

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?

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

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

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

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.

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

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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

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





Activity 1: Music Helps Us Celebrate — Music Mural

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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

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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

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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] 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

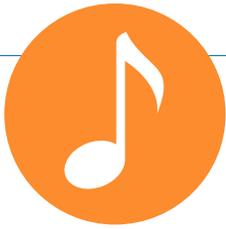
Write or ask for a volunteer to write “Soundtrack” on the Music Mural.

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

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- **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

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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

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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:

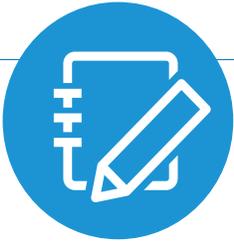
- *Finding Nemo*
- *Star Wars*
- *Black Panther*
- *Toy Story*

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.

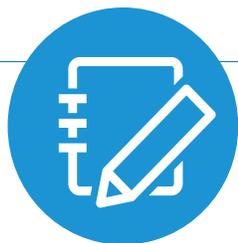
Prepare

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

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Examples of jingles

Band-Aid Brand

<https://youtu.be/HAsQrngfFLw>

Oscar Meyer Bologna

<https://youtu.be/rmPRHJd3uHI>

Lucky Charms Cereal

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

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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:

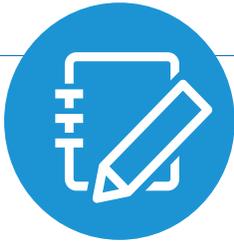
- Name of the product
- Descriptive words for the look, smell, or taste
- Repetition
- Rhyme or near rhyme
- Claim about how amazing or great the product is
- Description of what the product will do for you or how it will make you feel
- How it compares with other products
- How, where, or when to buy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

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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.

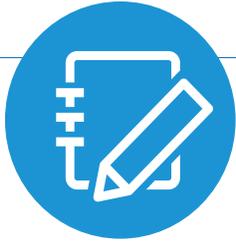
Hand out Toothpaste Box templates (see Printable on page 44) and pencils, markers, etc., and invite kids to create their own design for their new toothpaste using the template.



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

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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!

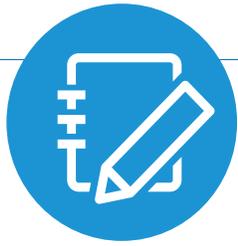
With older kids, they may enjoy using more of what they dreamed up in their jingle.

Sparklegoo

Cleans each tooth

Keeps your cavities away

Get a box today!



Activity 3: Music Sells — Commercial Jingles

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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/UCD1WTira84> (Live version)

"La Clave" (123 Andrés)

<https://youtu.be/Ry3n0k73Pjk>

<https://youtu.be/IHBRsk3oai4> (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>

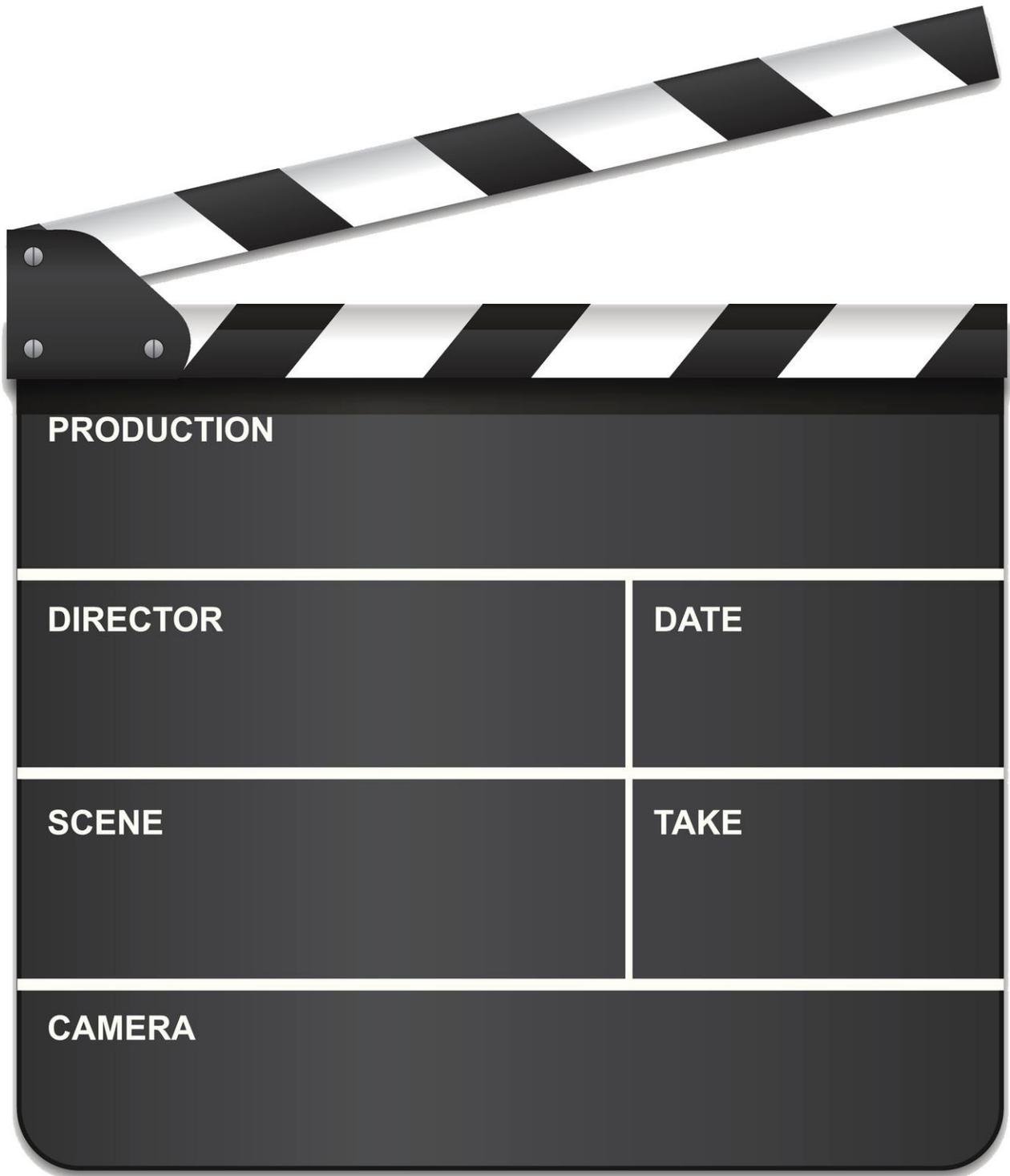
Birthday cake



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

