the Music Mural.** Some classic and contemporary examples of movies with dramatic soundtracks that might come up:

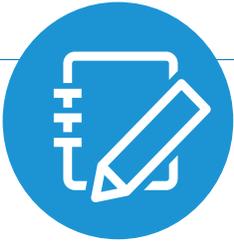
- *Finding Nemo*
- *Star Wars*
- *Black Panther*
- *Toy Story*

### Step 7

**Ask:** When you're watching a movie, how can you find out who composed the music?

Talk about how credits appear at the end of a film. Re-watch the end of "The Chair" to see who composed the music.





## Activity 3: Music Sells — Commercial Jingles

### Introduction

Music is used to sell products and services on television and radio. The songs that are composed specifically about the products or services are called **jingles**.

### Supplies

- Three jingles (available to stream or download): <https://tinyurl.com/2767t9zp>
- Jingles lyrics (see Printable on page 40)
- Pencils, markers, crayons, etc.
- Copies of “My New Toothpaste” handout (see Printable on page 43)
- Copies of Toothpaste Box templates (see Printable on page 44)
- Audio player (such as a cellphone or laptop)
- Additional supplies if you’d like the option of making 3-D toothpaste boxes: empty toothpaste boxes — one for each kid or one for each small group — to use to create their own new toothpaste box. Scissors, tape, and plain, white paper to cover their boxes.

### Prepare

Decide if you’re going to ask each kid to make their own product/jingle, if you’re going to collaborate on one as a group, or if you’re going to split into small groups.

### Get kids thinking

**Ask:** How is music used in commercials on television and radio? Why is music used in commercials?

Listen to one or all three of these examples of actual commercials. Ask kids to discuss what they think about the music in them. Is it effective? Why?



## Activity 3: Music Sells — Commercial Jingles

(continued from previous page)

### Examples of jingles

#### Band-Aid Brand

<https://youtu.be/HAsQrngfLw>

#### Oscar Meyer Bologna

<https://youtu.be/rmPRHJd3uHI>

#### Lucky Charms Cereal

[https://youtu.be/E-OYybJUR\\_I](https://youtu.be/E-OYybJUR_I)

#### Toys R Us

<https://youtu.be/VJJ-ZLdrTwY>

**Ask a volunteer to write “Jingles” on the Music Mural.** Jingles are short, catchy songs that are used to sell things.

Listen to the downloadable mp3 track called “Three Jingles:” <https://tinyurl.com/2767t9zp>

You’ll hear three short examples of jingles — one for pencils, one for tissues, and one for soap. Find the lyrics in the Printables section (see page 42).

Sing along!

#### Pencils

*Penguin Pencils are the best  
Stronger, sharper than the rest  
Keep one hundred on your desk  
Penguin Pencils are the best!*

#### Tissues

*When you have to sneeze  
Reach for our tissues, please  
The finest you can buy —  
Pish Posh tissues*





## Activity 3: Music Sells — Commercial Jingles

(continued from previous page)

### Soap

*Scenty Soap*

*Scenty Soap*

*Scenty Soap smells ... great!*

*Scenty Soap*

*Scenty Soap*

*Get some soap today*



Talk about the jingle examples they hear. They may notice that the jingles include some or all of the following:

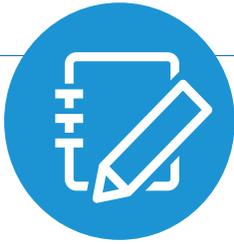
- Name of the product
- Descriptive words for the look, smell, or taste
- Repetition
- Rhyme or near rhyme
- Claim about how amazing or great the product is
- Description of what the product will do for you or how it will make you feel
- How it compares with other products
- How, where, or when to buy or use the product
- Would they want to buy and use the product?

**Invite kids to write one of the jingles on the Music Mural and add an illustration.**

### Let's get started

Tell kids that they're going to create their own new toothpaste and make up a commercial jingle for it. An optional extension will be to film their commercials. (See Considerations for Audio/Video Recording on page 6.)

Depending on the size of your group and the ages of the kids in your group, you can either do one as a collaboration, you can break into small groups to each do one, or each kid can create their own.



## Activity 3: Music Sells — Commercial Jingles

(continued from previous page)

### Step 1

Hand out pencils and copies of the handout called “My New Toothpaste” from the Printables section (see page 45).

Talk through how to fill out the handout. Read each question and give kids time to fill in their answers. If kids get stuck, encourage group brainstorming. Making your own at the same time that the kids are making theirs can be a great way to model.

### Step 2

Now that they’ve decided their product’s name and written down some ideas about it, explain that they’ll be designing their own toothpaste box.

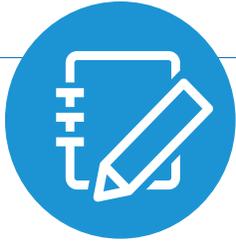
Hand out Toothpaste Box templates (see Printable on page 44) and pencils, markers, etc., and invite kids to create their own design for their new toothpaste using the template.



### 3-D toothpaste box

If desired, you can create actual 3-dimensional toothpaste boxes by taking an existing toothpaste box, covering it with white paper, and then decorating the box.

Hand out empty toothpaste boxes, paper, scissors, tape, and markers.



## Activity 3: Music Sells — Commercial Jingles

(continued from previous page)

Before you cover the boxes, ask kids to really look at their existing boxes. Talk about what elements are included in the box's design.

- The product's name
- A picture of how the product looks
- Words or phrases on the box
- Any other catchy elements that make this brand stand out

Invite kids to read the various claims on their boxes —“Top Selling,”“Bold New Flavor,”“Whitens and Brightens!”— and talk about why they think the designers chose those words or phrases.

Invite kids to notice what images are on the boxes. Is there a drawing or photo of the product? Any graphic elements like stars or sparkles or swirls? Why were those images chosen?

Instruct kids to tape paper over the boxes. It's okay if not every inch of space is covered. Basically, it's the front face of the product that will be the most important so if only the front of a box is covered, that's fine.

Use markers to design and decorate the boxes. Review the elements that were originally on the box, if needed.

### Step 3

Show kids how they can use what they wrote on their “My New Toothpaste” sheet for their jingle. They don't have to use everything they wrote. They can pick words or phrases they like. With young kids, encourage repetition and simplicity so they can remember it easily.

*Sparklegoo*

*Sparklegoo*

*Get a box!*

*Sparklegoo!*

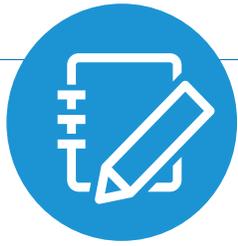
With older kids, they may enjoy using more of what they dreamed up in their jingle.

*Sparklegoo*

*Cleans each tooth*

*Keeps your cavities away*

*Get a box today!*



## Activity 3: Music Sells — Commercial Jingles

(continued from previous page)

Encourage kids to write out their jingles on the back of their “My New Toothpaste” sheets. Some kids may want their jingles to rhyme.

Encourage them to read what they wrote aloud. Then ask them to sing it.

Remind them that there is no right or wrong for any step along the way.

After they’re done, encourage each kid to practice singing their jingle. Kids often have no problem improvising a melody; but some kids can be shy or say that they’re stuck. Pairing up a kid who is stuck with a kid who finds melody-making easy is one way to help. Another is to invite kids to go to different parts of the room to practice. If any kids really have a hard time, invite them to chant their jingle to a beat rather than to sing it. Melody-reluctant kids can also be given the task of being rhythm keepers (clappers or stompers).

### Step 4 (optional)

Invite the kids to your “TV studio” to make videos of their commercials. (See Considerations for Audio/Video Recording on page 6.)

### Extension activity

Encourage kids to have fun by creating a jingle for their pet, for their grandparents, for their shoes, for unicorns. Anything they’re excited about. The intention (like an ad department) is to convince the others in the group that their “product” is great.



## Open Mic

*Giving kids a chance to be performers and audience members is the highlight of Tune In!*

**Learn about how to plan an Open Mic on page 8.** Build excitement by introducing the sign-up sheet (see Printable on page 45).

Before you begin your first Open Mic, watching this video about how to enjoy performing can help to set the stage for sharing and generosity:

**“How to Enjoy Performing” (by Mary Amato)**

<https://youtu.be/lx1a8UoNCF8>



## Tune In Tonight

*Before kids leave for the day, send them home with this suggestion:*

If you watch television or listen to the radio tonight, try to notice when you hear music. Is it a song or jingle? What does the music add? How does it make you feel? Talk about it with your family.





# More Kid-Friendly Media

## Websites

**Children's Music Network**

<https://childrensmusic.org/>

**Chrome Music Lab**

<https://musiclab.chromeexperiments.com/>

**Citizen DJ (Library of Congress)**

<https://citizen-dj.labs.loc.gov/>

**Creating Music**

<http://www.creatingmusic.com/>

**Dallas Symphony Orchestra for Kids**

<https://www.dallassymphony.org/community-education/>

**Kididdles Song Lyrics**

<https://www.kididdles.com/>

**Little Kids Rock**

<https://www.littlekidsrock.org/free/>

**Math, Science, Music**

<https://mathsciencemusic.org/>

**San Francisco Symphony for Kids**

<https://www.sfsymphony.org/EducationCommunity/Music-Connects-Kids>

**Smithsonian Folkways**

<https://folkways.si.edu/>

**Smithsonian Groovin' to Jazz**

<https://americanhistory.si.edu/smithsonian-jazz/education/groovin-jazz-ages-8-13>

**Sounds of the Silk Road (American Museum of Natural History)**

<https://www.amnh.org/explore/ology/anthropology/sounds-of-the-silk-road2>

**Take Note! (WETA Classical)**

<https://weta.org/fm/features/take-note>



# More Kid-Friendly Media

## Educational apps

### **Beat Sneak Bandit**

<https://www.commonensemedia.org/app-reviews/beat-sneak-bandit>

### **Incredibox**

<https://www.commonensemedia.org/website-reviews/incredibox>

### **LOOPIMAL**

<https://www.commonensemedia.org/app-reviews/loopimal-by-yatatoy>

### **Music4Kids: Learn and Compose Music Through Play**

<https://www.commonensemedia.org/app-reviews/music4kids-learn-and-compose-music-through-play>

### **Mussila**

<https://www.commonensemedia.org/app-reviews/mussila>

### **My First Classical Music App**

<https://www.commonensemedia.org/app-reviews/my-first-classical-music-app-hd>

## Podcasts

### **Music Blocks (Colorado Public Radio)**

<https://www.cpr.org/podcast/music-blocks/>

### **The Music Box audio (Louisville Public Media)**

<https://www.listennotes.com/podcasts/the-music-box-louisville-public-media-UZdhBxkRSas/>

### **Noodle Loaf**

<https://www.noodleloaf.com/>

### **Saturday Morning Cereal Bowl (WAWL Radio)**

<https://saturdaycerealbowl.podbean.com/>



# More Kid-Friendly Media

## Video

**How Music Is Made: StoryBots Music Video (Netflix Jr)**

<https://youtu.be/WRvX67aPHZo>

**Bobby McFerrin Demonstrates the Power of the Pentatonic Scale (World Science Festival)**

<https://youtu.be/ne6tB2KiZuk>

## More music that makes you move!

**"The Beach" (123 Andrés)**

[https://youtu.be/\\_PZwDHpxgxU](https://youtu.be/_PZwDHpxgxU)

<https://youtu.be/UCD1WTira84> (Live version)

**"La Clave" (123 Andrés)**

<https://youtu.be/RY3n0k73Pjk>

<https://youtu.be/IHBR3K3oai4> (Live version)

**"Cumbia" (123 Andrés)**

<https://youtu.be/l99EEubBUGU> (Live version)

**"Mambo" (123 Andrés)**

<https://youtu.be/osXFIm6tMfw> (Live version)

**"No Me Puedo Sentar" (123 Andrés)**

<https://youtu.be/ly5uCPPd9JQ> (Spanish version)

<https://youtu.be/mS2UaeAsflg> (English version: "I Just Can't Sit Down")

**"Salta, Salta" (123 Andrés)**

<https://youtu.be/oBiFqDyAZGA>

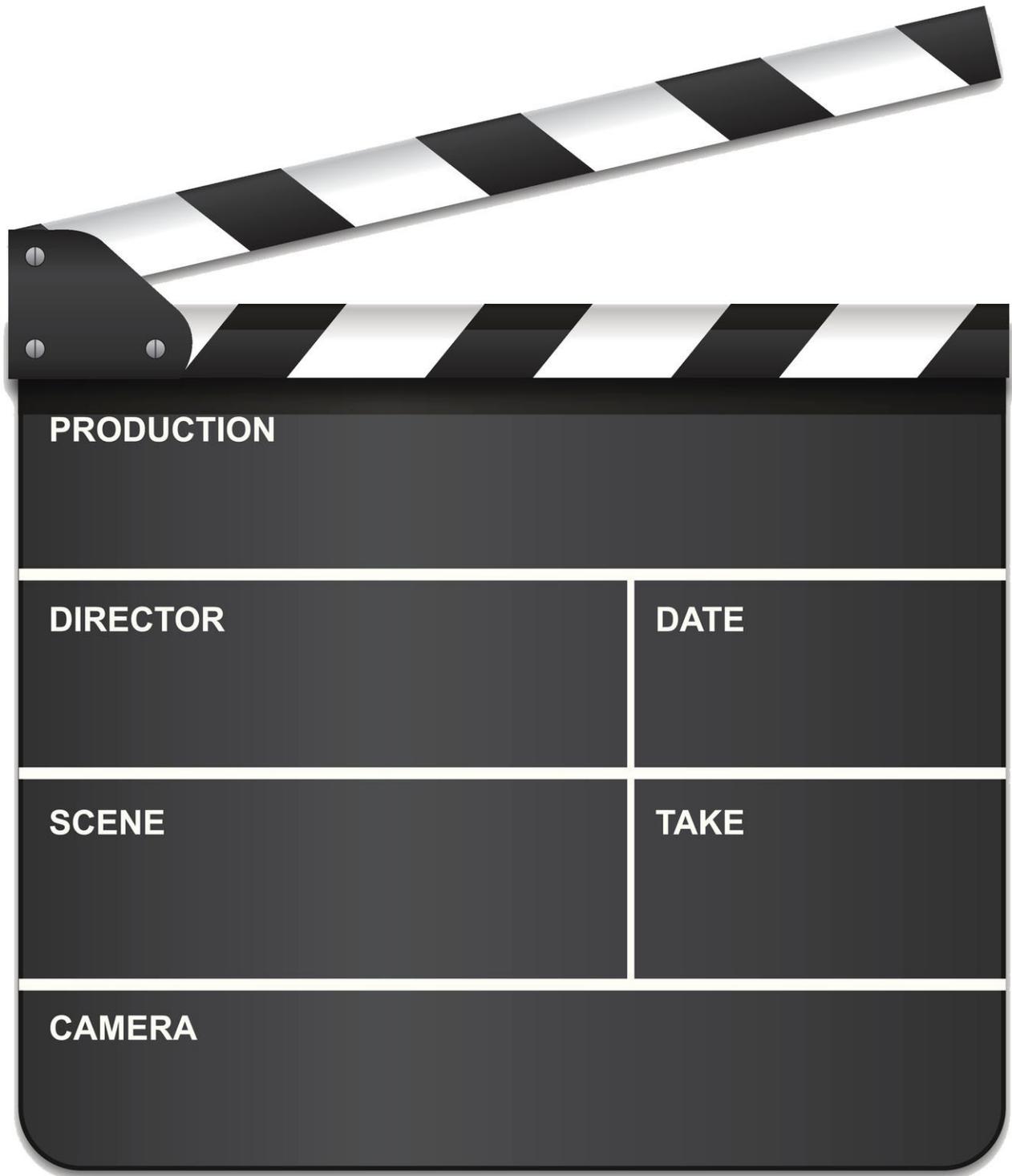
# Birthday cake



Soccer ball



# Movie clacker



# Jingles lyrics

## **Pencils**

*Penguin Pencils are the best  
Stronger, sharper than the rest  
Keep one hundred on your desk  
Penguin Pencils are the best!*

## **Tissues**

*When you have to sneeze  
Reach for our tissues, please  
The finest you can buy —  
Pish Posh tissues*

## **Soap**

*Scenty Soap  
Scenty Soap  
Scenty Soap smells ... great!  
Scenty Soap  
Scenty Soap  
Get some soap today*

# My New Toothpaste

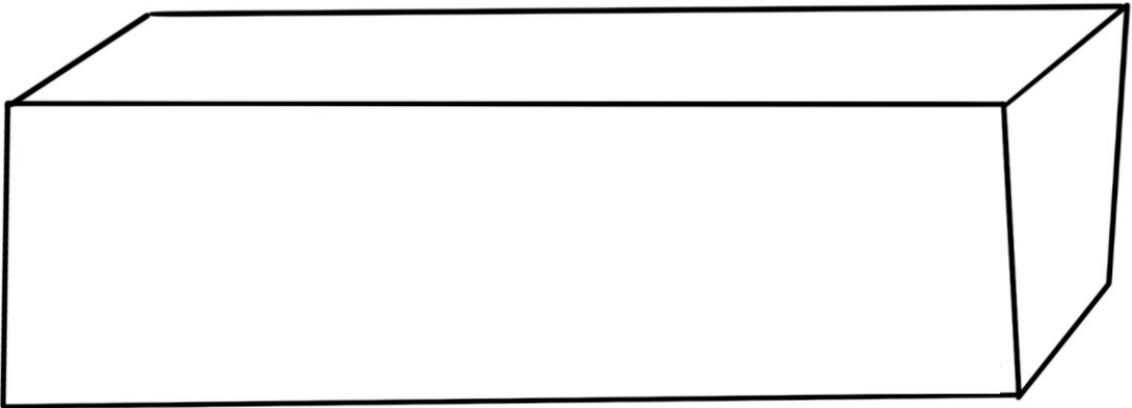
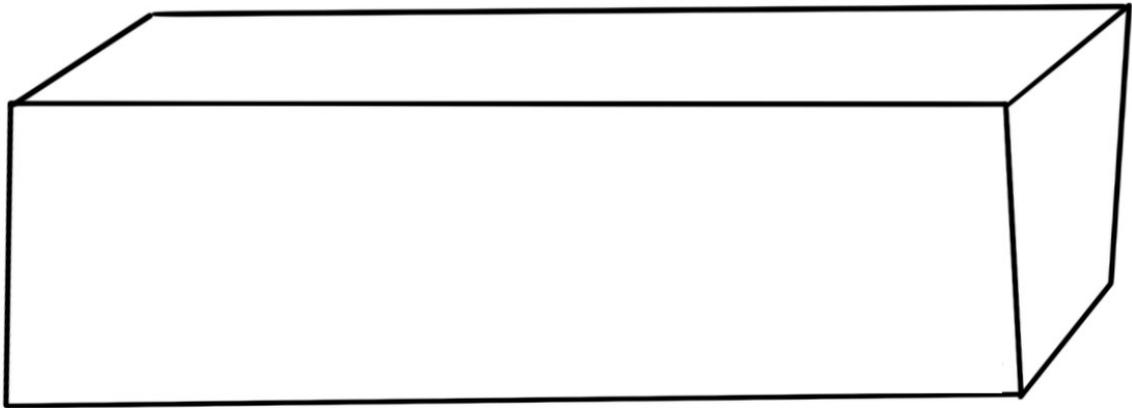
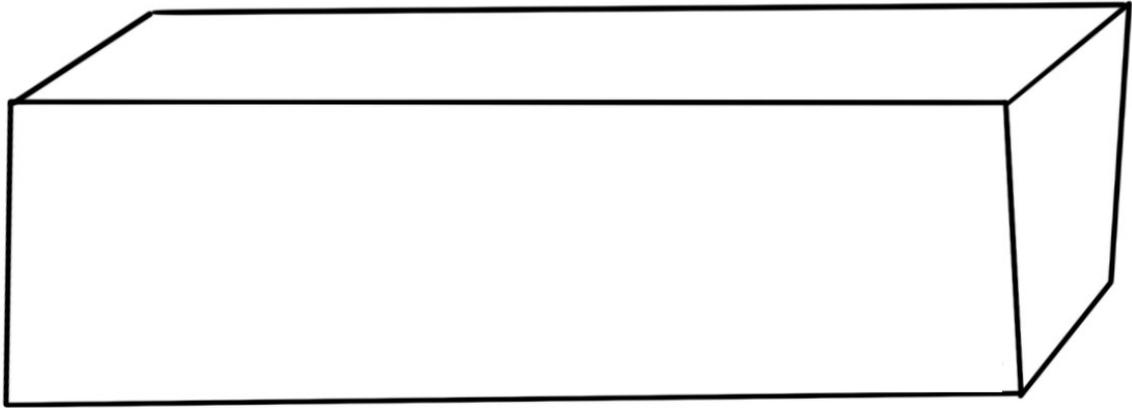
Name of toothpaste?

Flavor?

Why is it good?

What should a potential buyer do?

# Toothpaste box template





# Day 2

## Creating our own music



# Day 2: Creating our own music

## Introduction

Even if we do not own a musical instrument or have never taken a music lesson, we can make our own music. We can make music with our voices, with our bodies, and with objects around us. We'll look at how children and adults throughout history and around the world have used hand-clapping, foot-stomping, and found objects to make and share music.

---

## Questions to guide explorations

- How do we make our own music?
  - Do you have to take lessons or own an instrument to make music?
  - What can we do with our own voices? Our bodies?
  - Does music have to include melody or can rhythm alone be music?
  - What makes sound?
  - What are the different types of instruments that have been invented?
  - Are new instruments being invented?
  - How are songs with words different from music without words?
  - How can I make up my own song?
- 

## Activities

- **Activity 1:** Making Music with Our Bodies — Hambone
- **Activity 2:** Making Music with a Group — Creating and Conducting Our Orchestra
- **Activity 3:** Making Music with Words — Writing Song Parody Lyrics
- **Activity 4:** Making Music with Words — Writing Rap Lyrics



# Children's Books

## Fiction

- *Drum City* by Thea Guidone (Ages 3-6)
- *Drum Dream Girl* by Margarita Engle (Ages 6-9)
- *Jazz for Lunch* by Jarrett Dapier (Ages 3-6)
- *Moses Goes to a Concert* by Isaac Millman (Ages 6-9)
- *My Family Plays Music* by Judy Cox (Ages 6-9)
- *Rhythm Rescue* by Vicky Weber (Ages 6-9)
- *Roly-Polies* by Mónica Carretero (Ages 6-9)
- *Violet's Music* by Angela Johnson (Ages 3-6)
- *Wild Symphony* by Dan Brown (Ages 3-6)

## Poetry and songs

- *A is for Oboe: The Orchestra's Alphabet* by Lera Auerbach and Marilyn Nelson (Ages 6-9)
- *Hip Hop Dog* by Chris Raschka (Ages 3-6)
- *Hip Hop Speaks to Children: A Celebration of Poetry with a Beat* by Nikki Giovanni (Ages 9-12)
- *The Carnival of the Animals* by Jack Prelutsky (Ages 6-9)

## Nonfiction

- *Music Is for Everyone* by Jill Barber (Ages 6-9)
- *Listen to the Birds: An Introduction to Classical Music* by Ana Gerhard (Ages 6-9)
- *The Roots of Rap* by Carole Boston Weatherford (Ages 6-9)
- *When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop* by Laban Carrick Hill (Ages 6-9)



# Music Words

## Baton

A light, thin stick used by a conductor to guide an orchestra or a choir.

## Beatboxing

Using various mouth sounds, such as clicks, pops, and exhales to make a beat.

## Call and response

A leader sings or plays a musical phrase and a follower repeats it back.

## Choral Director or choirmaster

A conductor who leads a chorus or choir.

## Conductor

The person who leads the musicians in an orchestra or band.

## Dynamics

The volume of the music — how soft or loud.

## Hamboning

Using the body to create percussion, such as finger snapping, chest tapping, foot stomping. Hamboning is a style of body percussion that evolved during the slavery of African Americans.

## Lyrics

The words of a song.



## Melody

A series of notes played in an order that is memorable and recognizable. Also described as the tune of a song.

## Orchestra

A large group of musicians who play together on a variety of string, wind, and percussion instruments. The conductor leads the group of musicians.

## Percussion

Rhythmic sound that can be made by using drums, instruments, or the body. Percussion instruments include drums, cymbals, gongs, xylophones, bells, and rattles.



## Rap

A genre of music developed in the 1970s by disc jockeys and urban Black performers involving rhyming lyrics over a recurring beat. Rap is often improvised and often spoken, rather than sung.

## Rhythm

A strong, regular, repeated pattern of sound or movement.

## Slant rhyme (or near rhyme)

A type of rhyme with words that have similar, but not identical sounds. For example, *late* and *today* share the long “a” sound.

## Song parody

New words (often funny) for an existing song.

## Tempo

The speed of a musical piece or song.



## Activity 1: Making Music with Our Bodies — Hambone

### Introduction

Many cultures around the world use hand-clapping, finger-snapping, chest-thumping, toe-tapping, and more to create **rhythms**. **Hamboning** is a style of singing and body **percussion** created by enslaved Africans in North America. Not allowed to use their traditional drums, the people found ways to make rhythms with their bodies.

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### Supplies

No special supplies needed!

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### Prepare

Viewing the videos listed in this lesson can help you feel comfortable leading the activities. See Step 2 on the next page.

---

### Get kids thinking

**Write the words “Creating Our Own” on the Music Mural.**

**Ask:** Imagine you want to make music without using any instrument. What could you do to make a sound? The kids might sing, clap their hands, snap their fingers, etc.

---

### Let’s get started

#### Step 1

**Write “Hambone” on the Music Mural.** Explain that you’ll be learning about and practicing hamboning, which is a tradition of “playing the body” as an instrument. Talk about why most enslaved people didn’t have access to musical instruments.



## Activity 1: Making Music with Our Bodies — Hambone

(continued from previous page)



### Step 2

View any or all of the videos below:

**“Christylez Bacon and Steve Hickman — Beatbox meets Hambone 2013”**

<https://youtu.be/jBW9IWHkDRw>

**“John Dee Holeman and Dom Flemons — Hambone”**

<https://youtu.be/6mOd4PheLTA>

**“The Story of Hambone” by Diane Ferlatte**

<https://youtu.be/VIC469NOqbw>

**Invite kids to draw hands clapping or add the hand-clapping image from the Printables section (see page 68) to the Music Mural.**



# Activity 1: Making Music with Our Bodies — Hambone

(continued from previous page)

## Step 3

Sit or stand in a circle. Make up one simple four-count rhythm. For example, to an even rhythm, clap your hands together twice and then tap your chest with your palm twice.

1    2    3    4  
*clap clap tap tap*

Ask the kids to repeat it. Then, ask for a volunteer to come up with a different four-count rhythm for the group to repeat. Encourage them to make sounds with different parts of the body — tapping knees, tapping feet, etc. Go around the circle, giving each kid a chance to create and teach a rhythm.

## Step 4

Try hamboning a name song. First decide on a four-count rhythm (knee tap, knee tap, clap, clap). Then chant the words of this simple name song as you do the rhythm:

*I am Kiera I am here.*  
*Tap Tap Clap Clap*

Ask the kids to repeat it.

Encourage each kid to hambone their own name song. Younger kids can use the same structure — I am (name) and I am here. Older kids can make up their own rhythmic chant to announce their presence.

Note: What you're doing when you demonstrate a rhythm or a melody and then ask the group to repeat it back to you is a technique called **call and response**.



## Activity 2: Making Music with a Group — Creating and Conducting Our Orchestra

### Introduction

An **orchestra** is a group of musicians who all play together. The **conductor** is the musician who leads them. We'll practice being a conductor and create our own orchestra.

### Supplies

- Online video: "What does a conductor do?" (Your Classical MPR)  
[https://youtu.be/x\\_6cTbyWP88](https://youtu.be/x_6cTbyWP88)
- Optional **baton** (a pencil or stick is fine) — please note that conducting can be done with hands only if you are concerned about safety issues.
- Optional plastic drinking cups — if you're learning the cup rhythm song (see page 56).



### Prepare

Familiarize yourself with the video "What does a conductor do" (link above).

### Get kids thinking

**Ask:** What does a train conductor do? Have you ever heard of an orchestra conductor? Any ideas why both are called conductors? Kids might make the connection that a train conductor gives signals, stops and starts a train, decides when a train should go faster or slower, and generally keeps the train on the track. An orchestra conductor does similar things with the orchestra.

**Write the word "Conductor" on the Music Mural.**



# Activity 2: Making Music with a Group — Creating and Conducting Our Orchestra

(continued from previous page)

## Let's get started

### Step 1

Watch the video: "What does a conductor do?" (Your Classical MPR)

[https://youtu.be/x\\_6cTbyWP88](https://youtu.be/x_6cTbyWP88)

Talk about the ideas presented in the video. Conductors use arm gestures to communicate with musicians so the musicians stay "on track." Conductors cue them so the musicians know these basics:

- When to start playing
- How to stick to a rhythm or beat
- When to play louder or softer
- When to play faster or slower

**Invite kids to draw a conductor on the Music Mural or add the image of the conductor from the Printables section (see page 69).**

### Step 2

Ask all the kids to pretend that they are conductors and practice making the basic four-part gesture for a four-beat rhythm (right hand **down**, to the **left**, to the **right, up**).

Say the words **down, left, right, up** as you and the kids practice conducting. Also practice doing this without saying the words and saying the counts instead: **one, two, three, four**.

Now, practice changing that same pattern to give special cues:

- To make musicians play louder, make your gestures bigger or stronger.
- To make musicians play softer, make your gestures smaller or softer.
- To make musicians play faster, make your gestures faster.
- To make musicians play slower, make your gestures slower.



## Activity 2: Making Music with a Group — Creating and Conducting Our Orchestra

(continued from previous page)

Also, practice cueing musicians to come in by pointing with hand palm up or index finger. Experiment with different ways of giving a cue for musicians to stop. Often a conductor will turn both hands down to end.

### Step 3

Explain that you'll all be creating an orchestra and each kid can take a turn conducting.

Ask the kids to first become the musicians and sit facing the "audience."

Split your orchestra into four sections and choose a different body percussion sound that each section will make. You can decide what the sounds are, but here are suggestions:

- Section 1: finger snapping
- Section 2: foot tapping
- Section 3: chest tapping
- Section 4: hand clapping

For example, if you have a group of 12, four will snap fingers, four will tap their feet, four will tap their chests, and four will clap their hands. Get a beat going by saying **one, two, three, four** as you do the conductor's hand gesture for a four-count rhythm, and then ask them to all start "playing" when you cue them to begin.

Practice making them go louder and softer by making your gestures bigger and smaller. Practice making them go faster or slower by speeding up or slowing down your gestures. Finally, end the "song" by bringing both hands down.

### Step 4

Letting kids have a turn to conduct can be fun. Make the ritual special by having them walk in, bow to the audience, and then turn to face the musicians — all while the musicians are silent and ready.

If your kid conductors aren't clear with their gestures, the kid musicians will not know what to do. This is a great learning experience. Keep each turn short. As you are changing conductors, allow the kid musicians to change what section they are in to keep the musicians from getting bored.



## Activity 2: Making Music with a Group — Creating and Conducting Our Orchestra

(continued from previous page)

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### Option: Create and conduct a “vocal orchestra”

A conductor who leads a chorus or choir is often called a [choral director](#) or [choirmaster](#).

You can do the same conducting activity with vocals rather than body percussion.

To do this, follow all the steps above, but ask your different sections in your chorus to each make a different vocal sound. One section might sing *la la la*, another section might sing *doo wabba doo*, etc.

Share the voice orchestra recording: <https://tinyurl.com/mrhz4jbc>

In it, you’ll hear four different sound motifs that are sung separately and then together. After you’re done listening to it, split your group into four sections and assign them each one of the “parts.” You can all sing along with the recording or use the same sound motifs to improvise a new masterpiece.

You can also decide on a familiar song for your chorus, such as “Twinkle, Twinkle” and have your conductor lead the chorus in making that song speed up, slow down, or get softer or louder.

**Note:** One of the activities for Day 3 is learning about a famous orchestra that played instruments made from recycled materials and you’ll have a chance to create and conduct an orchestra that uses common objects.





## Activity 2: Making Music with a Group — Creating and Conducting Our Orchestra

(continued from previous page)

### Option: Create percussion and rhythm with the cup song

In the opening sequence of Playing for Change’s version of Kool and the Gang’s “Celebration” song video (<https://youtu.be/8Lu41LulQos>), you can see a great example of cup rhythm. Kids love learning this routine. This rhythm is played as a game and has been used in the popular movie *Pitch Perfect*. The videos below show and/or teach the rhythm.

#### “Anna Kendrick Cups” (Pitch Perfect’s “When I’m Gone”)

A demonstration of using ordinary cups and claps to create percussion for a song.  
<https://youtu.be/cmSbXsFE3l8>

#### “The Easiest Cup Song Tutorial” (destined4life)

A slow-motion tutorial on doing the rhythmic cup motions for the cup song.  
<https://youtu.be/Y5kYLOb6i5l>

#### “Cups!” (Kaboom Percussion)

A demonstration of using ordinary cups to create percussion only.  
<https://youtu.be/NSFieUSfxGU>

#### “Cup Challenge #2” (Kaboom Percussion)

A funny game using cup percussion (with surprises!).  
<https://youtu.be/qQJp536YioU>





## Activity 2: Making Music with a Group — Creating and Conducting Our Orchestra

(continued from previous page)

### Additional resources

#### **“What Do a Conductor’s Gestures Mean?” (Rainer Hersch Fan Channel)**

An entertaining explanation of what a conductor does.

<https://youtu.be/3G6gGsCjMIU>

#### **“How to Conduct an Orchestra?” (Great Big Story)**

An exploration of how different conductors bring out different emotions or feelings.

<https://youtu.be/VI3O4Ju6zx8>

#### **Conductor for a Day (Your Classical)**

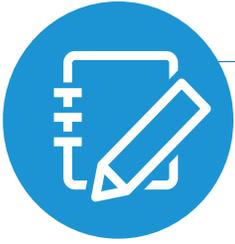
Watch conductor Sarah Hicks explain her job.

<https://www.yourclassical.org/story/2020/04/02/classical-kids-music-lessons-conductor-for-a-day>

#### **“Edward Yudenich (8 years old) conducts Liszt ‘Les Preludes’ (Uzbekistan State Orchestra)**

[https://youtu.be/v436IGbKL\\_o](https://youtu.be/v436IGbKL_o)





## Activity 3: Making Music with Words — Writing Parody Song Lyrics

### Introduction

**Song parodies** can be a fun introduction to songwriting. The idea is to take a song you already know and make up new words for it. Parodies are usually silly or funny.

### Supplies

- One copy of the “Parodies to Sing” handout (see Printable on pages 70-72)
- Copies of “Write a Parody” handout — one for each child (see Printable on page 73)
- Pencils
- Option for audio or video recording (a cellphone will work)

### Get kids thinking

Remind kids that singers warm up their voices just the way athletes and dancers warm up their muscles. Introduce the vocal warm-up recording and sing along.

**Vocal warm-up audio:** <https://tinyurl.com/2nfreuwr>

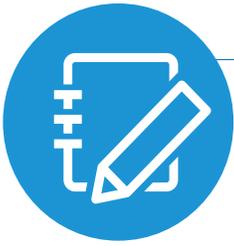
**Ask:** Have you ever sung a song that is familiar but has funny words that are different from the way the song is supposed to be sung?

**Introduce the word parody and write it up on the Music Mural.** Cut out the three parodies from the “Parodies to Sing” handout (see Printable on pages 70-72) and ask kids to decorate them and tape them on the music mural.

### Let’s get started

#### Step 1

Sing the three parodies to the three familiar tunes. Ask kids what the original lyrics are. Explain that when you take an existing song and make up new words that is called a parody. Often parodies are funny. Ask if they know any other parodies they can sing.



# Activity 3: Making Music with Words Writing Parody Song Lyrics

(continued from previous page)

## Step 2

Tell kids that you're all going to write new parodies. Start simply by having them just replace one or two words.

### Happy Birthday Parody: Round 1

*Happy Birthday to you*

*Let's go to the zoo*

*We'll feed all the \_\_\_\_\_*

(name a new animal)

*And we'll act like them, too.*

### Happy Birthday Parody: Round 2

*Happy Birthday to you*

*Let's go to the zoo*

*We'll feed all the \_\_\_\_\_*

(name a new animal)

*And we'll \_\_\_\_\_ like them, too.*

(name something you'll do)

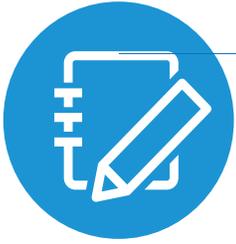
For this last line they might write:

*And we'll eat like them, too.*

*And we'll dance like them, too.*

*And we'll talk like them, too.*





# Activity 3: Making Music with Words

## Writing Parody Song Lyrics

2

(continued from previous page)

### Step 3

Older kids will enjoy noticing the patterns and making up all their own words to a song. Pass out copies of the “Write a Parody” handout (see Printable on page 73). Talk through the handout step by step, writing your own parody, too!

Sometimes it can be hard to come up with a rhyme. Encourage kids to ask for brainstorming help. Also rhyming dictionaries (in print or online) can be fun ways to find rhymes.

An online rhyming dictionary can be found here: <https://www.rhymezone.com>

### Step 4

Make audio recordings of your parodies, if desired (see “Considerations for Audio/Video Recording” on page 6).

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## Additional resources

### Miss American Pie (Don McLean original version)

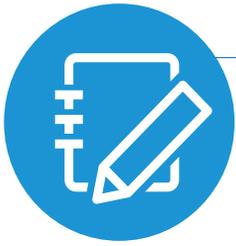
Playing the verse and the chorus will do (you don't need to listen to the full 8-minute song). Maybe even teach kids the chorus so they can really appreciate the parody by “Weird Al” Yankovic (below).

<https://youtu.be/Z13vOA7s0FI>

### The Saga Begins (“Weird Al” Yankovic)

A parody of Miss American Pie.

[https://youtu.be/9xU\\_ItuwXA4](https://youtu.be/9xU_ItuwXA4)



## Activity 4: Making Music with Words Writing Rap Song Lyrics

### Introduction

Our bodies do many wonderful things. They can also be our own little drums. The idea is to create a fun **rap** song and beat out the rhythm on our bodies.

### Supplies

- Online video: “Rappin’ and Tappin’ with Gayle Danley” video: <https://youtu.be/vDhialzyJYA>
- Paper
- Pencils or pens
- Option for audio or video recording (a cellphone will work)

### Get kids thinking

Read Poet Gayle Danley’s “What Rap Means to Me” and talk about the meaning of rap.



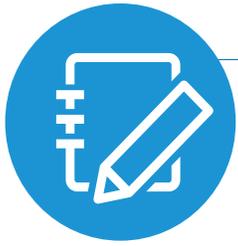
**Here’s what Rap is to me!** A way of life where beats and rhythm and style all come together. Rap is soul turned into words. It’s that boy riding the city bus keeping his hands busy by writing down his feelings and bringing them alive by tapping the words out on his favorite notebook. It’s the beat of a girl missing her father and sitting on the edge of her bed, laptop on knees, typing out the words he used to say to her and finding the rhythm of his voice with every keystroke. Rap is life explained in words and sweetened by rhythm.

*That’s what rap means to me. What does it mean to you?*

**Ask:** Have you ever written a rap but didn’t know how you could create the beat to go with it?

**Write the word rap on the Music Mural.**

Watch the “Rappin’ and Tappin’ with Gayle Danley” video: <https://youtu.be/vDhialzyJYA>



## Activity 4: Making Music with Words — Writing Rap Song Lyrics

(continued from previous page)

This video introduces the different parts of our bodies that can be used as rhythm makers and helps us to “beat out” a song that sounds good and feels good, too. Practice along with the video, encouraging kids to enjoy the rhythm.

### **Rappin’ and Tappin’ Rap**

*Where my rhythm?*

*Where my beat?*

*Oh yeah*

*That’s right*

*It’s in my feet*

*Where my words*

*Oh no surprise*

*Oh yeah*

*That’s right*

*It’s in my eyes*

*All my body is a bop*

*That’s why they call this groove*

*Hips hop*

*I can use ME for my sound*

*Making beats from foot to crown*

*Check this out*

*Ya’ll step aside*

*Here we go*

*A rhythm ride*

*(snap fingers, wink eyes, tap forehead, swivel neck,  
pump chest, tap knees, swing hips, tap feet)*

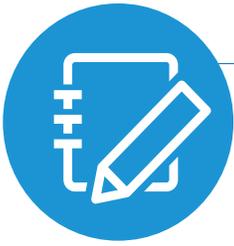
*Where my rhythm?*

*Where my beat?*

*Oh yeah*

*That’s right*

*It’s me me me!*



## Activity 4: Making Music with Words Writing Rap Song Lyrics

(continued from previous page)

### Let's get started

#### Step 1

Invite kids to think about what they can rap about. Here are some questions to ask: What's special about you? Did anything special or funny happen that you'd like to write a rap about? Has something made you happy or excited lately that you'd like to tell the world? Or, can you find something interesting about your ordinary day?

Then tell them: decide on one thing to write about and just write down what you're thinking. Don't worry about making it into a rap just yet.

#### Example 1:

*I had a birthday. My party was the jam. We had balloons and cake.*

#### Example 2:

*I slept late this morning. I had to hurry to get dressed and I put on two different socks!*

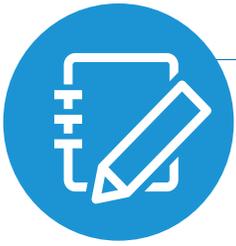
#### Step 2

See if you can find words that rhyme with words that you've written down. In the first example, JAM could rhyme with I AM. Or CAKE could rhyme with JAKE.

In the second example, LATE could rhyme with HATE.

Remember, a rhyme can be words that just sound good together because they share main sounds. Those kinds of rhymes are called "**near rhymes**" or "**slant rhymes**." For example, LATE could sound good with TODAY because they both share that "a" sound.

Write your rap by putting those rhymes together. Repetition is always a simple way to make a short rap longer! Remind kids there is no right or wrong.



## Activity 4: Making Music with Words Writing Rap Song Lyrics

(continued from previous page)

### Example 1:

*I had a birthday JAM. It was fun just like I AM.*

*We had balloons and lots of CAKE. I had fun with my boy JAKE.*

### Example 2:

*I slept LATE again TODAY. I HATE it when I sleep too LATE. Got DRESSED so fast I MESSED up.*

*But YES I think my SOCKS ROCK! YES I think my SOCKS ROCK!*

### Step 3

Give kids the chance to practice reading their raps out loud. Remind them that they can always take some words out — or add words — to create a tighter rhythm.

For example, after reading the Example 2 rap out loud, you could add a second “got” to one line to make the rhythm better. And taking out “I think” on two lines would tighten the rhythm and make it more fun to say.

*I slept LATE again TODAY. I HATE it when I sleep too LATE. Got DRESSED so fast I got MESSED up. But YES my SOCKS ROCK! YES my SOCKS ROCK!*

### Step 4

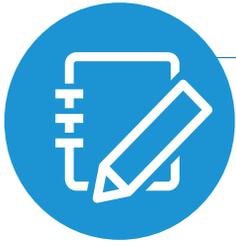
Add movements to your rap using your body. Use your hands and fingertips to tap out your rhythm on your knees, forehead, arms, neck, or legs.

### Step 5

Be a role model by creating your own rap. Along with the kids, practice reading yours out loud and beating it out on your body. Bend your knees, shake your head, and tap your feet just like in the video! Kids will follow your example. Remember, older kids might laugh at you and think you’re corny, but showing them that you’re enjoying yourself as a creator and performer is a powerful example.

### Step 6 (optional)

If desired, record the raps you have created. Play them for each other, and laugh, giggle, pose, and dance to the rhythm!



# Activity 4: Making Music with Words

## Writing Rap Song Lyrics

2

(continued from previous page)

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### Additional resources

#### **Percussive city sounds in the city and slant rhymes**

In the first minute of the opening scene from the *In the Heights* movie, you can hear some cool percussive city sounds. And great slant rhymes, such as *awning* and *morning*.

<https://youtu.be/8EbXcVd8jWI>

#### **Billy Collins on slant rhymes (Master Class)**

Learn more about slant rhymes, why writers use them, and examples, from poet Billy Collins.

<https://tinyurl.com/bdf6wnyp>

#### **“How to- Basic Beatbox Tutorial” (Binibining Beats)**

<https://youtu.be/Bfmv3kTmYR8>

#### **“How to Beatbox Basics in 1 Minute” (Spencer X)**

<https://youtu.be/EAHExoZlgjM>

#### **“Gayle Danley: Become a slam poet in five steps” (TED-Ed)**

<https://youtu.be/9f8VcV8v2LE>



## Open Mic

Encourage kids to perform any of the percussion routines, parodies, or raps that they either learned or wrote today. Other favorite songs are always welcome.

*Giving kids a chance to be performers and audience members is the highlight of Tune In!*

**Learn about how to plan an Open Mic on page 8.** Watching this video about how to enjoy performing can help to set the stage for sharing and generosity:

**“How to Enjoy Performing” (by Mary Amato)**

<https://youtu.be/lx1a8UoNCF8>



## Tune In Tonight

*Before kids leave for the day, send them home with this suggestion:*

The family dinner table or any family time are great opportunities for music making. After dinner or when you are all together, teach your parody song or rap song to your family and ask them to sing along.





# More Kid-Friendly Media

## Websites

### Chrome Music Lab

<https://musiclab.chromeexperiments.com/>

### Citizen DJ (Library of Congress)

<https://citizen-dj.labs.loc.gov/>

### Dallas Symphony Orchestra for Kids

<https://www.dallassymphony.org/community-education/>

### Little Kids Rock

<https://www.littlekidsrock.org/free/>

### San Francisco Symphony for Kids

<https://www.sfsymphony.org/EducationCommunity/Music-Connects-Kids>

### Smithsonian Folkways

<https://folkways.si.edu/>

## Educational apps

### Beat Sneak Bandit

<https://www.commonensemedia.org/app-reviews/beat-sneak-bandit>

### Incredibox

<https://www.commonensemedia.org/website-reviews/incredibox>

### The Orchestra

<https://www.commonensemedia.org/app-reviews/the-orchestra>

### Tiny Orchestra

<https://www.commonensemedia.org/app-reviews/tiny-orchestra>

## Podcasts

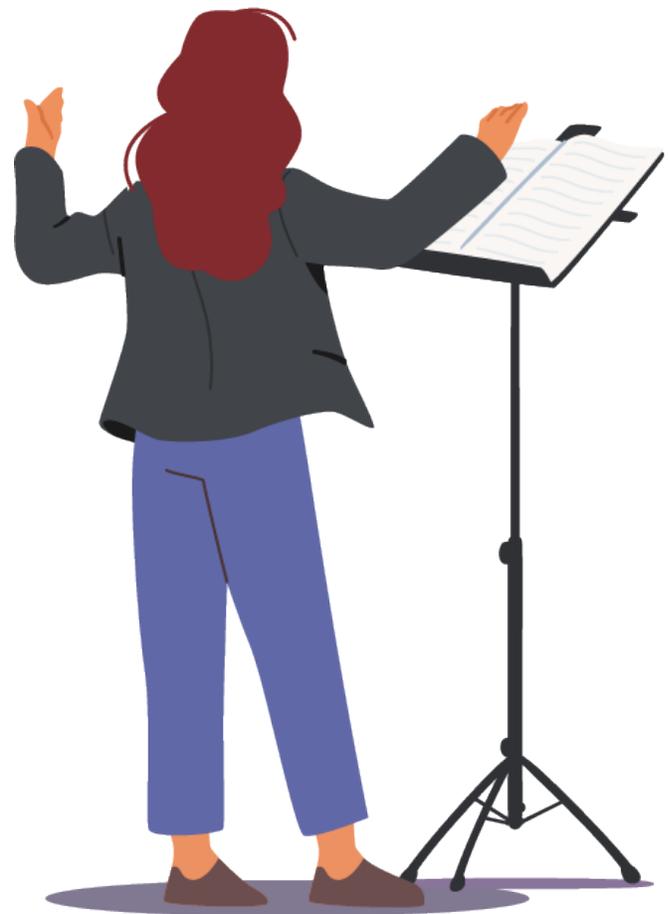
### The Music Box audio (Louisville Public Media)

<https://www.listennotes.com/podcasts/the-music-box-louisville-public-media-UZdhBxkRSas/>

# Clapping hands



# Conductor



# Parodies to Sing

## **Happy Birthday Parody**

*Happy birthday to you  
Let's go to the zoo  
We'll feed all the monkeys  
And we'll act like them, too.*

## Parodies to Sing

### **Row, Row, Row Your Boat Parody**

*Sniff, sniff, sniff my feet*

*Quickly with your nose*

*Yuck! Yuck! Yuck! Yuck!*

*My stinky feet smell gross.*

## Parodies to Sing

### **Twinkle, Twinkle Parody**

*Twinkle, twinkle little bug*

*Why are you upon my rug?*

*Are you sleeping? Are you dead?*

*Did you bump your little head?*

*Twinkle, twinkle little bug*

*Why are you upon my rug?*

# Write a Parody

You can make up your own **parody** by writing new words for a song you already know.

Read through the original and then the parody example. Both of these songs use **repetition** and **rhyme**. Which words repeat? Which words rhyme?

## Row, Row, Row Your Boat

### Original

Line 1: Row, row, row your boat

Line 2: Gently down the stream

Merrily, merrily, merrily, merrily

Line 4: Life is but a dream.

### Example

Sniff, sniff, sniff my feet

Quickly with your nose

Yuck! Yuck! Yuck! Yuck!

My stinky feet smell gross

### My New Idea

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

There is no right or wrong way to write a parody. If you want, you can follow the pattern by having lots of repetition on lines 1 and 3. You can also make the last word of line 2 and line 4 rhyme or almost rhyme.

# Day 3

## Music makers and musical styles



# Day 3: Music makers and musical styles

## Introduction

We'll be learning about the people who have made music history as well as the various styles or genres of music here in the U.S. and around the world. We'll be learning about people who have overcome challenges to become musicians.

---

## Questions to guide explorations

- Who were influential musicians, singers, composers, and conductors of the past?
  - Who are the influential music makers of today?
  - What are the various types/genres of the music they make?
  - How do musical styles differ from around the world?
  - What obstacles have musicians had to overcome in the past?
  - How do you respond to various musicians and/or musical styles?
  - How do musicians “write” down music? What’s the “language” of music?
- 

## Activities

- **Activity 1:** Music Comes from Many People — Overcoming Obstacles
- **Activity 2:** Music Comes in Many Styles — Move, Draw, and Write to Music
- **Activity 3:** Music Comes from Many People — Designing a Famous Musician’s Album Cover



## Children's Books

### Fiction

- *88 Instruments* by Chris Barton (Ages 3-6)
- *Acoustic Rooster and His Barnyard Band* by Kwame Alexander (Ages 6-9)
- *Clayton Byrd Goes Underground* by Rita Williams-Garcia (Ages 9-12)
- *Elizabeth's Song* by Michael Wenberg (Ages 6-9)
- *Frankie Finds the Blues* by Joel Harper (Ages 9-12)
- *Great American Mousical* by Julie Andrews and Emma Walton Hamilton (Ages 9-12)
- *Hana Hashimoto, Sixth Violin* by Chieri Uegaki (Ages 6-9)
- *Moses Goes to a Concert* by Isaac Millman (Ages 6-9)
- *Seven Golden Rings* by Rajani LaRocca (Ages 6-9)
- *Simeon's Gift* by Emma Walton Hamilton (Ages 9-12)
- *The Sweetest Sound* by Sherri Winston (Ages 9-12)
- *A Violin for Elva* by Mary Lyn Ray and Tricia Tusa (Ages 6-9)
- *Wild Symphony* by Dan Brown (Ages 3-6)
- *Yellow Dog Blues* by Alice Faye Duncan (Ages 6-9)

### Poetry and songs

- *A is for Oboe: The Orchestra's Alphabet* by Lera Auerbach and Marilyn Nelson (Ages 6-9)
- *Blues Journey* by Walter Dean Myers (Ages 9-12)
- *The Carnival of the Animals* by Jack Prelutsky (Ages 6-9)
- *Forever Young* by Bob Dylan (Ages 3-6)
- *Sergei Prokofiev's Peter and the Wolf* by Janet Schulman (Ages 3-6)
- *A Tisket, A Tasket* by Ella Fitzgerald (Ages 3-6)
- *Zin! Zin! Zin! A Violin* by Lloyd Moss (Ages 6-9)



## Children's Books

### Nonfiction

- *Ada's Violin: The Story of the Recycled Orchestra of Paraguay* by Susan Hood (Ages 6-9)
- *Ballet for Martha: Making Appalachian Spring* by Jan Greenberg, Sandra Jordan (Ages 6-9)
- *The Beatles Were Fab (and They Were Funny)* by Kathleen Krull (Ages 6-9)
- *Birth of the Cool: How Jazz Great Miles Davis Found His Sound* by Kathleen Cornell Berman (Ages 9-12)
- *Can You Hear It?* by William Lach (Ages 6-9)
- *Carlos Santana: Sound of the Heart, Song of the World* by Gary Golio (Ages 6-9)
- *Celia Cruz, Queen of Salsa* by Veronica Chambers (Ages 6-9)
- *Charlie Parker Played Be Bop* by Chris Raschka (Ages 3-6)
- *A Child's Introduction to Jazz: The Musicians, Culture, and Roots of the World's Coolest Music* by Jabari Asim (Ages 9-12)
- *Dark Was the Night: Blind Willie Johnson's Journey to the Stars* by Gary Golio (Ages 6-9)
- *Dizzy* by Jonah Winter (Ages 6-9)
- *Django: World's Greatest Jazz Guitarist* by Connie Christensen (Ages 6-9)
- *Duke Ellington's Nutcracker Suite* by Anna Celenza (Ages 6-9)
- *Duke Ellington: The Piano Prince and His Orchestra* by Andrea Pinkney (Ages 6-9)
- *Ella Fitzgerald: The Tale of a Vocal Virtuosa* by Andrea Davis Pinkney (Ages 6-9)
- *Esquivel: Space Age Sound Artist* by Susan Wood (Ages 4-8)
- *Hey, Charleston!: The True Story of the Jenkins Orphanage Band* by Anne Rockwell and Colin Bootman (Ages 6-9)
- *How Jelly Roll Morton Invented Jazz* by Jonah Winter (Ages 6-9)
- *Jazz* by Walter Dean Myers (Ages 6-9)
- *Jimi: Sounds Like a Rainbow: A Story of the Young Jimi Hendrix* by Gary Golio (Ages 6-9)
- *King of Ragtime: The Story of Scott Joplin* by Stephen Costanza (Ages 6-9)
- *Libba: The Magnificent Musical Life of Elizabeth Cotten* by Laura Veirs (Ages 6-9)
- *A Likkle Miss Lou* by Nadia Hohn (Ages 6-9)



## Children's Books

### Nonfiction (continued)

- *Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion* by Shannon Stocker (Ages 6-9)
- *Listen to the Birds: An Introduction to Classical Music* by Ana Gerhard (Ages 6-9)
- *The Music in George's Head: George Gershwin Creates Rhapsody in Blue* by Suzanne Slade (Ages 9-12)
- *Muddy: The Story of Blues Legend Muddy Waters* by Michael Mahin (Ages 6-9)
- *My Name is Celia: The Life of Celia Cruz / Me llamo Celia: la vida de Celia Cruz* by Monica Brown (Ages 6-9)
- *Play, Mozart, Play!* by Peter Sis (Ages 6-9)
- *Rhythm Ride: A Road Trip Through the Motown Sound* by Andrea Davis Pinkney (Ages 9-12)
- *Rhythm Ride: A Road Trip Through the Motown Sound* by Andrea Davis Pinkney (Ages 9-12)
- *Skit-Scat Raggedy Cat: Ella Fitzgerald* by Eileen Ordover (Ages 6-9)
- *Song for Jimi* by Charles R. Smith Jr. (Ages 9-12)
- *Sonny Rollins Plays the Bridge* by Gary Golio (Ages 6-9)
- *Sonny's Bridge: Jazz Legend Sonny Rollins Finds His Groove* by Barry Wittenstein (Ages 9-12)
- *Sweet Music in Harlem* by Debbie Taylor (Ages 6-9)
- *Trombone Shorty* by Trou "Trombone Shorty" Andrews (Ages 6-9)
- *Tito Puente, Mambo King / Tito Puente, Rey del Mambo* by Monica Brown (Ages 6-9)
- *When Angels Sing: The Story of Rock Legend Carlos Santana* by Michael Mahin (Ages 6-9)
- *When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop* by Laban Carrick Hill (Ages 6-9)
- *When Paul Met Artie: The Story of Simon & Garfunkel* by G. Neri (Ages 9-12)



# Music Words

## Album

A collection of recorded songs.

## Hip Hop

A culture based on four main elements: DJing, MCing (or rapping), graffiti, and breakdancing. Note: hip hop and rap are not interchangeable terms. Rap is often defined as a way of rhyming and hip hop is often described as an entire culture.

## Instrumentalists

Musicians who play instruments.

## Jazz

A genre of music that originated in the Black communities of New Orleans in the late 19th and early 20th centuries. Jazz has its roots in blues and ragtime.

## Orchestra

A large group of musicians who play together on a variety of string, wind, and percussion instruments. The conductor leads the group of musicians.

## Orchestral music

Relates to an orchestra — a large group of musicians who play together on various instruments, usually including strings, woodwinds, brass, and percussion. Also refers to the music played by an orchestra.

## Percussion

Rhythmic sound that can be made by using drums, instruments, or the body. Percussion instruments include drums, cymbals, gongs, xylophones, bells, and rattles.

## Rock

A form of popular music that evolved from rock and roll and pop music during the mid- and late 1960s, based around amplified instruments, especially the electric guitar and electric bass, and is characterized by a strong bass line and driving rhythms.

## Salsa

A type of Latin American dance music incorporating elements of jazz and rock.

## Single

One song.





## Activity 1: Overcoming Obstacles — Making Instruments

### Introduction

At times, people who love music need to find creative ways or overcome obstacles to become musicians.

---

### Supplies

- Online video: “Landfill Harmonic Trailer” (Landfill Harmonic): <https://youtu.be/wCjbd21fYV8>
  - Common objects that could be found in recycling bins or around home (make sure to only choose objects that would be safe for kids to handle) such as jars, bottles, boxes, cans, old pens, lids, foil pans, paper-towel rolls, buckets, trash can lids, spoons, etc. A variety of materials, such as plastic, wood, metal, and paper, can be fun.
  - Materials for construction such as string, rubber bands, packing tape, and glue
- 

### Prepare

Familiarize yourself with the “Landfill Harmonic Trailer” video: <https://youtu.be/wCjbd21fYV8>

---

### Get kids thinking

#### **Write “Makers and Styles” on the Music Mural.**

Talk about how yesterday you made music with your own bodies and voices. If you didn’t have money to buy an instrument, and you didn’t want to make music with your voice or just your body, how could you do it?

Some kids may think of the idea of *making* an instrument.



## Activity 1: Overcoming Obstacles — Making Instruments

(continued from previous page)

Tell the kids about the true story of the Recycled Orchestra of Cateura (Orquesta de Instrumentos Reciclados de Cateura):

*In Asunción, Paraguay, many families didn't have money to buy musical instruments. An organization donated some instruments to start a music school. But there was a problem. More kids wanted to learn to play than there were instruments for them to use. In Asunción, there was also a landfill (a trash dump) and many families made their money by finding objects in the dump that had some value and then selling those objects. They were known as "garbage pickers" or "recyclers." One of these recyclers began to make musical instruments for the kids out of objects he found in the trash. The children used these instruments and took music lessons. Their orchestra was invited to play around Paraguay and then people around the world heard about them and invited them to play. In 2012, a movie was made about them.*

You can watch a summary of the movie and see some of the instruments and musicians in this video: <https://youtu.be/wCjbd21fYV8>





# Activity 1: Overcoming Obstacles —

## Making Instruments

3

(continued from previous page)

---

### Let's get started!

#### Step 1

Take a look at the materials you collected that could be recycled. Brainstorm how they might be used to make sounds. Remember that an instrument doesn't have to be complicated. Experiment with how using the objects in different ways will make different sounds.

For example, let's say you have collected:

- two foil pie pans
- a pen
- a shoelace
- a large rubber band
- a cardboard box

#### Could these objects make different sounds by:

- tapping two foil pans together?
- tapping a foil pan against a box?
- strapping a foil pan to a box with tape and then tapping it with a pen?
- using the shoelace to hang up a foil pan and then tapping it with a pen in midair?
- tapping the box with the pen?
- attaching the cut rubber band to the box with tape and then snapping it against the box?
- attaching the cut rubber band to a foil pan with tape and then snapping it against the pan?
- making a shaker by filling one foil pie pan with pebbles or rice and taping another foil pie pan over it to seal it up?



## Activity 1: Overcoming Obstacles — Making Instruments

(continued from previous page)

### Step 2

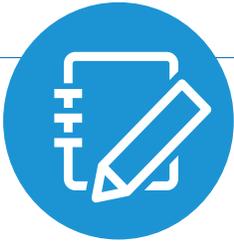
Once kids have had a chance to make an instrument out of one or more objects, encourage them to demonstrate what sound(s) their instrument makes.

### Step 3

Create a “found sound orchestra” with your kids. If you completed the “Creating and Conducting Our Own Orchestra” activity from Day 2, then the kids will be familiar with this idea. If you didn’t do that activity, you can take a look at those suggestions on pages 52-57.



Favio Chávez, director of the Recycled Orchestra of Cateura



## Activity 2: Move, Draw, and Write to Music

### Introduction

Musicians make music in different genres or styles. First, you can think of three broad categories: classical music, world music, and contemporary music. Within each of those categories there are many genres and styles. We'll explore some genres of music and see how that music inspires us to move and/or how that music makes us want to draw and write.

### Supplies

- Audio link with short clips of different musical genres: <https://tinyurl.com/c7au8358>
- Pencils and markers
- Scrap paper for drawing
- Paper for writing

### Get kids thinking

**Write jazz, hip hop, salsa and other examples of musical styles or genres on the Music Mural.**

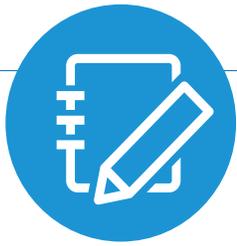
### Let's get started!

#### Move to music

##### Step 1

Talk through the activity. Tell kids to dance/move when they hear music in whatever way that musical style makes them feel. Tell them to freeze when the music stops. They will hear a number of different snippets of music and the styles of these snippets will change, and so they will be inspired to move in different ways. Remind kids that this is a nonverbal activity — no comments about how others are moving allowed. Also remind them that movement has to be safe and appropriate. Setting personal space boundaries can prevent physical mishaps.

**Audio:** <https://tinyurl.com/c7au8358>



## Activity 2: Move, Draw, and Write to Music

(continued from previous page)

### Step 2

Now, spread out and turn on the audio. Have fun and model the activity by doing it with the kids. You can also consider adding a mirror game — with one kid in the center doing a dance. Have the others — and yourself! — aim to mimic that.

### Step 3

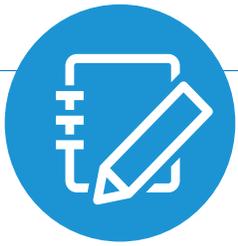
Talk about what everyone discovered. Which music did they enjoy the most? The least? What emotions did the music inspire?



## Draw to music

### Step 1

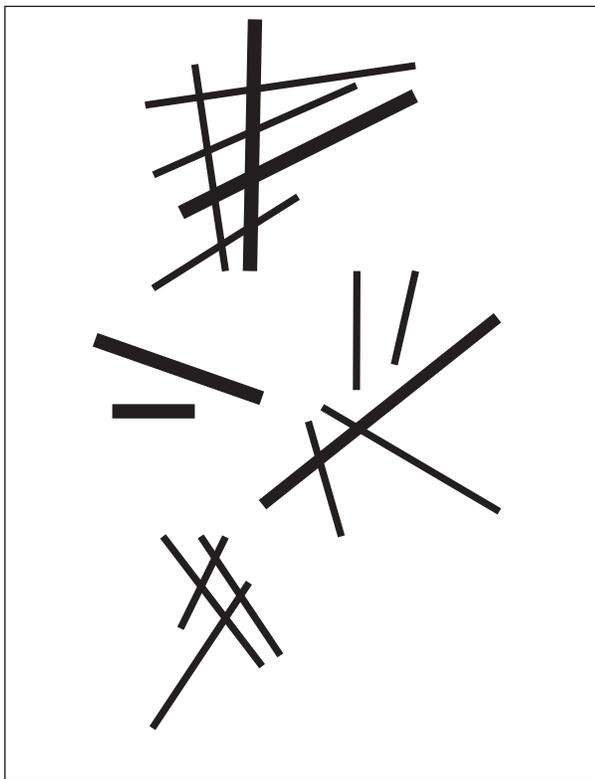
Hand out pencils, markers, crayons, and scrap paper. Talk through the activity. Tell kids that you're going to experiment with seeing how different styles of music can inspire art. Explain that you're going to replay the audio. This time, draw whatever you want when you hear the music. Stop when the music stops. Then, grab a new piece of paper and get ready to draw something new when you hear the next piece of music.



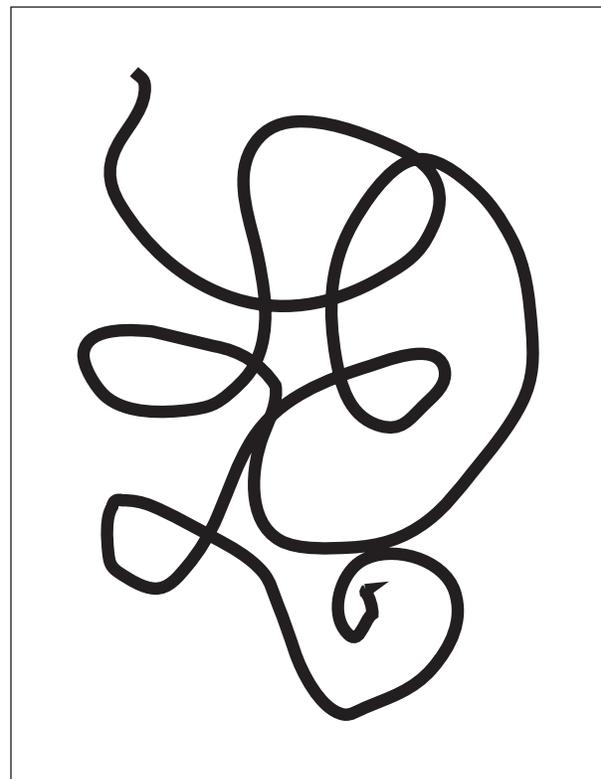
## Activity 2: Move, Draw, and Write to Music

(continued from previous page)

Encourage them to avoid thinking and avoid trying to draw realistic objects or scenes. The point is to simply let the music guide their hands. If the music feels choppy, they might make choppy, heavy marks on the page. If the music is slow and fluid, they might draw one long line that snakes all over the page. This is just one example. There is no right or wrong.



Choppy, loud



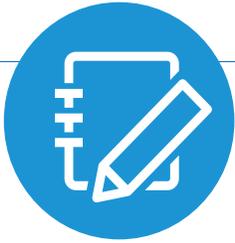
Slow, flowing

### Step 2

Now, use the same audio and complete this exercise. You can do a drawing for each piece of music on the audio or you can choose to do only a few of the music snippets.

### Step 3

Talk about the experience. Did they enjoy drawing to one type of music? How did it feel?



## Activity 2: Move, Draw, and Write to Music

(continued from previous page)

### Write to music

#### Step 1

Hand out pencils and paper for writing. Talk through the activity. Tell the kids that you're going to respond to music with words now. You'll be writing down whatever images the music inspires in words, phrases, or sentences.

For example, a soft, flowing piece of music might make you think of a river. The music might inspire you to write:

*Cool water*

*Flowing*

*Sparkling in the sun*

*River of water*

*River of light*

Or that soft, flowing piece of music might make just you think of soft, flowing words:

*Flow*

*Light*

*Rolling rolling*

*Quiet now*

A jazzy, fast piece might make you think of a city street:

*Red lights*

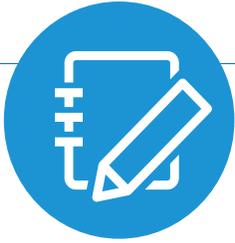
*Green lights*

*Cars honk*

*Step on the gas*

*People talk*

*People laugh*



## Activity 2: Move, Draw, and Write to Music

(continued from previous page)

Or that jazzy, fast piece might make you think of fast action words:

*Do*

*Play*

*Strike*

*Go*

### Step 2

Now, use the audio and experiment with the writing part of this activity.

### Step 3

Invite kids to share their pieces by reading them. If the kids are emerging readers and don't feel comfortable reading aloud, ask if you or another adult can share their writing with the group.





## Activity 3: Design an Album Cover

### Introduction

Singers, instrumentalists, composers, and conductors have made music history all over the world. We are going to learn about five famous musicians and share what we learn by creating album covers for them.

---

### Supplies

- Five Famous Musicians handout (see Printables on pages 94-96)
  - Examples of actual album or CD covers (if you have access) or see Printables on pages 102-110
  - Old magazines to use for collage pictures
  - Markers, colored pencils, pencils
  - Colored construction paper for creating collages
  - Scissors
  - Tape and glue
  - Construction paper cut into 8-1/2-inch x 8-1/2-inch squares
- 

### Get kids thinking

**Ask:** Who is your favorite musician? How many famous musicians can you name?

---

### Let's get started!

#### Step 1

Briefly introduce the Five Famous Musicians featured for this activity. Each represents a different genre of music:

- Celia Cruz (singer): Salsa
- Evelyn Glennie (percussion): Classical and Contemporary Orchestral
- Jimi Hendrix (guitar, vocals): Rock
- DJ Kool Herc (DJ): Hip Hop
- Charlie Parker (saxophone): Jazz

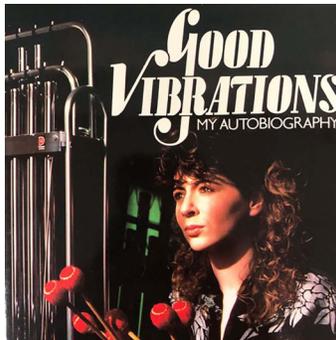


## Activity 3: Design an Album Cover

(continued from previous page)

Read — or ask volunteers to read — the short bios of the musicians in the Five Famous Musicians handout (see Printables on pages 94-96).

**Write the names of the five featured musicians on the Music Mural.** Talk about each musician, what kind of music they're known for, and their cultural background. What obstacles did each musician have to overcome to succeed in the music industry?



**Invite kids to draw an image of each instrument on the Music Mural** or add the images from the Printables (see pages 97-101).

### Step 2

Share the links to the five types of music represented by the five famous musicians: salsa, rock, jazz, hip hop, contemporary orchestral.

**Celia Cruz (singer) — Salsa**

**“Celia Cruz — Bemba Colora”**

<https://youtu.be/QXfRgOwqAYM>



## Activity 3: Design an Album Cover

(continued from previous page)

### **Evelyn Glennie (percussionist) — Classical and Contemporary Orchestral**

“Dame Evelyn Glennie performs Corelli's La Folia” (Manitoba Chamber Orchestra)

<https://youtu.be/Bcdnn3HyH2s>

### **Jimi Hendrix (guitarist, vocalist) — Rock**

“Jimi Hendrix — Little Wing”

<https://youtu.be/BkEPBiMbgxs>

### **DJ Kool Herc (DJ) — Hip Hop**

“DJ Kool Herc Books, Beats and Bars by Bronx Arts Elementary”

<https://youtu.be/qNI-2mBgPbE>

### **Charlie Parker (saxophone) — Jazz**

“Charlie Parker — Confirmation”

<https://youtu.be/yXK0pZx92MU>

### Step 3

Ask each kid to choose one of the five musicians — or to choose their favorite musician — and imagine that they are creating an album cover for that musician.

To inspire them, share the images of famous album covers (see Printables on pages 102-110).

Talk about what a “cover” for an **album** or a **single** is and why it’s important. What is on an album cover?

- Artwork (can include photographs, abstract or realistic shapes, or hand-drawn text)
- The name of the musician
- The name of the album (sometimes it is just the name of the musician)

Musicians make albums, which are collections of songs. Those albums have an illustrated “cover,” much like a book has a “cover.” The artwork is like the package for the musician and the music. Musicians want that package to showcase who they are and to get the listeners excited about the music they are offering. This same artwork is used with the artist's music on vinyl records, CDs, and when it streams on iTunes or Spotify.



## Activity 3: Design an Album Cover

(continued from previous page)

Give kids these instructions for creating their album covers:

- Cut pictures out of old magazines that you like. You can also cut the construction paper into shapes that help express the music of that artist. Use the photos and colored paper to create a collage.
- Arrange them on your square piece of paper.
- Add the name of the musician.
- Add anything else you think will make the album cover great.
- If you wish, display the album cover in your room.

### Option for extension

Display the album cover art in an exhibit with the music playing in the background for parents, other groups, or your group to walk around and admire.



## Open Mic

Kids who would rather dance than sing might enjoy performing a short dance routine for the Open Mic. Some recorded songs can be long, so remind your performers that they don't have to perform an entire song. They can always just perform a part of it.

*Giving kids a chance to be performers and audience members is the highlight of Tune In!*

**Learn about how to plan an Open Mic on page 8.** Watching this video about how to enjoy performing can help to set the stage for sharing and generosity:

**"How to Enjoy Performing" (by Mary Amato)**

<https://youtu.be/lx1a8UoNCF8>



## Tune In Tonight

*Before kids leave for the day, send them home with this suggestion:*

The family dinner table or any family time are great opportunities for music making. After dinner or when you are all together, teach your parody song or rap song to your family and ask them to sing along.





# More Kid-Friendly Media

## Websites

**Citizen DJ (Library of Congress)**

<https://citizen-dj.labs.loc.gov/>

**Dallas Symphony Orchestra for Kids**

<https://www.dallassymphony.org/community-education/>

**DK Find Out: Types of Music**

<https://www.dkfindout.com/us/music-art-and-literature/types-music/>

**Little Kids Rock**

<https://www.littlekidsrock.org/free/>

**Musical Genres: A Playlist for Kids**

<https://tinyurl.com/yckuazd3>

**San Francisco Symphony for Kids**

<https://www.sfsymphony.org/EducationCommunity/Music-Connects-Kids>

**Smithsonian Folkways Children's Collection**

<https://folkways.si.edu/folkways-childrens-collection/music/album/smithsonian>

**Smithsonian Groovin' to Jazz**

<https://americanhistory.si.edu/smithsonian-jazz/education/groovin-jazz-ages-8-13>

**Teaching Kids Music: Styles**

<https://www.teachingkidsmusic.com/styles-of-music.html>

## Podcasts

**Kids Q The Music**

<https://www.listennotes.com/podcasts/kids-q-the-music-rebecca-lane-and-zara-lane-qPNF7cvLjO1/>

**The Music Podcast for Kids!**

<https://www.themusicpodcastforkids.com/podcast>

**Spare the Rock, Spoil the Child**

<https://www.listennotes.com/podcasts/spare-the-rock-spoil-the-child-radio-feed-wgc-KJD4otvcbjl/>

## Video

**How to Truly Listen — Evelyn Glennie**

[https://www.ted.com/talks/evelyn\\_glennie\\_how\\_to\\_truly\\_listen](https://www.ted.com/talks/evelyn_glennie_how_to_truly_listen)

# Five famous musicians



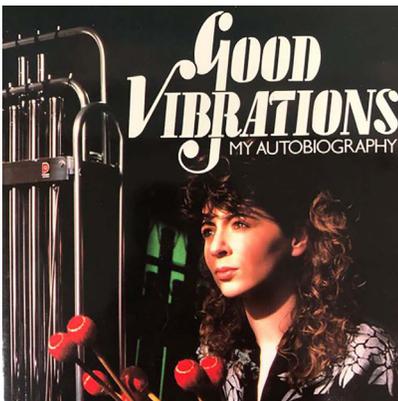
## Celia Cruz

**Singer — Salsa**

Celia Cruz (1925-2003) is considered to be the queen of [salsa](#). For more than 40 years she shared the rhythms of her Cuban homeland with the world. She once said, “Music is what gave me the courage to fight and get out of poverty and touch the universe.” Her father encouraged her to become a teacher, but soon recognized her natural talent as a singer. In 1960, after the Cuban Revolution, Cruz left her native country, becoming one of the symbols and spokespersons of the Cuban community in exile. She continued her career, first in Mexico, and then in the United States. She loved to spread joy with her music, saying, “When people hear me sing, I want them to be happy, happy, happy. My message is always *felicidad* — happiness.”

### Children’s books:

- *Celia Cruz, Queen of Salsa* by Veronica Chambers
- *My Name is Celia: The Life of Celia Cruz / Me llamo Celia: la vida de Celia Cruz*



## Evelyn Glennie

**Percussionist — Classical and Contemporary**

Evelyn Glennie is a Scottish percussionist who tours all over the world performing as a soloist with a wide variety of orchestras and eclectic musicians. She has collected more than 1,000 percussion instruments, and is a master of percussion instruments from around the world — marimba, xylophone, timpani, chimes, congas, steel pan, djembes, bodhrans, daiko drums, and many more. She is also very inventive and has made music on common items such as a hospital bed, camera, wheel hub, garbage can lid, and a flower pot. Glennie lost nearly all of her hearing by age 12, so she listens to music with her body, not her ears. She often plays barefoot during live performances and studio recordings to feel the music. Glennie shares her mission to ‘Teach the World to Listen’ through live performances, radio and TV.

### Children’s book:

- *Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion* by Shannon Stocker

# Five famous musicians



## Jimi Hendrix

Guitarist — Rock

James Marshall "Jimi" Hendrix (1942-1972) was an American [rock](#) musician, singer, and songwriter — a superstar guitar player of the 1960s, one of the virtuosos of the electric guitar. Some consider him the most influential guitarist ever. He experimented with all kinds of equipment like the wah-wah pedal, fuzz-box, and distortion to create new kinds of sounds, sometimes called psychedelic, extraterrestrial, and aquatic. Hendrix was a powerful live performer, but in the late 60s he stopped touring and built his own studio, Electric Ladyland, in New York City, where he recorded more than 600 hours of music, including many jazz sessions. Hendrix had a tough childhood. Both of his parents struggled with alcohol addiction and the family often lived in poverty. Hendrix was sensitive and shy as a child. Later, he had his own struggles with drugs and alcohol, and died very young — he was only 27.

### Children's books:

- *Jimi: Sounds Like a Rainbow* by Gary Golio
- *Song for Jimi* by Charles R. Smith Jr.



## DJ Kool Herc

DJ — Hip Hop

Clive Campbell, known by his stage name DJ Kool Herc, is a Jamaican-American DJ who is considered the founder of [hip hop](#) music in the Bronx in the 1970s. The Campbell family's highrise on Sedgwick Avenue became known as party central for kids in the Bronx. Herc would play in the building's rec room, mixing soul and funk with elements of reggae to create a new musical collage. He also invented the breakbeat by playing two copies of the same record on different turntables. He would find the most danceable section of the record and make it appear to repeat endlessly. Dancers in velour track-suits and Kangol hats would choreograph their steps and maneuvers to match the breaks. They called their style "break dancing" and became known as b-boys or break boys.

### Children's book:

- *When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop* by Laban Carrick Hill

# Five famous musicians



## Charlie Parker

### Saxophonist — Jazz

Charles Parker Jr. (1920-1955), nicknamed “Bird,” was an American **jazz** saxophonist, band leader, and composer. He was called the “Mozart of Jazz” by a prominent jazz critic. Like the great classical composer, Parker was a musical genius who died in his mid-30s without widespread acclaim or recognition. He started touring as a musician when he was 16 years old. In 1945 (at the age of 25), Parker began leading his own band and collaborating often with the great trumpeter Dizzy Gillespie. His collaboration with Dizzy laid the foundation for modern jazz — or “bebop” — a form of jazz characterized by fast tempos and complex harmonies. By devising new ways of changing keys from one scale to the next, Parker broke many of the rules that jazz was based on and opened up new musical pathways. To some jazz purists, bebop sounded chaotic and unmusical, but he was also idolized by many musicians, intellectuals, and jazz fans. Parker struggled with physical and mental health issues for much of his adult life.

### Children’s book:

- *Charlie Parker Played Be Bop* by Chris Raschka

# Salsa music and singing (Celia Cruz)



# Timpani and other percussion (Evelyn Glennie)



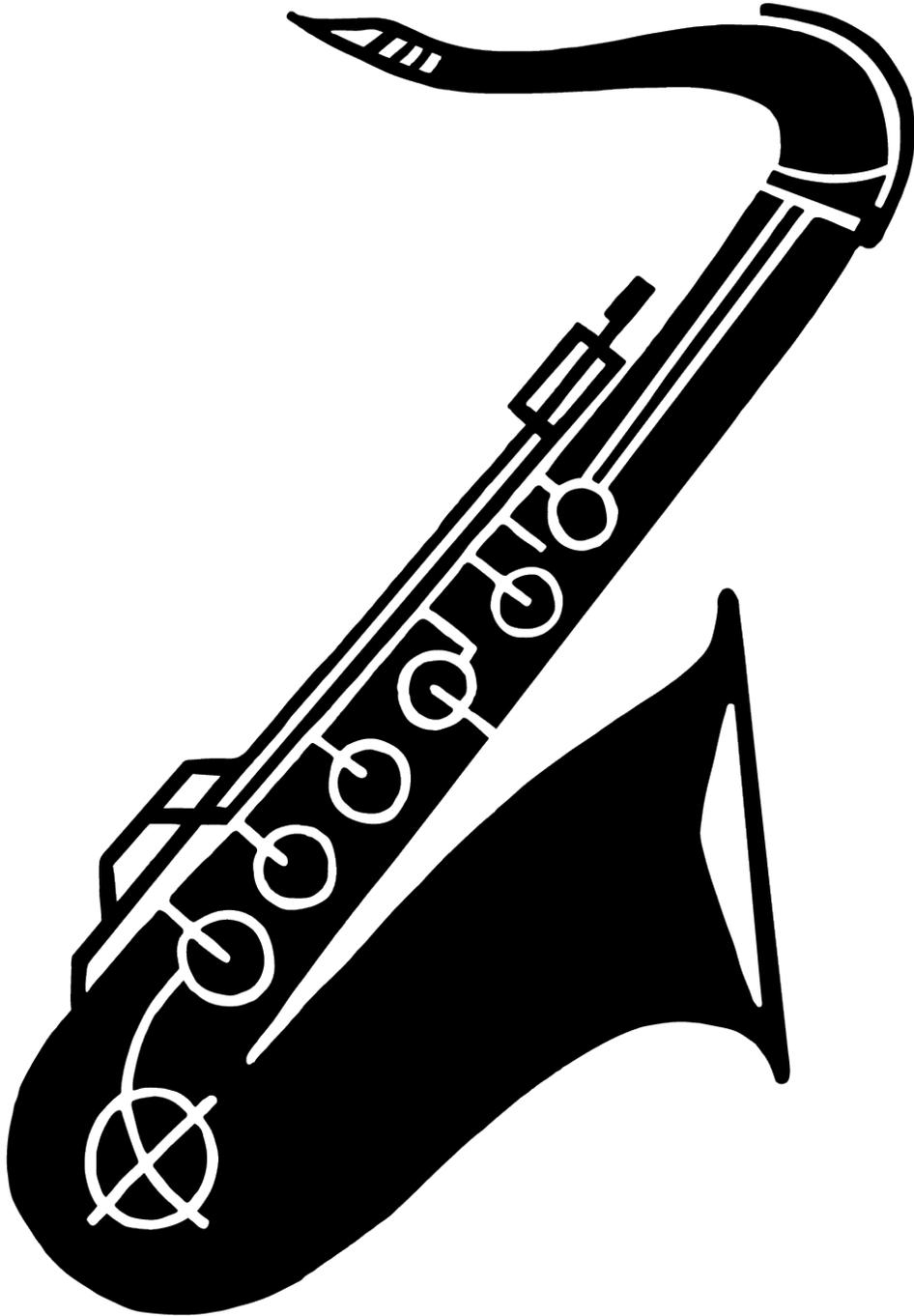
# Electric guitar (Jimi Hendrix)



## DJ'ing equipment (DJ Kool Herc)



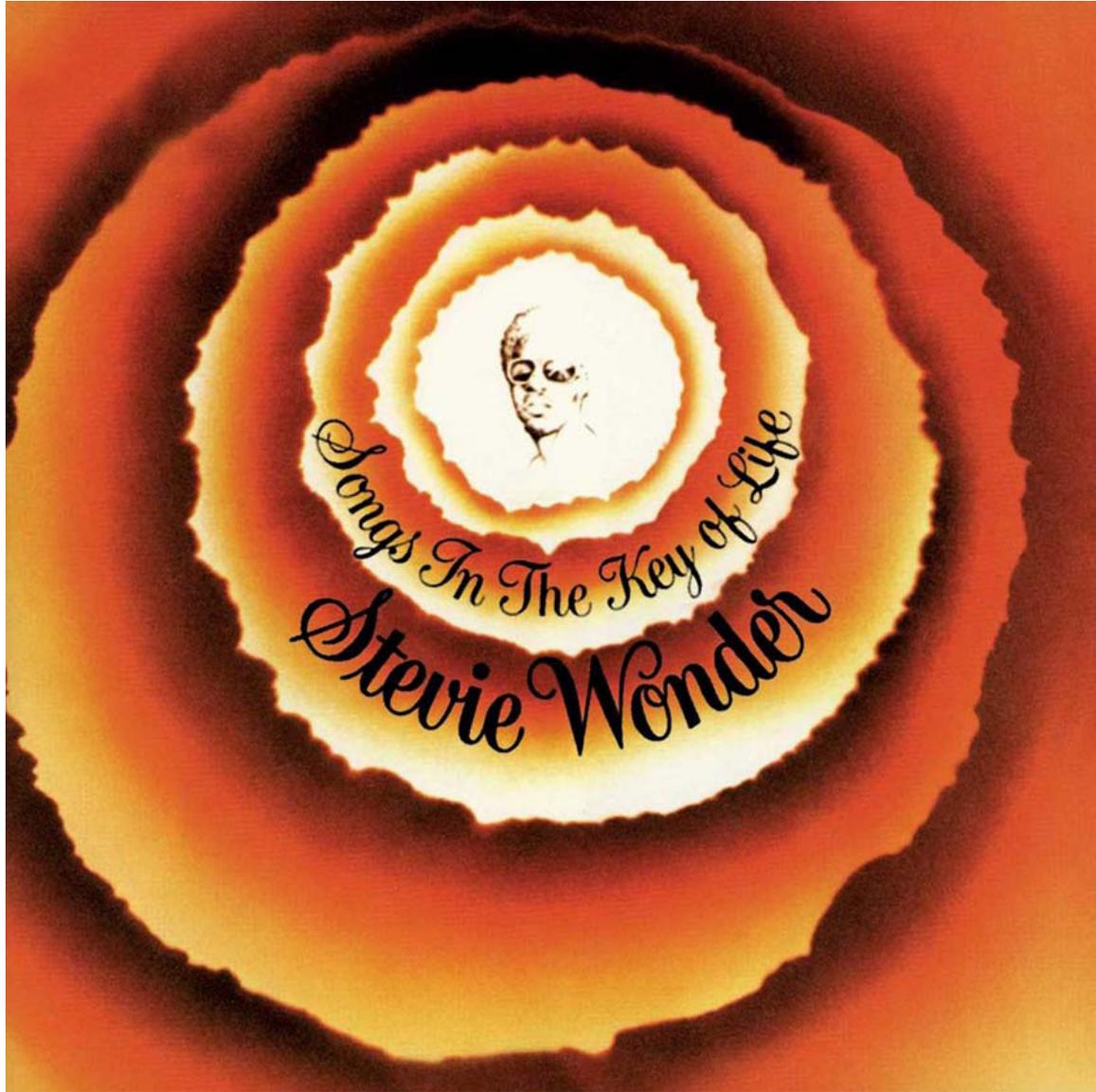
# Saxophone (Charlie Parker)



Album cover: DJ Kool Herc



Album cover: Stevie Wonder



# Album cover: Charlie Parker



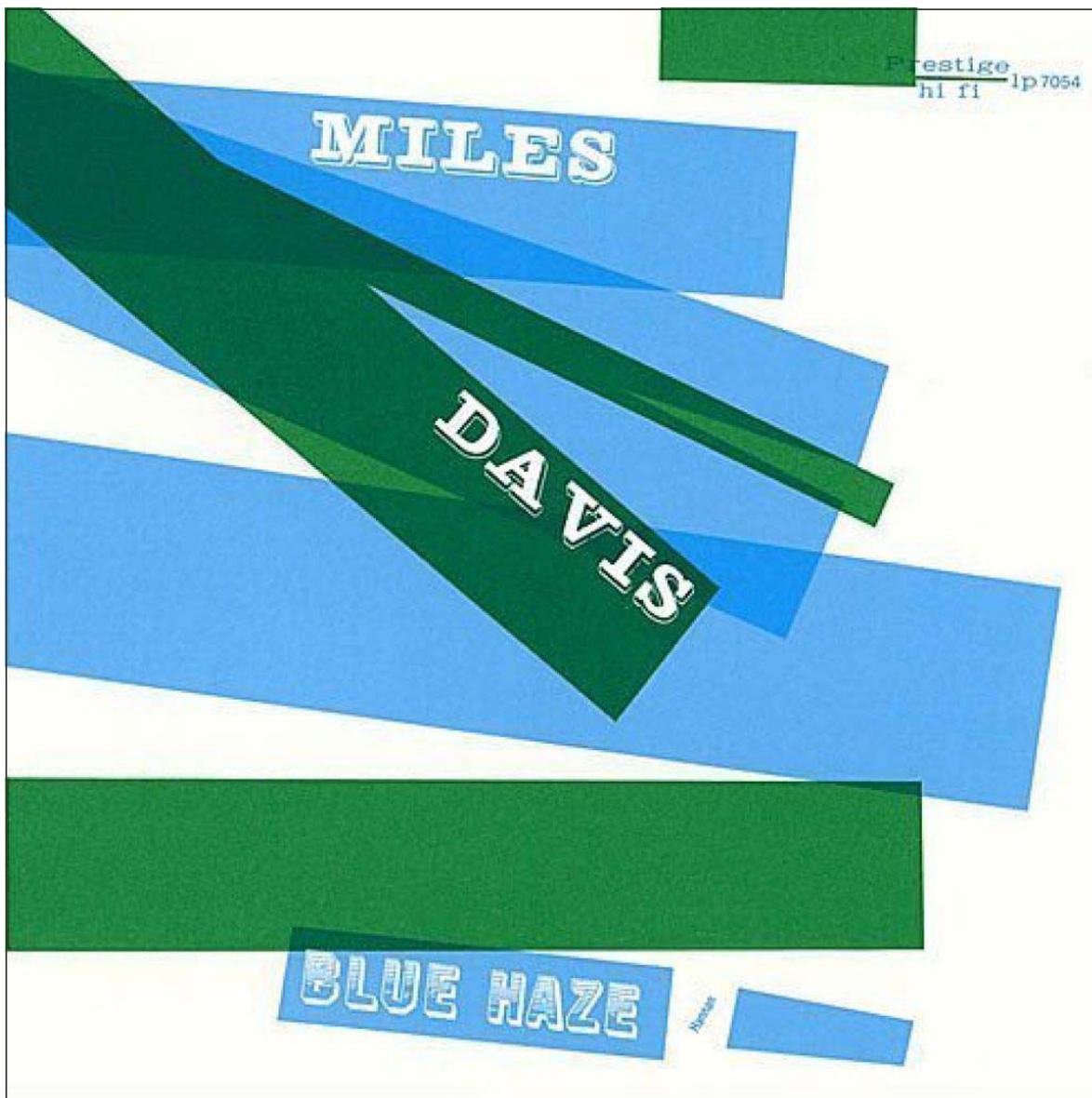
# Album cover: John Coltrane



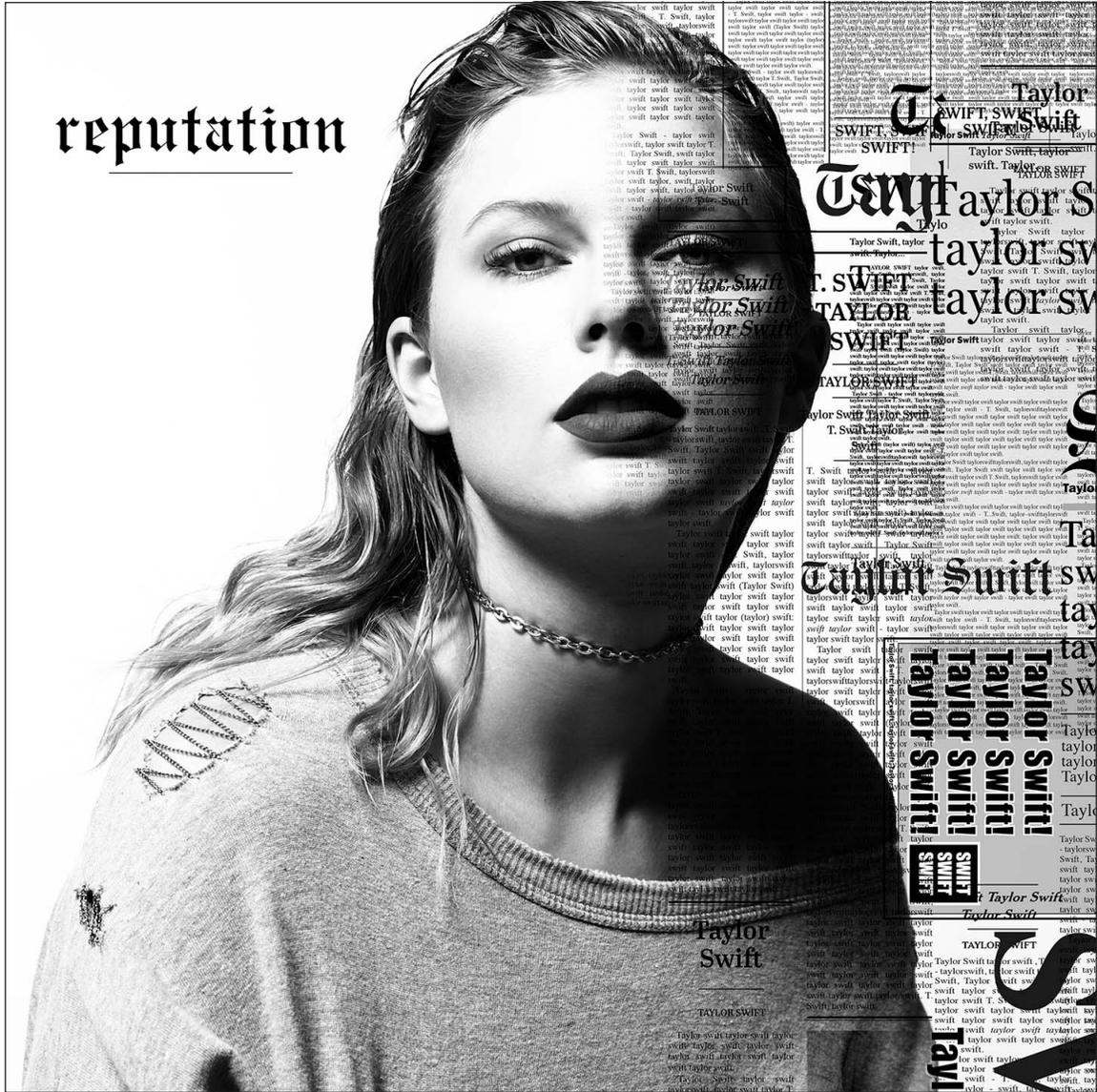
Album cover: Jimi Hendrix



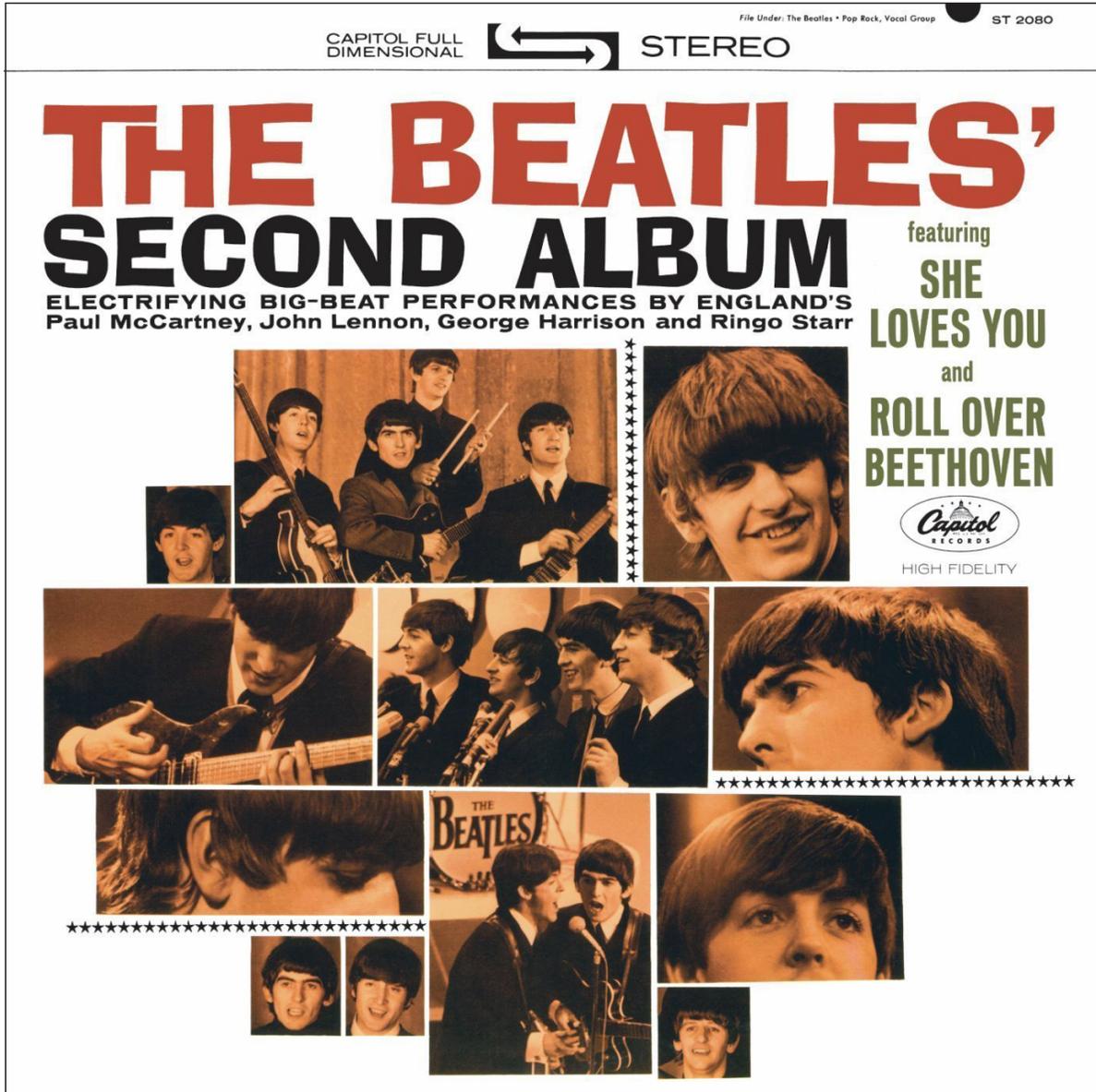
# Album cover: Miles Davis



# Album cover: Taylor Swift



# Album cover: The Beatles



Album cover: BTS



# Day 4

## Connecting to each other with music



# Day 4: Connecting to each other with music

## Introduction

Music connects us in various and surprising ways. Music connects us to each other when we sing or play together. And in many ways, music connects our minds and bodies. Music makes us move and dance. Scientists have also experimented to see if music can improve memory and moods. We'll conduct our own experiments. And we'll even look at whether animals relate to our music and/or use their own to communicate and connect.

---

## Questions to guide explorations

- How do we feel when we sing or make music together?
  - How can music help us communicate?
  - Why does music make us dance together?
  - Can music make us feel better? Remember or learn more?
  - Can we connect with animals through music? Do animals use their own “music” to connect with each other?
- 

## Activities

- **Activity 1:** Music Is a Conversation — Call and Response Singing and Playing
- **Activity 2:** Music Makes us Dance Together — Popular Group Dances
- **Activity 3:** Music Lifts our Spirits — Music Experiment



# Children's Books

## Fiction

- *All Eyes on Ozzy!* by K-Fai Steele (Ages 3-6)
- *Amina's Voice* by Hena Khan (Ages 9-12)
- *Bats in the Band* by Brian Lies (Ages 3-6)
- *Because* by Mo Willems (Ages 3-6)
- *Blackbird Fly* by Erin Entrada Kelly (Ages 9-12)
- *The Electric Slide and Kai* by Kelly Baptist (Ages 3-6)
- *Finding the Music: En pos de la música* by Jennifer Torres (Ages 6-9)
- *Flowers for Sarajevo* by John McCutcheon (Ages 6-9)
- *The Flute* by Rachna Gilmore (Ages 9-12)
- *Harlem Renaissance Party* by Faith Ringgold (Ages 6-9)
- *I Heart Band Series* by Michelle Schusterman (Ages 9-12)
- *Kenya's Song* by Linda Trice (Ages 3-6)
- *The Man with the Violin* by Kathy Stinson (Ages 6-9)
- *Marimba!: Animales from A to Z* by Pat Mora (Ages 3-6)
- *Mr. Putter and Tabby Toot the Horn* by Cynthia Rylant (Ages 6-9)
- *Music, Music for Everyone* by Vera Williams (Ages 3-6)
- *Passing the Music Down* by Sarah Sullivan (Ages 6-9)
- *Punk Farm* by Jarrett J. Krosoczka (Ages 3-6)
- *Roly-Polies* by Mónica Carretero (Ages 6-9)
- *Tuba Lessons* by T.S. Bartlett (Ages 6-9)

## Poetry and songs

- *All Night, All Day: A Child's First Book of African American Spirituals* by Ashley Bryan (Ages 3-6)
- *Harlem* by Walter Dean Myers (Ages 6-9)
- *Let It Shine* by Ashley Bryan (Ages 3-6)
- *We've Got the Whole World in Our Hands* by Rafael López (Ages 3-6)



## Children's Books

### Nonfiction

- *Dancing Hands: How Teresa Carreño Played the Piano for President Lincoln* by Margarita Engle (Ages 6-9)
- *Drum Dream Girl: One Girl's Courage Changed Music* by Margarita Engle (Ages 6-9)
- *Freedom in Congo Square* by Carole Boston Weatherford (Ages 6-9)
- *Mahalia Jackson: Walking with Kings and Queens* by Nina Nolan (Ages 6-9)
- *Playing at the Border: A Story of Yo-Yo Ma* by Joanna Ho (Ages 6-9)
- *When Stravinsky Met Nijinsky* by Lauren Stringer (Ages 6-9)



# Music Words

## Call and response

A leader sings or plays a musical phrase and a follower repeats it back.

## Flamenco

A style of music and dance from Spain that involves a lot of hand flourishes and foot stomping.

## Flash mob

A planned event where a person or small group starts to sing or dance in a public place and more join in.

## Macarena

A Spanish dance song by Los del Río popularized in the early 1990s.

## Shuffle

A dance step, also can be used to describe a piece of music.

## Slide

A dance step, also can be used to describe a piece of music.





# Activity 1: Music Is a Conversation — Call and Response Singing and Playing

4

## Introduction

The simplest way to get people singing or playing music together is to use “call and response.” Call and response is a bedrock feature of African, African American, Latin American, and Caribbean music, including soul, gospel, salsa, jazz, blues, and R&B — and even in Western classical music in the form of antiphony. Call and response is an inviting opportunity for children to participate, interact, and quickly learn how to lead a group on their own.

---

## Supplies

- Laptop or computer and projection so that group can view video together
  - Any book or poem you would like to use (you’ll be reading a line to kids and they’ll be repeating that line back to learn the concept of call and response). Rhyming books are perfect for this.
  - Online videos (see the next page: Let’s get started)
- 

## Get kids thinking

**Write the main idea “Connecting to Each Other” on the Music Mural and then write “Call and Response” as the first item in that section of the mural.**

**Ask:** What do you think call and response means?

Demonstrate the call and response technique by reading a line from a book or poem out loud. Ask kids to repeat your line. Remind them to match the cadence and rhythm of your speech. For example, if your voice has a happy lilt, their voices should echo that. If you pause before a certain word, they should pause before that word.

**Ask:** What is an echo? Can you think of ways we echo or mimic each other?



# Activity 1: Music Is a Conversation — Call and Response Singing and Playing

4

(continued from previous page)

In conversations, did you ever notice that you unintentionally imitate another person's accents and body language.

Consider playing the mirror movement game. To play this, team up in pairs and face each other. One person is the leader and makes slow movements, the partner tries to copy the movements as if they are the mirrored reflection of the leader.

You can add gentle music so the players aren't tempted to get too hectic.

Remind kids to try imitating large movements, small movements, facial movements. Paying attention is a vital part of good communication. Call and response helps us practice that.

---

## Let's get started!

If you didn't get the chance to do the hambone activity on Day 2 (page 49), you can introduce it here. The technique used to teach each other rhythms and songs is what call and response is all about. If you did that activity, review it and repeat some or all of that activity. This time, ask kids to notice how easy and pleasurable it is to learn music by hearing it and then echoing it back.

### Step 1

**Echo, echo.** Think of call and response as echoing. Start with rhythms. Ask each kid to create a rhythm and have everyone repeat it back the same way. Here's an example of a simple rhythm:

*Slap your thighs with your hands.*

*Clap your hands.*

*Snap your fingers three times — left hand, then right hand.*

*Repeat.*

This can be fun in a circle so everyone can echo each other and 'pass' the turn around the group.

Next, try with vocalized sounds. The sillier, the better (within reason). You can say things like "boom, boom, boom," or meow like a cat, or sway your arms and howl like the wind.



# Activity 1: Music Is a Conversation — Call and Response Singing and Playing

4

(continued from previous page)

Watch this video for an example of how this game can be played:

**“Call and Response 1: Echo Echo” (thisisLea)**

[https://youtu.be/6qXpt\\_JSvro](https://youtu.be/6qXpt_JSvro)

## Step 2

Lots of songs already lend themselves to call and response. Here are a couple of songs to listen to, learn and practice with your group. You may also invite a pair or small group of kids to try while the rest of the group watches and encourages. Or you may select confident or eager singers in the group to lead the songs. Watch these two examples:

**“Call and Response 2: ‘You’ll Sing a Song’ and ‘Jambo’” (thisisLea)**

<https://youtu.be/WFPHhJh74nl>

Can you turn other, familiar songs into call and response by singing a line and leaving space for someone to echo it back? For example, try with “You Are My Sunshine” and “Twinkle, Twinkle.”

What are the results?

## Step 3

Make up your own call and response songs. Greetings are a great place to start because real conversations often start with a bit of repetition.

Feel free to branch out. How would it be if your conversation got silly with repetition?

You may choose to pair up the kids to call and respond back and forth. When they’ve come up with a musical conversation they like, each pair can present — or save it for the Open Mic! Or you may want to ask one kid at a time to lead the whole group.

Here is an example of an improvised, nonsense call and response:

**“Call and Response 3: Make Up Your Own” (thisisLEA)**

[https://youtu.be/OCC\\_qb\\_0lN0](https://youtu.be/OCC_qb_0lN0)



# Activity 1: Music Is a Conversation — Call and Response Singing and Playing

4

(continued from previous page)



## More examples of call and response

### **“Sesame Street: Shake Shake The Mango Tree”**

Call and response during play

<https://youtu.be/h4war7sLnuQ>

### **“Cab Calloway: Minnie the Moocher”**

Call and response in popular music

<https://youtu.be/8mq4UT4VnbE>

### **“Marvin Gaye and Tammi Terrell: Ain't No Mountain High Enough”**

A conversation song

<https://youtu.be/IC5PL0Xlmjw>

### **“Christylez Bacon & Steve Hickman — Beatbox meets Hambone 2013”**

Watch how two musicians connect by passing the turn to play back and forth.

<https://youtu.be/jBW9IWHkDRw>



## Activity 2: Music Makes Us Dance Together — Popular Group Dances

### Introduction

Music makes us want to dance together in community. Different cultures have traditions of making up and sharing dance routines set to music so that everyone can have fun together on the dance floor.

### Supplies

- Laptop or computer and projection so that group can view video together
- Online videos (see page 120 for the video links)

### Prepare

Familiarize yourself with the Macarena videos (links on page 120). Take a look at the “More group dances to try” on page 121 to see which additional dances you would feel comfortable introducing.

### Get kids thinking

#### **Write “Macarena” on the Music Mural.**

Ask the kids if they have ever danced in a group at a party. Ask them if they have ever done the [Macarena](#) dance with friends or family.

### Let’s get started!

#### **Step 1**

Teach the kids how to do the Macarena by either demonstrating the steps yourself or by using either of these instructional videos:



## Activity 2: Music Makes Us Dance Together — Popular Group Dances

(continued from previous page)

### “How to Do the Macarena” (Children’s Museum of Indianapolis)

This video includes music, has clear instructions — best for younger kids.

<https://youtu.be/JRRUtp9QOU>

### “Do the Macarena” (wikiHow)

This is a straightforward explanation of all the steps without music — better for kids 9 and up.

[https://youtu.be/vLo3SASoZ\\_E](https://youtu.be/vLo3SASoZ_E)

### Step 2

Play the whole Macarena song and do the dance together.

### “Macarena” (Los Del Rio–Topic)

This is a whole music track of the song without any visual demonstration.

<https://youtu.be/Z7EsuR5I8SE>

### Step 3

Talk about how it feels to dance together. How is it different from the movement that you did yesterday — moving separately to different styles of music?





## Activity 2: Music Makes Us Dance Together — Popular Group Dances

(continued from previous page)

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### More about the Macarena

#### Macarena in the movies

##### **“Hotel Transylvania 3, Macarena scene” (Movies & Soundtracks)**

Watch a demonstration of how the Macarena was used for humor in a major film animation — and see the cartoon characters break into the Macarena!

[https://youtu.be/\\_djlgmUIO4](https://youtu.be/_djlgmUIO4)

#### Fusion of Macarena and Flamenco

##### **“Flash Mob La Macarena Fusión- Flamenco Academia Adagio y Buleria” (Premiotorbellino Flamenco)**

A flamenco dance school in Venezuela creates an exuberant flash-mob style performance of a mashup of Flamenco and the Macarena.

<https://youtu.be/VQuGt-eW7Lk>

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### More group dances to try

#### Learn the cha-cha slide

##### **“Mr C The Slide Man — Cha-Cha Slide” (MrCTheSlideManVevo)**

<https://youtu.be/wZv62ShoStY>

#### Learn the Cupid shuffle

##### **“Cupid — Cupid Shuffle” (AsylumRecordsTV)**

[https://youtu.be/h24\\_zoqu4\\_Q](https://youtu.be/h24_zoqu4_Q)



## Activity 2: Music Makes Us Dance Together — Popular Group Dances

(continued from previous page)

### Learn the mambo

**“MAMBO en vivo en Wiggle Out Loud Festival 2020” (123 Andrés)**

<https://youtu.be/osXFIm6tMfw>

### Learn how to dance to Cumbia music

**“Cumbia en vivo en Wiggle Out Loud Festival 2020” (123 Andrés)**

<https://youtu.be/l99EEubBUGU>

### Learn how to do the salsa rhythm with sticks and the salsa moves for dance

**“La Clave” (123 Andrés)**

Live performance version (in Spanish and English): <https://youtu.be/IHBR SK3oai4>

In Spanish only: <https://youtu.be/R Y3n0k73P Jk>

### Demonstrations of classic dance moves

**“Step by Step — Learn Six Iconic Dance Moves through the Decades” (Children’s Museum of Indianapolis)**

<https://www.childrensmuseum.org/blog/step-step—learn-six-iconic-dance-moves-through-decades>





## Activity 3: Music Lifts Our Spirits — Music Experiment

# 4

### Introduction

Music is a language that invites connection and joy — even among people who don't know each other. We'll explore some social experiments in which people sing in public and we'll do an experiment to see if music inspires people — including people we might not even know — to engage and to feel good.

---

### Supplies

- Online videos: see “Get kids thinking” below for links
  - Music experiment organizer (see Printable on page 129)
  - Pencil
  - Clipboard (optional)
- 

### Prepare

Choose an appropriate location for your music experiment in advance. Make sure you get any necessary permissions to perform.

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### Get kids thinking

Watch one or more of these hilarious and/or heart-warming videos (below) that show how music lifts spirits and brings joy.

**“Sacla’ Stage a Surprise Opera in a School Lunch Hall” (Sacla’ UK)**

<https://youtu.be/JNgCM7zp30M>

**“THE LION KING Broadway Cast Takes Over NYC Subway and Sings ‘Circle of Life’” (Global World Entertainment)**

<https://youtu.be/Qe3SgY5r7zw>

**“Flash Mob — Kingdom Choir Sing ‘Stand by Me’ on a plane” (Flash Mob Geek)**

<https://youtu.be/BsSQLHN9UKY>



## Activity 3: Music Lifts Our Spirits — Music Experiment

# 4

(continued from previous page)

**“Train Passengers Sing ‘Over the Rainbow!’” (The Liberators International)**

<https://youtu.be/xctzp0dp9uc>



### Let's get started!

#### Step 1

Explain that as a group, you're going to perform an experiment. You'll sing a song in a public setting and observe the effect the music has on people.

Share the music experiment organizer with the kids (see page 129). Talk through the positive, negative, and neutral responses people might have. Brainstorm to see if you want to write in any additional possible responses.

Ask the kids to develop a hypothesis and write it down on the organizer. Example: When we sing in public, most people will respond positively.



# Activity 3: Music Lifts Our Spirits —

## Music Experiment

# 4

(continued from previous page)

### Step 2

Decide on a song or songs to sing. Choose something that the whole group knows. It's okay if it's silly — like "Twinkle, Twinkle."

The main idea is that the whole group should know it well enough that everyone can have fun singing it.

### Step 3

Tell the kids you're going to practice the song two different ways. First, practice singing the song without smiling and without enjoying it.

Next practice the song with a huge amount of enthusiasm — smiling and enjoying it. Talk about how important it will be to sing with enthusiasm.

The main idea is that the whole group should know it well enough that everyone can have fun singing it.

### Step 4

Choose someone to be the observer. Explain that the observer will watch people and mark down their responses on the music experiment organizer. For example, if someone in the crowd starts to sing along, the organizer can make a checkmark in that column. If three people sing along, the organizer can put three checkmarks in that column. Give that person the music experiment organizer (a clipboard may be helpful) and a pencil. Depending on how many people are in your area, the organizer may not be able to keep up with all the responses. Emphasize that you will appreciate however many responses they can record.

Explain to the whole group that they can also observe while they are singing, but that the main job of the singers will be to keep singing with enthusiasm.

### Step 5

Choose an appropriate place to conduct your experiment. Have fun!

### Step 6

Talk through the responses that the observer noted. Did any of the participants want to add any observations? Did you prove your hypothesis?



# Activity 3: Music Lifts Our Spirits —

## Music Experiment

# 4

(continued from previous page)

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### More resources on how music lifts our spirits

#### Joshua Bell's music experiment

**"Joshua Bell's 'Stop and Hear the Music' Metro Experiment" (The Washington Post)**

World-class violinist Joshua Bell was asked by *The Washington Post* to play in the Washington, D.C. subway to see how many busy commuters would stop and listen. Watch the video!

[https://youtu.be/hnOPu0\\_YWhw](https://youtu.be/hnOPu0_YWhw)

#### How music can help the elderly

**"Sundance Film Festival (2014) — Alive Inside: A Story of Music & Memory" (MovieClips Indie)**

How elderly people with Alzheimer's can respond to music.

<https://youtu.be/8HLEr-zP3fc>

**"Power of Music on the Brain | Dementia & Parkinson's" (ABC Science)**

A 30-minute science show for a general audience that explains how scientists have studied the effects of music on the brain.

<https://youtu.be/rnUSNbqtVJI>



## Open Mic

Consider introducing the option of karaoke into your Open Mic, if desired. One way to do this is to set up a laptop on a stool facing the performer. Call up an appropriate karaoke video on YouTube and play it. Remind the performer to sing to the audience! Here's one popular karaoke video:

**“Pinkfong — Baby Shark Lyrics” (NextGen Station)**

<https://youtu.be/9-Z1729s2Y4>

*Giving kids a chance to be performers and audience members is the highlight of Tune In!*

**Learn about how to plan an Open Mic on page 8.** Watching this video about how to enjoy performing can help to set the stage for sharing and generosity:

**“How to Enjoy Performing” (by Mary Amato)**

<https://youtu.be/lx1a8UoNCF8>



## Tune In Tonight

*Before kids leave for the day, send them home with this suggestion:*

Remember how we explored music in television commercials? Have you been noticing how many commercials feature great music? Tonight, if you watch TV, whenever you hear music, get up and dance! Ask your parents or guardian if they used to do a popular dance on the dance floor. If so, find out what it was called and see if you can learn it!



# More kid-friendly media

## Websites

**Children's Music Network**

<https://childrensmusic.org/>

**Kididdles Song Lyrics**

<https://www.kididdles.com/>

**Smithsonian Folkways**

<https://folkways.si.edu/>

## Podcasts

**The Music Box audio (Louisville Public Media)**

<https://www.listennotes.com/podcasts/the-music-box-louisville-public-media-UZdhBxkRSas/>

**The Music Podcast for Kids!**

<https://www.themusicpodcastforkids.com/podcast>

**Noodle Loaf**

<https://www.noodleloaf.com/>

**Saturday Morning Cereal Bowl (WAWL Radio)**

<https://saturdaycerealbowl.podbean.com/>

# Music experiment organizer

## Hypothesis:

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## Responses

Check if you observe ✓

### Positive

Smiling	
Nodding	
Waving	
Thumbs up	
Clapping along	
Singing along	
Stopping to listen	
Saying thank you	

### Negative

Frowning	
Hurrying away	
Telling us to stop	

### Neutral

No smiling or frowning	
No response	

# Day 5

## Changing our world with music



# Day 5: Changing our world with music

## Introduction

We'll look at various ways music can motivate human behavior and thought on a personal and grand scale. Singers and songs have been vital to social change, amplifying messages, raising awareness, and connecting people with similar ideas. Music also continues to inspire individuals to be their best selves.

We'll look at the historical role of music in American history, discussing times when music supported people who wanted to change the world and themselves. We may also explore specific performers and songs that have been instrumental in social and personal change.

---

## Questions to guide explorations

- Can a song be a time capsule?
  - Can music motivate people?
  - Can music make us braver?
  - What impact does singing together have on a group?
  - Can songs give us new ideas?
  - Why is music motivating? What can music motivate us to do?
  - What are examples of songs that have helped changed people's minds or their behavior?
  - Who has created change-making music?
  - How has music been created and used to spark and promote social change?
- 

## Activities

- **Activity 1:** Music as a Time Capsule
- **Activity 2:** Explore Voices and Songs of Social Change
- **Activity 3:** Music for a Better World
- **Activity 2:** Music for Inner Peace



## Children's Books

### Fiction

- *Anna Hibiscus' Song* by Atinuke (Ages 6-9)
- *La La La* by Kate DiCamillo (Ages 3-6)
- *The Rooster Who Would Not Be Quiet! / El gallito ruidoso* by Carmen Agra Deedy (Ages 6-9)
- *When Grandmama Sings* by Margaree King Mitchell (Ages 6-9)
- *Your Name Is a Song* by Jamilah Thompkins-Bigelow (Ages 6-9)

### Poetry and songs

- *Change Sings: A Children's Anthem* by Amanda Gorman (Ages 6-9)
- *Ellington Was Not a Street* by Kadir Nelson, Ntozake Shange (Ages 6-9)
- *This Land Is Your Land* by Woody Guthrie and Kathy Jacobsen (Ages 6-9)
- *We've Got the Whole World in Our Hands / Tenemos el mundo entero en las manos* by Rafael López (Ages 3-6)

### Nonfiction

- *A Band of Angels* by Deborah Hopkinson (Ages 6-9)
- *The Golden Thread: A Song for Pete Seeger* by Colin Meloy (Ages 6-9)
- *Harlem's Little Blackbird: The Story of Florence Mills* by Renee Watson (Ages 6-9)
- *Josephine: The Dazzling Life of Josephine Baker* by Patricia Hruby Powell (Ages 9-12)
- *Legends, Icons & Rebels: Music That Changed the World* by Robbie Robertson (Ages 9-12)
- *Leontyne Price: Voice of a Century* by Carole Boston Weatherford (Ages 6-9)
- *Let Your Voice Be Heard: The Life and Times of Pete Seeger* by Anita Silvey (Ages 9-12)
- *Like a Bird: The Art of the American Slave Song* by Cynthia Grady (Ages 9-12)
- *Mama Africa! How Miriam Makeba Spread Hope with Her Song* by Kathryn Erskine (Ages 6-9)
- *Nina: Jazz Legend and Civil-Rights Activist Nina Simone* by Alice Brière-Haquet (Ages 6-9)
- *Nina: A Story of Nina Simone* by Traci N. Todd (Ages 6-9)
- *Odetta: The Queen of Folk* by Stephen Alcorn (Ages 6-9)
- *Red Bird Sings: The Story of Zitkala-Ša, Native American Author, Musician, and Activist* by Gina Capaldi, Q.L. Pearce (Ages 9-12)



## Children's Books

### Nonfiction (continued)

- *RESPECT: Aretha Franklin, the Queen of Soul* by Carole Boston Weatherford (Ages 6-9)
- *Sing a Song: How Lift Every Voice and Sing Inspired Generations* by Kelly Starling Lyons (Ages 6-9)
- *Soldier Song* by Debbie Levy (Ages 9-12)
- *The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights* by Russell Freedman (Ages 9-12)
- *Voices of Freedom: Fannie Lou Hamer: The Spirit of the Civil Rights Movement* by Carole Boston Weatherford (Ages 9-12)
- *We Shall Overcome: The Story of a Song* by Debbie Levy (Ages 6-9)
- *When Bob Met Woody: The Story of the Young Bob Dylan* by Gary Gallo (Ages 6-9)
- *When Marian Sang: The True Recital of Marian Anderson* by Pam Muñoz Ryan (Ages 9-12)
- *Woody Guthrie: Poet of the People* by Bonnie Christensen (Ages 6-9)



# Music Words

## Mantra

A word or sound repeated to aid concentration in meditation.

## Meditation

A set of techniques that are intended to encourage a heightened state of awareness and focused attention. Meditation is also a consciousness-changing technique that has been shown to have a wide number of benefits on psychological well-being.

## Social change

The transformation of culture and society over time.

## Time capsule

A container that people fill with things that are popular in the time that they live. Time capsules are often buried in the ground for future generations to discover later.





# Activity 1: Music as a Time Capsule

# 5

## Introduction

Do you know what a **time capsule** is? It's a container that people fill with things that are popular from the time in which they live. Often, people will bury these capsules in the ground for themselves or future generations to discover later. The idea is that whoever digs up the capsule will understand the people who buried them.

There are various options for making a time capsule. You and the kids can make little individual time capsules and share with the group what you chose to put inside. You can also have each kid in your group select one item from their personal time capsule to put into a collective one. Or you can create the entire time capsule together. Make each choice a democratic process.

---

## Supplies

- Computer or laptop for watching a video together as a group
- Pencils and pens
- Paper
- A container for the capsule(s) — Tupperware® is one option, or you may choose a shoebox or a more special box

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## Get kids thinking

**Write “Changing Our World” on the Music Mural and then write “Time Capsule.”**

Some songs hold history to remind us where we've been. Do you know what a slave is? A slave is a person who is forced to work for someone else without pay, and is usually considered the property of the other person, similar to a farm animal or pet.

Did you know that thousands of years ago, a group of people called the Hebrews or Israelites were held as enslaved people in Ancient Egypt? A leader named Moses guided them to freedom through a very long, difficult, and dangerous journey.

Two hundred years ago, slavery was legal in certain parts of the U.S. Many brave leaders helped enslaved people in America to become free. One of the most famous was named Harriet Tubman. That's why she was called the Moses of her people.



# Activity 1: Music as a Time Capsule

(continued from previous page)

5

## Listen to this song:

**“Louis Armstrong — Go Down, Moses” (Aleksandr Mäeots)**

<https://youtu.be/8JNCS27rtQ8>

This song is actually about both Hebrew and American enslaved people. Can you hear how this song holds the difficult history of their experience, as well as, the bravery of leaders like Moses? Can you think of any other songs that remind us of how things were in the past?

## Other songs to listen to:

**“Bob Marley & The Wailers — Redemption Song” (Bob Marley)**

An acoustic song from the reggae artist, with themes of spirituality and the power of a free mind.

<https://youtu.be/yv5xonFSC4c>

**“Star Spangled Banner with Lyrics, Vocals, and Beautiful Photos” (MusicPlay)**

The National Anthem, inspired by the Battle of Baltimore (War of 1812).

<https://youtu.be/vPKp29Luryc>

**“Don McLean — American Pie” (Young Pilgrim Music)**

This is a long, poetic song that refers to many events in the composer’s life.

<https://youtu.be/Z13vOA7s0FI>

In addition to those songs, here is a **list of songs based on historical events**. Many are about wars and massacres and won’t be appropriate for discussion with young kids. But have a look and see if a familiar song leaps out as an opportunity for conversation.

<https://www.songfacts.com/category/songs-about-historical-events>

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## Let’s get started!

### Step 1

Make the **time capsule**. This can be a literal, physical container filled with physical items to which the kids temporarily contribute. Alternatively, kids may choose to draw and write a few



## Activity 1: Music as a Time Capsule

(continued from previous page)

words about what they think should go into the capsule. Or, it can be a simple list that they compile of things, music, people, movies, and ideas that represent their lives. As you're choosing what to put in the capsule, consider why each item or list is important and what it tells about who we are now.

### Step 2

Create a soundtrack. While you're filling this capsule, consider playing contemporary songs that the kids suggest. This may require some discretion, as each group or family will have different standards of what's appropriate. Perhaps you, as the guide, can create your own soundtrack of modern songs, or refer to Kidzbop (<https://kidzbop.com/>).

### Step 3

You may choose to turn your list of items into a rap. Remember it doesn't have to feature serious topics. For more personal time capsules, pets, number of siblings, favorite songs and colors would be appropriate. For a group capsule, it can be challenging to recognize the elements of our culture — what didn't exist before and what might be surprising to future generations. Think: cellphones and game consoles; artists like Ariana Grande; politicians; world issues that interest or concern the kids. These are all valid possibilities.

---

## More time capsule resources

### Writing Prompt: Create a Time Capsule

<https://youtu.be/1kgUs4UHVk8>

### How to Create a Time Capsule with Your Kids

<https://youtu.be/h7h9CbUYGfk>

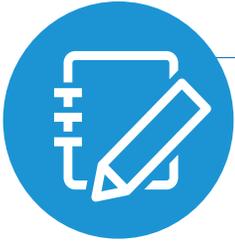
### How to Make a Time Capsule (Moogoopi)

<https://youtu.be/UkkGAtRMmJs>

### Create Your Own Time Capsule (American Museum of Natural History)

<https://www.amnh.org/explore/ology/archaeology/create-your-own-time-capsule2>





## Activity 2: Explore Voices and Songs of Social Change

# 5

### Introduction

Many artists have used their voice, songs, and presence to bring about **social change**. Social change is the transformation of cultural and social institutions over time that has a big impact on individuals and society. Examples include the Civil Rights Movement and the Environmental (Green) Movement.

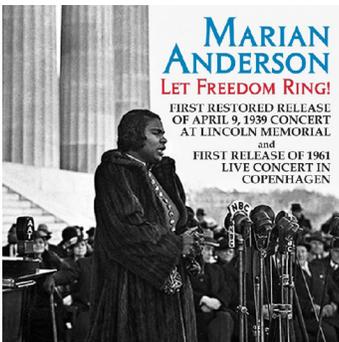
### Supplies

- Computer or laptop for watching a video together as a group
- Pencils and pens
- Paper

### Get kids thinking

**Write the words “Creating Social Change” on the Music Mural.**

What difference can music make? Does it matter who’s singing or what they’re singing about? Here are some examples of artists whose lyrics and persona made a big impact on peoples’ worldview:



#### “Marian Anderson Sings at Lincoln Center” (Robert H. Jackson Center)

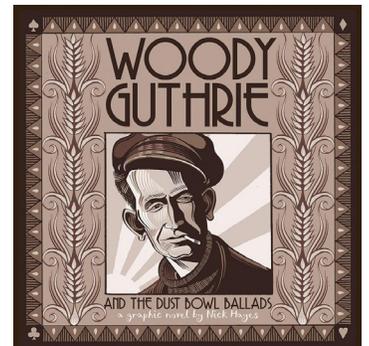
Anderson was a pioneering opera singer who rose to fame by singing for an integrated audience in 1939. She was the first Black American to sing at the Metropolitan Opera.

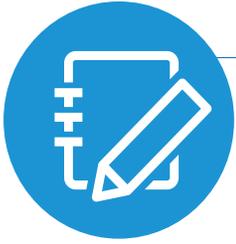
<https://youtu.be/mAONYTMf2pk>

#### “Woody Guthrie —This Land Is Your Land” (alargedog)

Guthrie was a folk songwriter who sang about challenges of poor people and equality.

<https://youtu.be/Xa15IRuS2aE>





## Activity 2: Explore Voices and Songs of Social Change

(continued from previous page)



### Joni Mitchell — “Big Yellow Taxi” (RetroTop10)

Mitchell is a songwriter whose song “Big Yellow Taxi” talked about caring for our environment. <https://youtu.be/94bdMSCdw20>

This version has lyrics and brilliant animation:

<https://youtu.be/2595abcvh2M>

Are there musical artists out there who you feel represent you and the things that are important to you?

### Let's get started!

Choose one of the musical artists from the videos, or one who speaks to you. Ask the kids to draw a picture of their artist and write something about their music or legacy that inspires them. You can also choose to assign small groups to different artists. Or, kids may choose another musical artist to write about, but be sure to explain how their music or their presence helps to bring about social change.

Another idea for older groups would be to draw a make-believe artist who represents and speaks for them. What kind of music would this person sing? What would they sing about?



## Activity 3: Music for a Better World

# 5

### Introduction

Songs can spring from or act as fuel for movements of social change. When people want to see things about the world or their society change, music can often help hold the vision, create solidarity, and build courage for bringing that new idea into reality.

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### Supplies

- Computer or laptop for watching the video ‘We Shall Not Be Moved’ together
  - Space to move around (if available)
- 

### Get kids thinking

Watch this video together as a group:

**“The Freedom Singers Perform ‘We Shall Not Be Moved’ at the March on Washington” (Boston University)**

<https://youtu.be/duvoETGVvYU>

**Ask:** What do those lyrics “ We Shall Not Be Moved” mean? What were the singers saying to each other and to those listening? Do you think it is easy or difficult to be part of a movement for change? Why? What are some things in the world that you would like to change? Do you think many people agree with you?

**Ask:** Do you think it would be easier to make those changes alone or if you work together with a group of people who agree? Do you think it’s important that different perspectives and voices be heard — or should everyone just agree?

Let’s talk about singing (or speaking up) alone and in groups. It is helpful to build the confidence to speak up in front of others. However, it can be difficult to do so if what we’re saying, singing, or asking for is not familiar or popular. Imagine how brave Dr. King must have been to stand up and say that he thought many people were wrong and the country should change. Most people don’t like to hear that they’re wrong and should change. Still, he had the courage to share what he believed would be better.



## Activity 3: Music for a Better World

(continued from previous page)

But, remember, Dr. King gave his speeches alone, but he was part of a movement. Many people stood beside and behind him. Many people believed in what he was speaking about and he helped inspire them just as he was inspired by the voices and presence of the people around him.

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### Let's get started!

#### Step 1

Singing alone, especially in front of a group can be scary, but it can also feel empowering. Ask the kids if they have ever sung along in front of a group. How did they feel?

Invite the kids to come in front of the group and sing one by one. A short, simple song, like "Twinkle, Twinkle."

Encourage the audience to be supportive, to applaud or snap, and speak kindly to one another. Some people love to perform and be in front of a group. Some people are terrified by this experience.

#### Step 2

Most of us have sung together in a group. Ask your kids if they have ever sung in a group. What was it like? Would they want to do it again, regularly ... and why?

Have the group choose a simple song to sing together. "This Little Light of Mine" would be perfect.

In case some of the kids aren't familiar with that song, you can play this video first:

**"Odetta — This Little Light of Mine" (EileenML aka Adamfulgence)**

<https://youtu.be/J2kDsqGeoLU>

Once you have sung this together, ask you our kids: How does it feel to sing with other people? Is it fun?

Do you like the feeling that your voice is part of one big voice? Do you feel braver? Can you imagine that singing together would help people feel braver when they working toward big changes in the world?



## Activity 3: Music for a Better World

(continued from previous page)

### Step 3

Brainstorm more with the kids about the power of singing together. Remember to listen to each other and make your voice part of the one big voice. Here are some ways to sing together:

- Try clapping while you sing together.
- Try sitting on the floor and singing together.
- Try singing close together or spread out around the room.
- Sing quietly. Sing loudly.

How do you feel different? Which do you like best? Can you think of other ways of singing together?

Here is another song that's wonderful to sing together. It has a call and response on the verses and then a simple chorus.

**"Lead with Love (SATB Choir, a cappella) — by Melanie DeMore" (Hal Leonard Choral)**

<https://youtu.be/PbCLa0iUQd4>

And this video will inspire you and the kids during this activity about changing the world:

**"Home" (The Jerusalem Youth Choir)**

<https://youtu.be/YJaPUF3IHYg>



Odetta singing at the 1963 March on Washington



## Activity 3: Music for a Better World

(continued from previous page)

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### More resources on music and social change

**10 Social Justice Songs That Made History (Human Rights Careers)**

<https://www.humanrightscareers.com/issues/social-justice-songs/>

**10 Songs for Social Change (Amnesty International)**

<https://www.amnesty.org.au/10-songs-for-social-change/>

**Classic Protest Songs (Smithsonian Folkways Shop \$)**

<https://folkways.si.edu/classic-protest-songs-from-folkways/african-american-music-folk-struggle-protest/album/smithsonian>

**The Power of Pete Seeger's Songs and Stories (Smithsonian Folkways)**

<https://folkways.si.edu/power-pete-seegers-songs-stories/childrens-folk-devotional/music/tools-for-teaching/smithsonian>

**Protest Music: Songs and Free Speech (First Amendment Museum)**

<https://firstamendmentmuseum.org/exhibits/virtual-exhibits/history-of-protest-music/>

**Songs of the Civil Rights Movement (Smithsonian Folkways)**

<https://folkways.si.edu/search?query=civil+rights+movement>

**Top 25 protest songs of all time including 'Lift Every Voice and Sing' and 'Strange Fruit'**

<https://www.usatoday.com/in-depth/entertainment/music/2021/02/11/black-music-moved-movement-best-25-protest-songs-all-time/4407532001/>



## Activity 4: Music for Inner Peace

### Introduction

Peace in the world is possible when people have peace in their hearts. Music can help individuals to focus on the inner experience they choose.

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### Supplies

- Computer or laptop to listen together
  - Space and opportunity to sit on the floor (if available)
- 

### Get kids thinking

**Write the words “Mantra” and “Meditation” on the Music Mural.**

**Ask:** What do those lyrics “We Shall Not Be Moved” mean? What were the singers saying to each other and to those listening? Do you think it is easy or difficult to be part of a movement for change? Why? What are some things in the world that you would like to change? Do you think many people agree with you?

---

### Let’s get started!

#### Step 1

Practice these 36-second meditations:

#### Singing bowls

“Purity Sound Bath, Meditation for Cleansing the Mind and Spirit — Singing Bowls”  
(Healing Vibrations)

<https://youtu.be/pcoXfD3PtTY>

#### Native American flute

“Eagle Song (Live Performance) Mark Akixa — Native American Flute” (Mark Akixa)

<https://youtu.be/9MgRGyTUFVo>



## Activity 4: Music for Inner Peace

(continued from previous page)

### Hang drum and percussion

**“Solo Hang Drum in a Tunnel, Daniel Waples — Hang in the Balance, London, England”  
(Daniel Waples)**

<https://youtu.be/EDQgU1CPpis>

Just play each for the allotted time, so your kids get an impression of relaxing to the sound. Tell the kids to simply listen, keep your body still, focus on your breathing and on the sound. Then, pause and let them take a breath. Finally, show them what instrument was being played.

**Ask:** Which sound do you like best? What do you think would happen if you listened to this every day? Or for a longer time? Do you think the music we listen to matters? Does music impact the way we feel?





## Activity 4: Music for Inner Peace

(continued from previous page)

### Step 2

Listen to the songs below that use affirmations — spoken words to choose an emotional experience. Consider using the motions, as well.

**“I’ve Got Peace Like a River in ASL and Closed Captioning by Rock Church Deaf Ministry” (ConnectRockDeaf)**

<https://youtu.be/9L30kChm1aY>

**“I am happy. Meditación para niños y adultos” (Anubha Yoga)**

<https://youtu.be/mvue3TDWqKY>

### Step 3

Talk to the kids about mantras — a mantra is a phrase that is meant to practice a certain feeling.

**Ask:** What’s your **Mantra**? How would you like to it to make you feel? Make up a mantra for yourself such as “I like myself,” “Today is a good day,” or “I’m learning so much...”

Try putting your mantra to a melody so you can sing it to yourself whenever you think of it, or when you need a little reminder.

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## Podcasts for kids

**Like You: Mindfulness for Kids**

<https://likeyoupodcast.com/>

**Music Blocks (Colorado Public Radio)**

<https://www.cpr.org/podcast/music-blocks/>

**Sound Walks (ABC Kids Listen)**

<https://www.abc.net.au/kidslisten/soundwalks/archive/>





## Open Mic

As you prepare for your final Open Mic, make sure to check in with any kids who haven't had the chance to perform or host yet.

*Giving kids a chance to be performers and audience members is the highlight of Tune In!*

**Learn about how to plan an Open Mic on page 8.** Watching this video about how to enjoy performing can help to set the stage for sharing and generosity:

**"How to Enjoy Performing" (by Mary Amato)**

<https://youtu.be/lx1a8UoNCF8>

## Tune In Tonight

*Before kids leave for the day, send them home with this suggestion:*

Tell your family something you learned this week. Ask them if they have any stories to tell you about music in their lives.



# Appendix

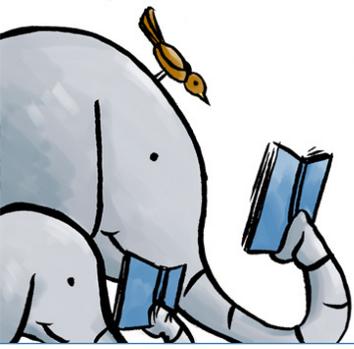
# Tune In!

This certificate is presented to:

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To celebrate your participation  
in the Tune In program!





# Growing readers!

Parent tips for raising strong readers and writers  
from Reading Rockets



## Reading Aloud: Fiction Books

### The basics

- Take your time and talk about the story and pictures with your child.
- Ask your child questions and let your child ask questions.
- Read with expression to create excitement.
- You don't need to read every word. Keeping your child interested is the goal.

### Try “think alouds”

When you share books with your children, they are learning to think and act like good readers — without even knowing it! You can help them get even more from reading time when you talk to them as you read.

Children learn when they can make connections between what they hear and what they know. One method you can use to help make these connections is called a think aloud, where you talk through your thoughts as you read. Here are three ways to use think alouds, with examples from some of our favorite kids' books.

#### Connect the book to your child's own life experience

Example: *A River Dream* by Allen Say

“This book reminds me of the time my father took me fishing. Do you remember the time we went fishing?”

#### Connect the book to other books they have read

Example: *Mufaro's Beautiful Daughters* by John Steptoe

“This story reminds me of Cinderella. Both stories are about sisters. Do you know any other stories about nice and mean sisters? Let's keep reading to find out other ways the stories are similar.”

#### Connect the book to big ideas/lessons

Example: *Stellaluna* by Janell Cannon

“This story helps me understand that we are all the same in many ways, but it's our differences that make us special.”

Modeling these types of connections will help young readers know how to do it when they read alone!



# Growing readers!

*Parent tips for raising strong readers and writers  
from Reading Rockets*



## Reading Aloud: Nonfiction Books

### The basics

- Wonder out loud. As you are reading (or afterward), talk about facts you find interesting or questions you have.
- Explore the pictures and other graphics in the book, such as charts and diagrams.
- Don't be afraid to jump around, reading pages that especially interest your child. You don't have to read a nonfiction book straight through.

### Getting the most out of nonfiction reading time

Nonfiction books give kids a chance to learn new concepts and vocabulary, as well as broaden their view of the world. Here's how to take a "book walk" with a new nonfiction book and how to model active reading.

#### Take a "book walk"

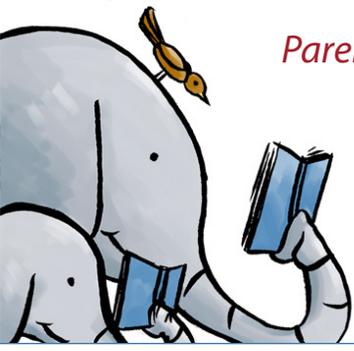
One great way to make predictions about an unfamiliar nonfiction text is to take a "walk" through the book before reading. By looking closely together at the front and back cover, the index, table of contents, the glossary, and the photographs or other images, readers can start to get a sense about the topic. This scanning and skimming helps set the expectation for the reading. Take the time to walk through the book before starting to read.

#### Encourage questions

A second way to develop more understanding with nonfiction books is to encourage your child to be an active reader who asks lots of questions. Parents can model these behaviors by talking or thinking out loud as you turn the pages of the book. This is a helpful way for your child to see and hear what a successful reader does when faced with difficult or unfamiliar topics.

For example, "When I looked at this photograph, I asked myself, 'Where is Antarctica? Is that the same place as the South Pole?'" Then talk together about how and what you would need to do to find the answer to the questions. This will reinforce that many questions can be answered by reading a text closely and by paying attention to captions and picture titles. Some children enjoy writing their questions on sticky notes and working to answer them during the reading.

**Previewing a text and asking questions are two terrific ways to navigate nonfiction texts. Enjoy spending more time with some fascinating informational books!**



# Growing readers!

Brought to you by Reading Rockets, Colorín Colorado and LD OnLine

**Literacy in the Sciences:** Activity No. 14

## How to Read Nonfiction Text

Kids love to read about real people, places, and events. Nonfiction books present real information in engaging and interesting ways. However, most kids read a lot more fiction than nonfiction, so spend some extra time helping your reader learn how to navigate a nonfiction book.

### Talk about nonfiction

Begin by explaining that the book you're about to share is nonfiction. That means that the book will give us information that is true. The book will be organized around a specific topic or idea, and we may learn new facts through reading. Some kids even enjoy sorting their home libraries into fiction and nonfiction books. This simple categorization task helps your child understand the difference between fiction and nonfiction.

### Look at the parts

Most good nonfiction books will have helpful features that are not a part of most fiction books. These parts include a table of contents, an index, a glossary, photographs and charts with captions, and a list of sources. Share the purpose of the features with your reader.

- **Table of Contents:** Located at the front of a book, the table of contents displays a list of the big ideas within the book and where to find them.
- **Index:** An index is an alphabetical list of almost everything covered within the book, with page numbers. Readers can use the index to look up specific terms or concepts and go right to the specific information they're looking for.
- **Glossary:** Located at the back of the book, a glossary contains key words that are related to the topic and their definitions. These definitions provide more information about new vocabulary words.
- **Captions:** Captions are usually right under photographs, figures, maps, and charts. Captions give a quick summary of what information is presented in the graphic.
- **Photos and Charts:** A lot of information can be found by "reading" the charts and photos found within nonfiction text. Readers will first need to figure out what information is presented. Then they'll need to discover how to navigate the information. Some charts use clear labels, others require more careful examination. Help your reader learn more about the different ways information can be displayed.

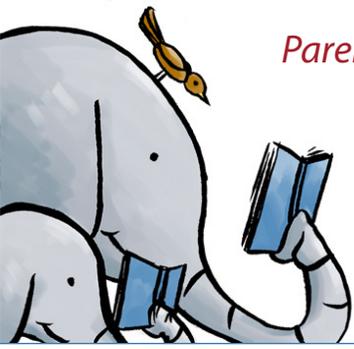
### Be the reading boss

Nonfiction books do not have to be read from cover to cover. Readers can use the table of contents and index to jump right to the information they are most interested in. In that way, they are the "reading boss" of that book! However, if your reader wants to read from cover to cover, encourage him to use the table of contents to understand how the book is organized. "First we will learn about the different types of frogs. Then we'll learn where they can live, what they eat, and how they survive." Passages from the book can be reread as often as necessary until your child understands what is written. You can refer to pictures, charts and tables over and over again as well.

As natural learners, young readers are drawn to books that give information about something or explain something they've always wondered about. With a little help and guidance about reading nonfiction, you can feel good about introducing your child to a new world of information.

Reading Rockets, Colorín Colorado, and LD OnLine are national education services of WETA, the flagship public broadcasting station in Washington, D.C.





Parent tips for raising strong readers and writers

# Growing readers!

Brought to you by Reading Rockets, Colorín Colorado and LD OnLine

## Summer Literacy Challenge!

For most parents, it's a challenge to keep kids reading and writing all summer. Suddenly 10 weeks of summer can feel like a very long time! We've got a summer literacy challenge for you and your child. It's modest enough to be manageable –pick just one thing a week to kick start your week's literacy adventures. But it's also challenging enough to include a wide range of literacy fun for the whole family.

- ✓ **Investigate your public library's summer reading program.** Most libraries offer a special program or two during the summer, including puppet shows, book authors and children's storytellers. Most are free of charge.
- ✓ **Extend your reading circle.** We often find ourselves checking out the same types of books over and over again. This week's challenge is to bring a new type of book into the house. Consider fantasy or science fiction, historical fiction, poetry, biography, or an informational book.
- ✓ **Listen up!** Audiobooks are a great way to engage readers and can introduce students to books above their reading level. Many libraries have audiobooks available for check out, and an Internet search can turn up several sites, including Speakaboos.com, that offer free audio books for children.
- ✓ **Make your own audio book!** Most phones and computers have simple recording apps on them which are perfect for making homemade audio books! Have your child make up a story, or reread a favorite loved book. The recordings will be priceless!
- ✓ **Go wordless.** Wordless picture books are told entirely through their illustrations — they are books without words, or sometimes just a few words. Grab a few wordless books the next time you're at the library and have fun "reading" different versions of the same story. The language and the conversation will inspire you!
- ✓ **Visit a museum, online!** You'll be surprised by how much you can explore without leaving your house. One example is the Smithsonian Institution Kids site. It's complete with offerings from Art to Zoo, for kids and students of all ages.
- ✓ **Pack in a whole adventure!** Find FREE themed reading adventure packs that encourage hands-on fun and learning, centered around paired fiction and nonfiction books. Visit Reading Rockets and search Adventure Pack.
- ✓ **Point, shoot, and write.** Most families have access to a digital camera, iPad or camera phone. Snap some photos and then encourage your child to write a silly caption for each photo. Not feeling that ambitious? Cut out some pictures from a magazine or the newspaper and have your child write original captions for those.
- ✓ **Mix up the media.** Your child has read every Clifford book on the shelf. But has she heard Clifford author Normal Bridwell talk about writing? Explore author interviews from over 100 authors on Reading Rockets Author Interview page. We'll bet you can't watch just one.
- ✓ **Write it down.** Encourage your child to keep a simple journal or summer diary. Track interesting things like the number of fireflies seen in one minute, the number of mosquito bites on a leg, or the different types of food that can go on the grill. Each entry is a chance to be creative!

Reading Rockets, Colorín Colorado, and LD OnLine are national education services of WETA, the flagship public broadcasting station in Washington, D.C.

