

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?
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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

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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)
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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

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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

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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

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



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

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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/IC5PL0XImjw>

“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

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“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

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

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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

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>

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



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

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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

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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)
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Prepare

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

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

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“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

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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

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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

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:

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	