

# Music Is Everywhere

## Music at Home 1

### A Note to Caregivers

We live in a world of sound. As children grow in their ability to perceive and respond to the sounds in their environment, they are developing important skills that can enhance all learning. Good auditory perception skills facilitate the development of language as well as music. Get the semester off to a great start by listening to your child's music throughout the week. Listening is one of the primary ways your child is learning music now. Use the QR code to download and log into the free Kindermusik app to easily stream the music on the go. Turn on the music and listen and sing along!



### This Week at Home

**1. Where do you hear music?** This week, help your child notice when you hear music being played around you. Where are you? How is the music being used? Do you know what kind of music it is? Talk about the music together.

Consider making a list together of all the places you hear music and bringing it to class next week. For example, the list might include your place of worship, a restaurant, the grocery store, or somewhere you attended a concert.

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# Sounds at Home

## Music at Home 2

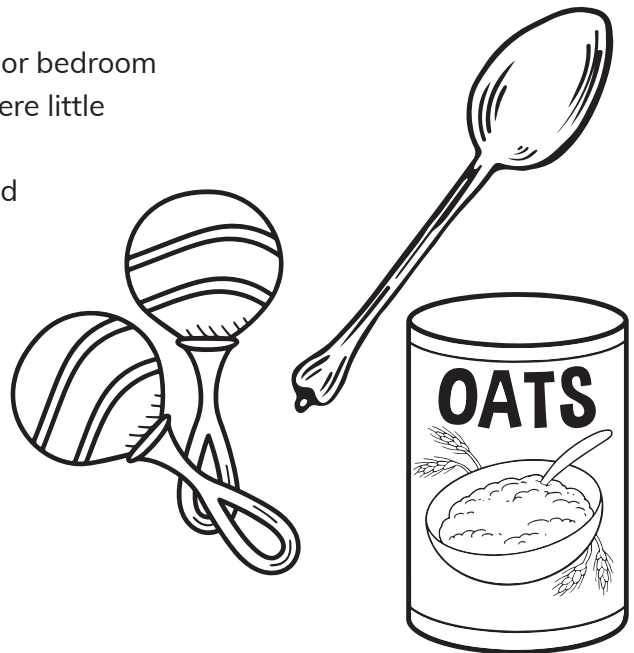
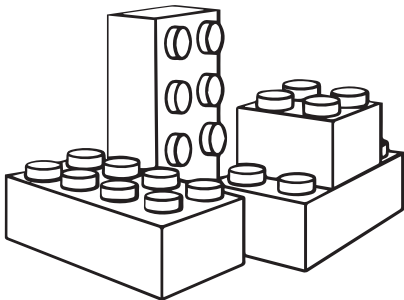
### A Note to Caregivers

Auditory awareness is a basic component for good listening skills. As children become aware of sounds and develop language for describing sounds, they begin to build a foundation for musical growth and understanding. In Kindermusik® class, the children will experience listening not only to music, but also to environmental sounds to help boost their awareness of the world around them.

### This Week at Home

**1. Become sound investigators this week!** Listen for unusual or special sounds in or around your home to promote auditory awareness. Find and select items that make an interesting sound when you tap, shake, or scrape it and bring it to Kindermusik class next week. We will use all of the items we have gathered to create music together. Here are some items you and your child might want to investigate:

- Something from a kitchen drawer
- Something that rattles
- Something from a basement, bathroom, or bedroom
- Something you played with when you were little
- Something a grownup says is too noisy
- Something that makes a very quiet sound
- Something you blow into.



# Sing to the Beat

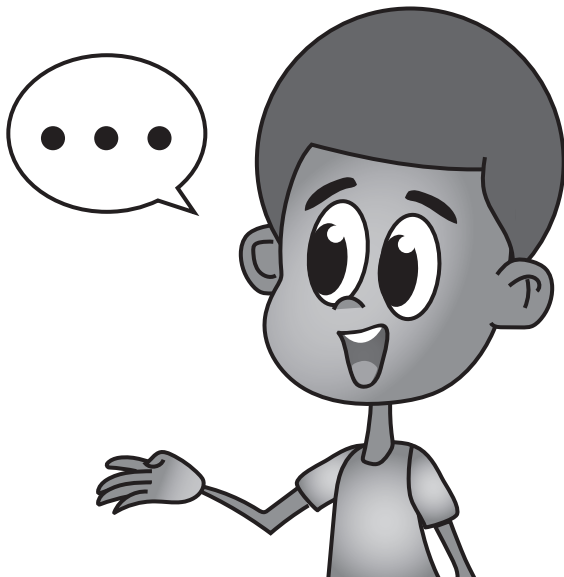
## Music at Home 3

### A Note to Caregivers

The steady beat is the ongoing heartbeat or pulse of music. This ongoing pulse is why people can easily clap their hands, tap their body, or nod their heads together to music. Simple percussion instruments, such as fiddle or rhythm sticks, provide many opportunities for children to explore and refine their ability to keep a steady beat. In the next few lessons, these simple percussion instruments will help reinforce all we are learning about steady beat and rhythmic patterns.

### This Week at Home

1. **Sing some family-favorite songs with your child and explore different ways to play a steady beat with your sticks or tap a steady beat on your body.** Then, challenge yourselves to use your speaking voices to chant the song while keeping a steady beat. For example, try this with the song/rhyme “Hickory, Dickory, Dock,” which you can hear sung and spoken on your Home Album!
2. **Notice the sounds you hear around you this week and imitate them with your own voices.** Determine if the sounds make a steady beat or do not make a steady beat.



# Tempo Fast and Slow

## Music at Home 4

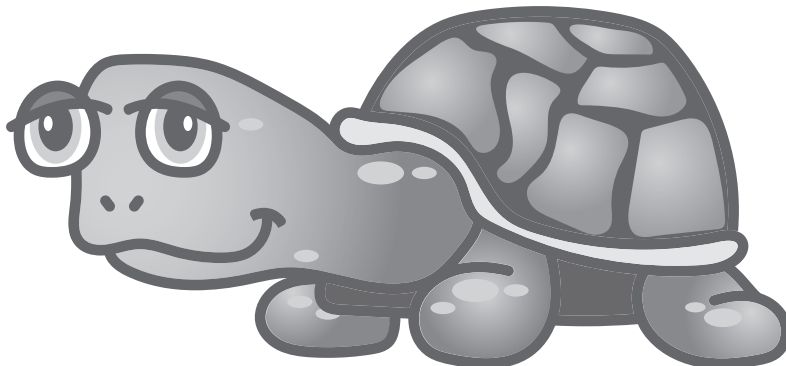
### A Note to Caregivers

During this lesson, your child learned that steady beat determines how fast or slow music is sung or played. If the steady underlying pulse in a piece of music is fast, it will be performed at a fast tempo, sometimes called “presto.” If the steady underlying pulse in a piece of music is slow, it will be performed at a slow tempo, sometimes called “largo.”

### This Week at Home

1. **Play a Tempo Game!** Listen to the Guess That Tempo track on your Home Album and tap to the beat of the different musical excerpts. Have your child use the Rabbit/Turtle game piece to show which tempo they hear. You can also find this game on the Kindermusik App!

2. **As you and your child listen to some of your favorite music this week, tap along and decide if the music has fast or slow beats.** Try marching around the room to the beat of the music as you sing along to the song.



# Steady Beat v. Rhythm

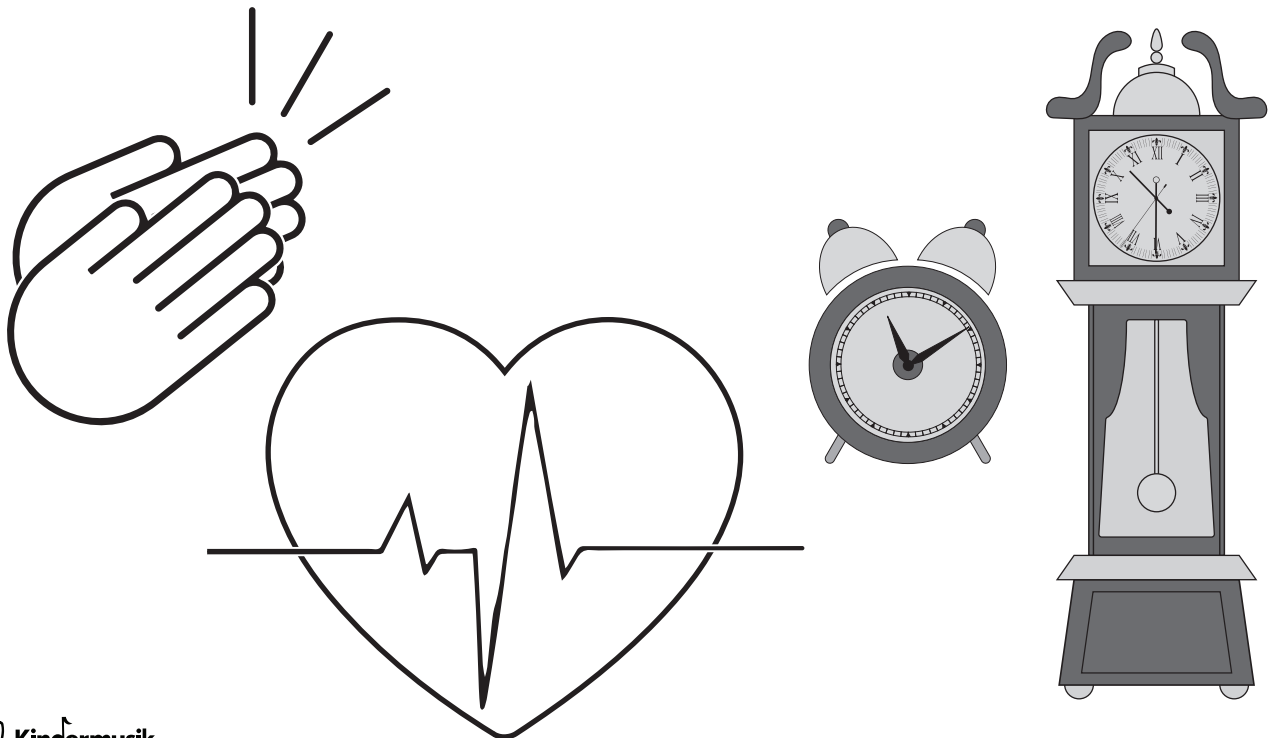
## Music at Home 5

### A Note to Caregivers

While steady beat is the heartbeat or pulse of music, rhythm is the sequence of the length of sounds (and silence) in music. As children learn through contrast, these abstract concepts are presented alongside one another to promote understanding. This contrast is experienced by singing a song and tapping the beat, then singing the same song and clapping to the syllables of its words – its rhythm.

### This Week at Home

1. **As you listen to music together this week, tap along to the steady beat.** Then, sing the song and clap to the rhythm of the words. Try this with simple children’s songs like “The Wheels on the Bus” or “Hickory, Dickory, Dock.”
2. **Watch the “Magical Dancing Clocks” story under Activities in your app or on [my.kindermusik.com](http://my.kindermusik.com).** Take turns pretending to be the little and big clocks and dancing around the room to the music. Listen to the music and use the Magical Dancing Clocks game piece to identify when the music changes and each kind of clock begins to dance.



# Reading Rhythm

## Music at Home 6

### A Note to Caregivers

Today in class, your child read rhythm patterns with symbols for “Ta” (quarter notes) and “Sh” (quarter rests), then they read and played these rhythms to the song “I Like to Play the Sticks.” In upcoming lessons, your child will expand their rhythm language to include eighth notes and create their own rhythmic compositions!

### This Week at Home

1. **Have your child be the teacher and teach you or another family member how to read and chant the Rhythm A cards, then play a game with them.** Take turns holding up the cards for one another in a varied order for the other person to chant and clap the pattern. When you can read each pattern easily, put two cards together, then read and clap two in a row together. Next try three in a row. Can you read all four cards in a row without hesitating or losing the steady beat? Try to identify these rhythms by playing the Rhythm A game on your Kindermusik App!

2. **Play the rhythms with your sticks!** Invite your child to choose one of the Rhythm A cards, then sing “I Like to Play the Sticks” and play that rhythm on their sticks. Repeat and try a different rhythm!



# Weather Sounds

## Music at Home 7

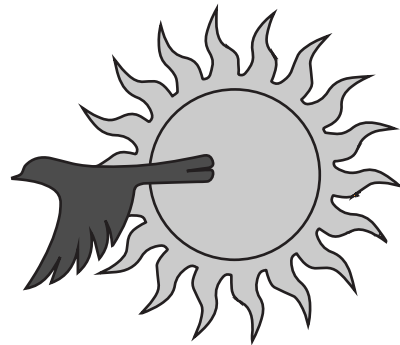
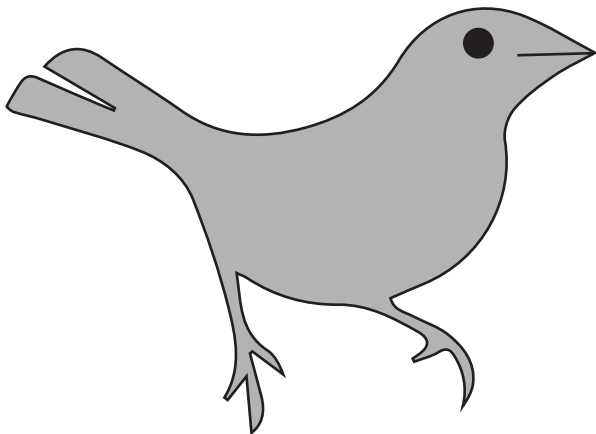
### A Note to Caregivers

Today's class was centered around music made to sound like birds and weather. We jumped in puddles to a rhyme about "Dr. Foster" in the rain, danced to contrasting "Wind and Rain Music," and created our own weather story with classroom instruments. You can see an example of "A Weather Story" on page 3 of the glockenspiel book. We also listened to and compared real bird sounds and drew pictures to cinematic music created to sound like birds.

### This Week at Home

**1. Listen for bird calls you hear outside over the next week.** Can you see the bird who is making that call? Snap a few pictures or grab a short video with a phone if you can capture the experience. Replay the sound at home, vocally imitate it, then try to recreate the sound with instruments or objects at home. Grab some crayons to draw a picture of the bird or draw your favorite birds on the back of this paper!

**2. Invite your child to create their own weather story using the weather illustration game pieces.** Use instruments or objects from around your home and determine which sounds to use for each visual. Sounds can also be made with your body, like clapping hands or stomping feet. Tell the story and create the sounds accordingly. Invite the whole family or friends to join in and make the musical story together.



# Glockenspiel Play

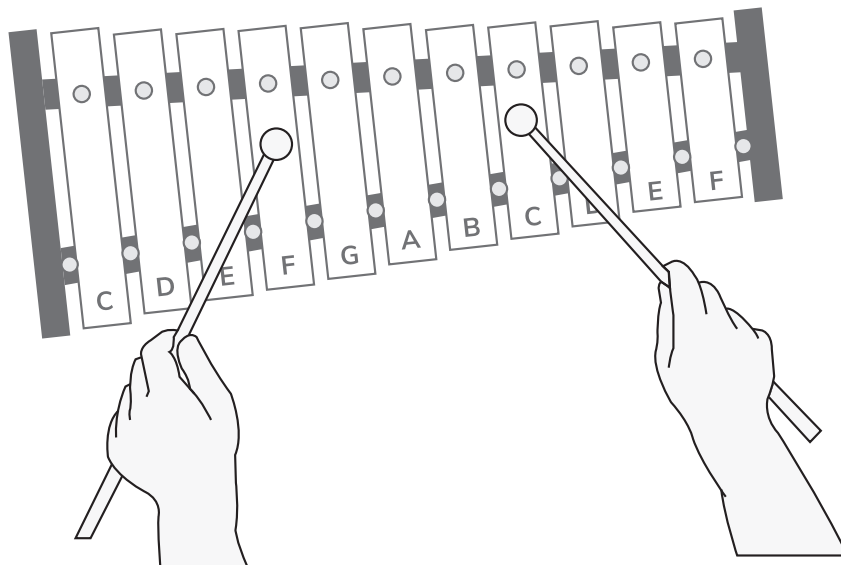
## Music at Home 8

### A Note to Caregivers

The glockenspiels are ready to go home! Over the last few weeks, your child has been slowly introduced to this instrument and even learned note c". As we have been practicing in class, always encourage your child to handle their glockenspiel and mallets with care as it is an instrument, and not a toy. We encourage you to designate a special area for your child to keep their materials at home and be sure the glockenspiel and mallets are brought to class each week.

### This Week at Home

1. Read the "Mallets Are Resting" poem on the first page of the glockenspiel book while your child shows you how to hold and use the mallets as described in the poem. Help them set up their glockenspiel as seen in the illustration on this page with the bigger end on their left and smaller end on their right.
2. Read the "Dr. Foster" poem on page 3 of the glockenspiel book for your child and encourage them to create different sounds following the illustrations on the book. This includes tapping mallets together, bouncing lightly on the keys for rain, hitting once to make a "splash!" for the puddle, and gliding one mallet up the glockenspiel (big, left end to smaller, right end).
3. Encourage your child to use the weather game pieces again to create a new weather story, but this time, create the sounds using only the glockenspiel!





# Bird Rhythms

## Music at Home 9

### A Note to Caregivers

The bird theme continued this week and provided many opportunities for your child to experience rhythm, including introducing the note “Ti-Ti” (eighth notes). Last week, we listened to the flute as an instrument used regularly by composers to resemble the sound of a bird. This week, we listened to Camille Saints-Saëns’ “Cuckoo in the Depths of the Woods” where he used a clarinet to represent the sound of a cuckoo.

### This Week at Home

- 1. Find a scarf, pillowcase, small towel, or other object around your home you and your child can use to move as bird feathers.** Play the “Cuckoo in the Depths of the Woods” on your Home Album and move your “feathers” up, then down every time the clarinet’s “cuck-oo” sound is heard.
- 2. Ask your child to teach you how to read and chant the Rhythm B cards, then play another game with them.** Take turns holding up the cards for one another in a varied order for the other person to chant and play the pattern with your fiddle sticks. Lay the cards out in varied orders and try to read all four rhythms in a row. Try to identify these rhythms by playing the Rhythm B game on your Kindermusik App!

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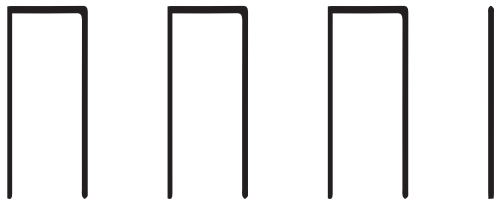
Rhythm B

2



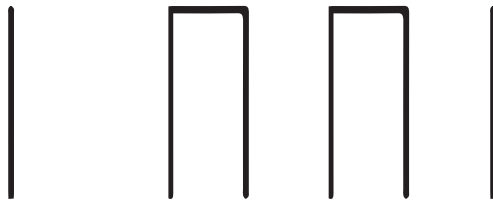
Rhythm B

3



Rhythm B

4



Rhythm B

# Mozart's Magic Flute

## Music at Home 10

### A Note to Caregivers

Today we listened to and learned more about the composer, Wolfgang Amadeus Mozart. We danced with scarves to his "Variations in C," based on the tune that would later become "Twinkle, Twinkle Little Star." We also heard an abbreviated version of the The Magic Flute story, an opera composed by Mozart.

### This Week at Home

**1. Read "the Magic Flute" story written below to your child and when indicated, listen to the music on your Home Album.** Recite the story a few more times and encourage your child to draw what they believe the characters might look like on the back of this paper.

A young prince named Tamino was lost in an enchanted forest. He fell asleep, and when he awoke a strange man covered in feathers and carrying a bird cage on his back was standing next to him. The strange man explained that he was "Papageno, chief bird catcher for the Queen of the Night."

Just then, three maidens appeared and said, "We have been sent by the Queen of the Night to ask your help in returning our Princess Pamina. She has been stolen away." They gave Tamino a picture of the lovely princess and he placed it in his pocket near his heart. Quite suddenly, the Queen of the Night appeared and told Tamino that he had been chosen to rescue her daughter. **(Play Queen of the Night aria here.)**

To aid Tamino, the Queen of the Night gave him a "magic flute" that had special powers. "Whenever you play it, all sadness will give way to joy and even wild creatures will be charmed. The magic flute will be your guide and no harm will come to you." She also gave Papageno a set of magic bells and told him to go and help Tamino.

When Tamino and Papageno reached the castle where the Princess was held captive, Papageno became so afraid that he ran away. Tamino was frightened too, but he remembered his magic flute. As he played, the animals came out of the forest and began to gather around to listen to the lovely music. **(Play The Magic Flute excerpt here.)**

Soon the lovely princess was rescued and Tamino and Pamina were married. However, poor Papageno was sad because he was all alone. He wished he had a wife and began playing his magic set of bells. Just then a little old lady popped up in front of him and said, "My name is Papagena and I have come as the answer to your wish." Papageno said he would marry her and just then, she turned into a lovely bird-like creature like him. They were so happy that they danced around and sang to each other like happy birds. **(Play the Papageno & Papagena excerpt here.)**

# Get the Rhythm

## Music at Home 11

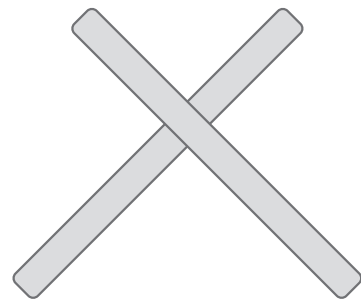
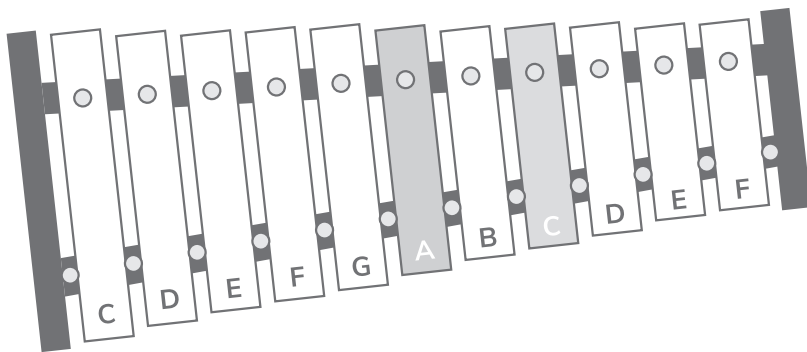
### A Note to Caregivers

This week we listened to various pieces of music by Mozart and moved with partners to follow the rhythm, steady beat, and melodic contour of the music. We played the steady beat on a' and c" on our glockenspiels to the song "Star Light, Star Bright," then figured out the rhythm of the entire song. Then, we created our own rhythms for the class to read and chant together.

### This Week at Home

1. Use the "Get the Rhythm" (page 2) of the glockenspiel book this week to read and play rhythms with your child in a few different ways.

- Take turns reading, chanting, and tapping each rhythm with the fiddle sticks.
- Find another instrument or object from around your home that you can use to play the rhythms with your child. Play the rhythms together in order from #1-10, then alternate with one person playing the teal rhythms and the other playing the yellow rhythms.
- Try the rhythms on the glockenspiel. Play the teal rhythms on note a' and the yellow rhythms on note c" as shown in the book.



# Melodic and Rhythmic Contour

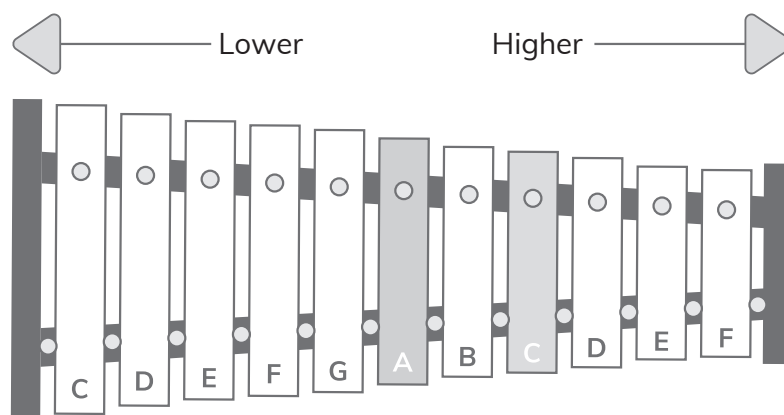
## Music at Home 12

### A Note to Caregivers

Melody is a sequence of notes that are combined through rhythm and pitch. Today, we experienced the rhythm and melodic contour of songs through various movement activities and glockenspiel games. This included dancing with scarves to Mozart's "Rondo alla Turca" and taking turns playing up and down the glockenspiel for our other classmates to identify if the sounds got higher or lower. We also took turns creating rhythms for the class to play on their glockenspiels.

### This Week at Home

1. Invite your child to use the "Ta" and "Ti-Ti" game pieces to create their own rhythms by laying one piece in each heart on the steady heartbeat page in the back of the glockenspiel book. Then, encourage your child to chant and tap the different rhythms they created with the fiddle sticks. Finally, take out the glockenspiel and play the rhythms together, with one of you playing note a' and the other playing note c".
2. Play a high/low glockenspiel game! Have your child play a number of notes between three and eight going either up or down on the glockenspiel with the instrument hidden from your view. Then, identify if the sound got higher or lower. Take turns playing this high-low game on the glockenspiel with it hidden from view from the other person.



# Playing Melodies

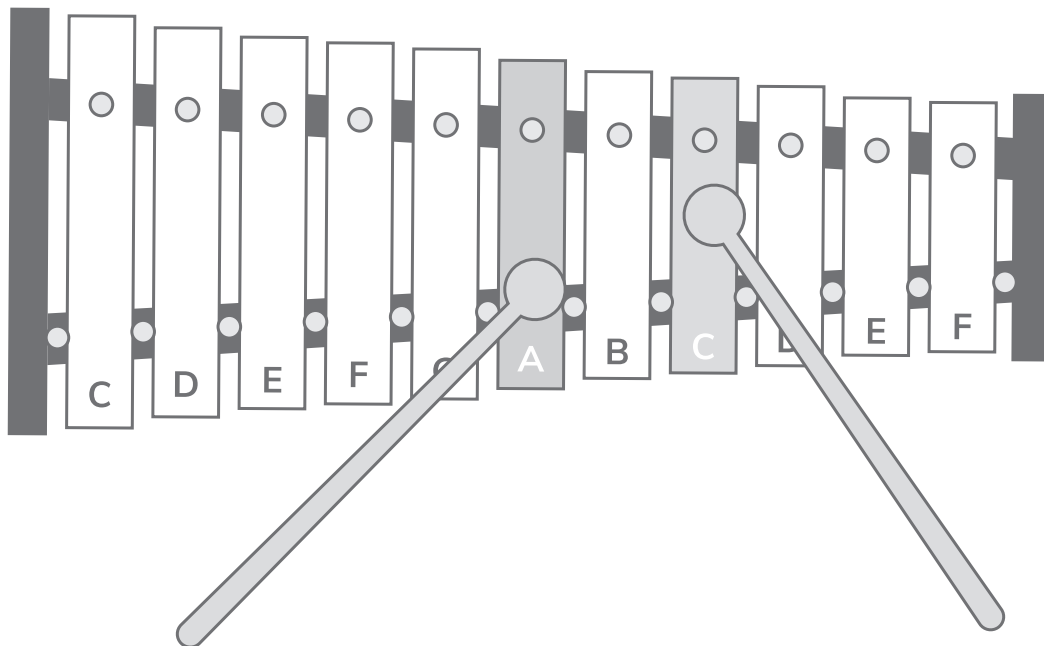
## Music at Home 13

### A Note to Caregivers

Today, we had a few different opportunities to play melodies on our glockenspiel, including playing the “ding dong” to the song, “Hear the Doorbell Ringing.” We also played the tune of “Star Light, Star Bright,” then figured out how to show the sequence of c” and a’ notes that make up the melody.

### This Week at Home

1. Reference the notation on page 5 in the glockenspiel book to sing and play “Train Is a-Comin’.” Ask your child to play note c” before you begin singing to find the starting note. Find the other, lower c’ on the glockenspiel and play it with your child as you both sing the song.
2. Follow the notation on page 6 in the glockenspiel book to sing and play “Hear the Doorbell Ringing.” Play “ding, dong, ding, dong,” on c” and a’, then tap your mallets together on the rhythm of the other phrases.



# Playing Together

## Music at Home 14

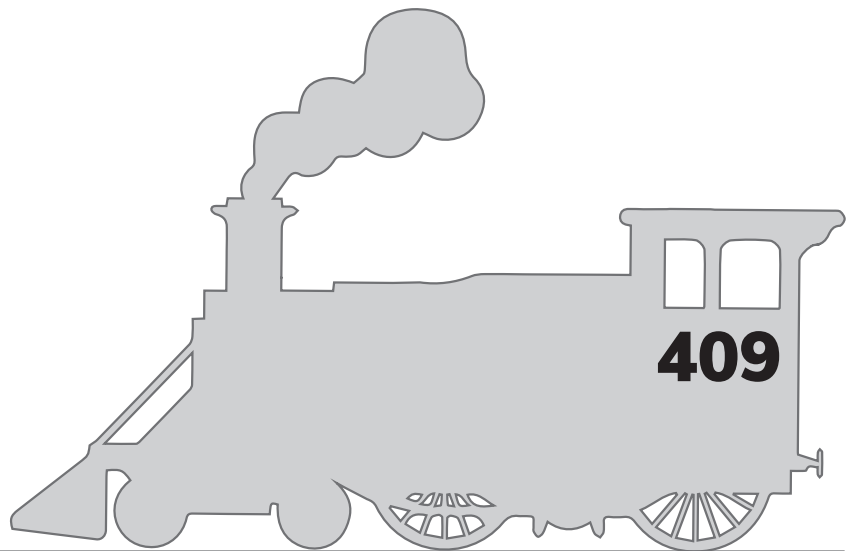
### A Note to Caregivers

As the semester winds down, skills learned throughout the previous weeks were challenged and celebrated through various group, or ensemble, play experiences with glockenspiels and other classroom percussion instruments. We also began creating our own c"-a' melodies for the class to play on their glockenspiels.

### This Week at Home

**1. Follow the notation on page 5 in the glockenspiel book to sing and play "Engine 409" with your child.** Using the glockenspiel and the fiddle sticks, invite your child to show you how to play each part as you listen to the song on your Home Album. The fiddle sticks tap the rhythm of the words and the glockenspiel plays a' - c" - a'. Then, take turns playing each instrument as you play along to the music.

**2. Play "Guess that Percussion Instrument" on your Home Album and use the Percussion Instrument game pieces to identify which instrument is playing.** You can also try to identify these percussion instruments and more by playing the Percussion Family game on your Kindermusik App!



# Making Music Together

## Music at Home 15

### A Note to Caregivers

The end of the semester is here and we have celebrated all we have learned by making music and dancing together! As the next semester will kick off right where this one ends, it is beneficial to encourage your child to play their glockenspiel a few times before the next semester. We can't wait to make more music, play more games, hear more stories, and have more fun with you soon!

### This Week at Home

1. It's playtime on the glockenspiel! Listen to "Seesaw" and "Slide Down" on your Home Album and encourage your child to play along on the glockenspiel. Alternate tapping c" to a' during "Seesaw," then glide a mallet down the glockenspiel (right to left) when it's time to sliiiiiide down.
2. Encourage your child to play songs from pages 1-7 in your glockenspiel book for any family or friends, or teach them how to play!
3. Use the "Ta" and "Ti-Ti" notation pieces to create four-beat melodies above and below the single line in the glockenspiel book. Then, play the melody with c" and a' on the glockenspiel.

