

Musical Review

Music at Home 16

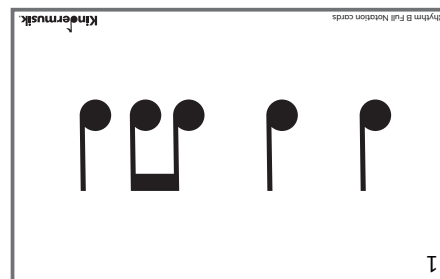
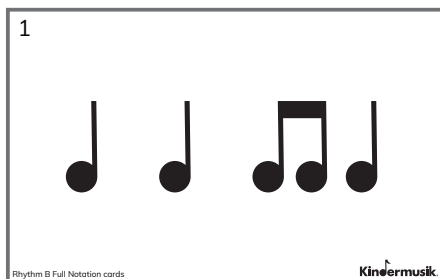
A Note to Caregivers

In Semester 1, the children learned so many new things about tempo, rhythm, steady beat, and more. The skills and knowledge they learned set a solid foundation that will be greatly expanded upon in the coming weeks. At this halfway point of the year, it is good practice to stop and review what has been learned so far, particularly proper technique for playing the glockenspiel and the location of notes a' and c". Remember to stream your Semester 2 music on the Kindermusik App!



This Week at Home

1. Is the song “presto” (fast) or “largo” (slow)? Listen to “Guess that Tempo 2” or “Cats and Mice” and turn the Rabbit/Turtle game piece to the side that matches the speed, or tempo, of the music.
2. Take turns chanting and clapping the patterns on the Rhythm A and B game pieces, or play them with the fiddle sticks. Turn the cards upside down and play some new rhythms!
3. Review 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. Remind them to 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.
4. Use the glockenspiel book as a reference to play “Dr. Foster” and “Train Is a-Comin'” on your glockenspiels and any other song or rhyme from the previous semester. This is a great time to review what has already been learned and create a practice routine at home!



Variations in Music

Music at Home 17

A Note to Caregivers

Today the children explored variations of music through different arrangements of “Auld Lang Syne.” They also explored dynamic (volume) changes of “forte” (loud) and “piano” (quiet) within songs and played The Staff Game to review the five-line and four-space configuration of the musical staff. The children also learned where note c” is located on the staff while singing and playing “Train Is a-Comin’.”

This Week at Home

1. This week, listen to “Hommage a Bach” and “Sourwood Mountain” and turn the Piano/Forte game piece to the side that matches the dynamics or volume changes during the music. Notice songs you hear this week that sound “piano” or “forte” and write them down to share next week in class!

2. Read the following rhyme and prompt your child to explore “piano” and “forte” sounds on the glockenspiel:

When I play FORTE the sound is loud, you see.	<i>(Improvise playing loudly.)</i>
When I play piano it’s as quiet as can be.	<i>(Improvise playing quietly.)</i>
Piano...FORTE...isn’t this fun?	<i>(Improvise playing quietly, then loudly.)</i>
FORTE...piano...and now we’re done!	<i>(Improvise playing loudly, then quietly. Then, place the mallets in “Rest” position.)</i>

3. Chant and tap glockenspiel mallets or fiddle sticks to each rhythm on the “Get the Rhythm” page in your glockenspiel book. Then, flip the book upside down and play each rhythm again!

4. Follow the color coding on the “Get the Rhythm” page and play the teal, odd-numbered rhythms on a’ and the yellow, even-numbered rhythms on c”. Challenge your child even further by holding up the Forte/Piano game piece to cue them to play at different volumes.

Music for Occasions

Music at Home 18

A Note to Caregivers

Today we talked about music that we hear at special times and in special places. We explored the concepts of quiet and loud using the musical terms “piano” (quiet) and “forte” (loud), and we played musical baseball using our glockenspiels to score runs!

This Week at Home

1. Think about and discuss songs your family may sing or listen to for special occasions or celebrations. Consider making a list to share with the class next week. If you have any unique percussion instruments from your culture, bring them in next week to share with the class!

2. Sing and point to the c” and a’ stars in “Star Light, Star Bright” on the treble clef staff below. Then, take turns with one person pointing along to the stars and the other person playing the notes on the glockenspiel while you both sing the song.



3. Use small coins, buttons, beads, or pom-poms to recreate the star melody from this page on the five-line staff at the back of the glockenspiel book. Recreate one box at a time, then sing or play it.

Musical Moods

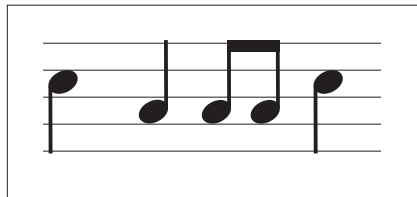
Music at Home 19

A Note to Caregivers

In this lesson, the children began to express the feelings or mood of music by dancing, drawing, and playing. The mood of a piece of music is often conveyed through a combination of musical features that the children continue to discover and learn more about, including pitch, timbre, volume, tempo, and articulation. The children also learned to read and play C-A melodies that are written in full notation on the treble clef staff for the first time!

This Week at Home

1. Notice the music heard around you this week when riding in the car or the bus, walking in the grocery store, or listening at home. How does the different music make you feel? Help your child label their emotions.
2. Point and sing along to these four-note C-A melodies, then take turns playing them on the glockenspiel. Check out the “Play that Melody” activity on the App!



3. Recite the following poem and encourage your child to create sounds on their glockenspiel to match the mood and actions:

Yesterday I felt so sad, my kitten ran away.

Without her cheery little smile, I didn't want to play.

(pause and play sad sounds)

But this morning she came home and I'm as happy as can be.

I think we'll do some running or maybe climb a tree!

(pause and play happy sounds)

And then when it is quiet and time to go to sleep,

We'll snuggle up together and not make a peep.

(mallets in "Rest" position)

Music and Emotions

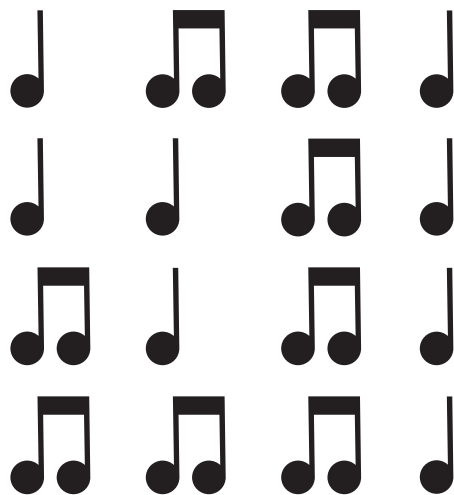
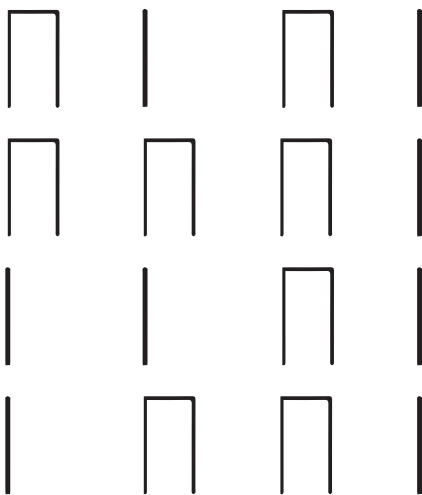
Music at Home 20

A Note to Caregivers

The children's exploration of musical mood and emotions continued by moving expressively to Beethoven's variations in "Sonata No. 12," then to a variety of more modern pieces that can evoke similar feelings of happiness, sadness, and anger. The children also played note f' on their glockenspiels for the first time and were introduced to the woodwind family of instruments, including the flute, clarinet, and bassoon. The children read, played, and created rhythm patterns in full notation.

This Week at Home

1. Use the Full Notation "Ta" and "Ti-Ti" game pieces to take turns creating four-beat rhythms on the heartbeat page in the glockenspiel book. Play these rhythms with fiddle sticks or by tapping mallets first, then play the rhythms on f', a', and/or c" on the glockenspiel.
2. Listen to "Mouse, Mousie" on your Home Album and point along to the words and rhythms on page 12 in your glockenspiel book. Play the song again and clap only on the words with the drum symbol above them, or tap on homemade drums!
3. Draw a line from the stick notation rhythm on the left side of the page to its matching full notation rhythm on the right:



Sound Stories

Music at Home 21

A Note to Caregivers

The idea of instruments used for making sounds and actions continued this week as the children played the sound story, “The Elephant and the Waterfall” as an instrument ensemble. They explored the glockenspiel with a sound story called “Wee Willie Winkie.” The children also continued to focus on the new note f’ on their glockenspiel with multiple songs, like playing the hummingbird motif in “Birds’ Chorus,” and reviewed the timbre and characteristics of woodwind instruments.

This Week at Home

1. Listen to “Guess that Woodwind Instrument” on your Home Album and match the instruments to their images with the Woodwind Instrument game pieces. Try to identify these instruments and more by playing the “Woodwind Instruments” game on the Kindermusik App!
2. Create a sound story together this week! Brainstorm a character or two and what could happen in the story, then choose instruments (like the glockenspiel and fiddle sticks) or objects from around your home to make the sounds in the story. Film your family’s creation and share it with your teacher or bring it to class to share next week!
3. Recite the poem below and invite your child to create the corresponding sounds on the glockenspiel.

Wee Willie Winkie runs through the town.

(Bounce mallets quickly on different keys.)

Upstairs and downstairs, in his nightgown.

(Play a glissando up on “upstairs,” then down on “downstairs.”)

Rapping at the windows, tapping at the locks.

(Play note f’ a few times on “rapping,” then note a’ a few times on “tapping.”)

Are the children in their beds? For it’s eight o’clock.

(Place the left-hand mallet in the “Rest” position, then count while playing c” eight times.)

Musical Animals

Music at Home 22

A Note to Caregivers

In class, the children experienced “staccato” (separated) and “legato” (smooth and connected) by doing horse-like movements with Schumann’s “The Wild Horseman” and Rossini’s “William Tell Overture.” Then they were introduced to the musical terms for those concepts when moving to different “staccato” and “legato” sounds. Today’s horse theme also included revisiting the Semester 1 song “Bell Horses” and playing some of the melody on the glockenspiel. Finally, string instruments were introduced this week, including the violin, cello, and double bass!

This Week at Home

1. Does the music sound mostly “staccato” (separated) or “legato” (smooth)? This week, listen to “Staccato/Legato” on your Home Album and turn the Staccato/Legato game piece to the side that matches the articulation.
2. Recite the “If I Were an Animal” poem below and prompt your child to create corresponding sounds on the glockenspiel to practice high, low, “staccato,” and “legato” sounds.

If I were a monkey, I'd live up in a tree.

(Bounce mallets on high keys.)

If I were an octopus, I'd live down in the sea.

(Bounce mallets on low keys.)

If I were a woodpecker, I'd peck the whole day through.

(Bounce mallets on any one key.)

And if I were a little snake, I'd slither near to you.

(Play glissandos up and down the glockenspiel.)

3. Listen to “The Animal Party Story” on your Home Album and create movements for the different characters and actions in the story.

Staccato and Strings

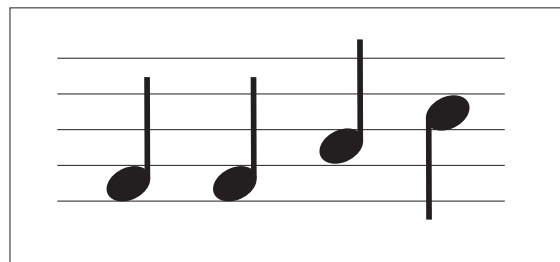
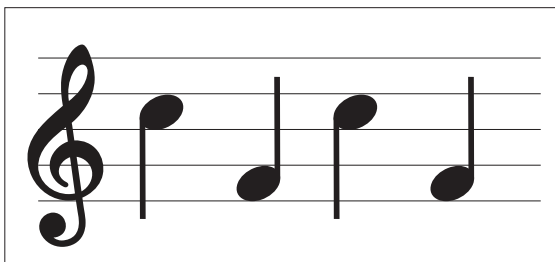
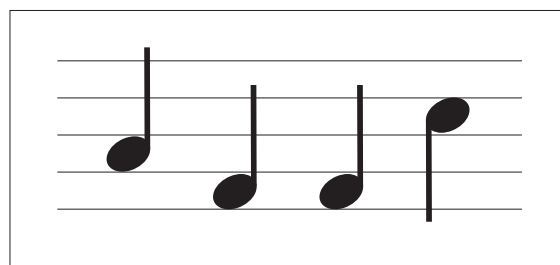
Music at Home 23

A Note to Caregivers

Today, we continued to reinforce the concepts of “staccato” and “legato” through movement and drawing, and reviewed the instruments of the String Family. The songs the children sing and play in class help lay the foundation for the notation and musical patterns they will learn in the future. For this reason, we have been focusing on making sure the children are comfortable with the notes c”, a’, and f’ before moving ahead to new notes. As we reinforce these familiar notes with fun singing games, we are also preparing the children for the new notes d” and g’.

This Week at Home

1. Listen to “Guess that String Instrument” on your Home Album and match the instruments to their images with the String Instrument game pieces. Try to identify these instruments and more by playing the “String Instruments” game on the Kindermusik App!
2. Sing and play along to “I Have a Little Melody” on the Home Album by echoing the f’, a’, and c” patterns on the glockenspiel.
3. Take turns reading and playing the following f’, a’, and c” melodies on the glockenspiel! Try to recreate these on the treble clef staff in your glockenspiel book by placing small plastic chips, coins, or buttons on the spaces.



Animals in Music

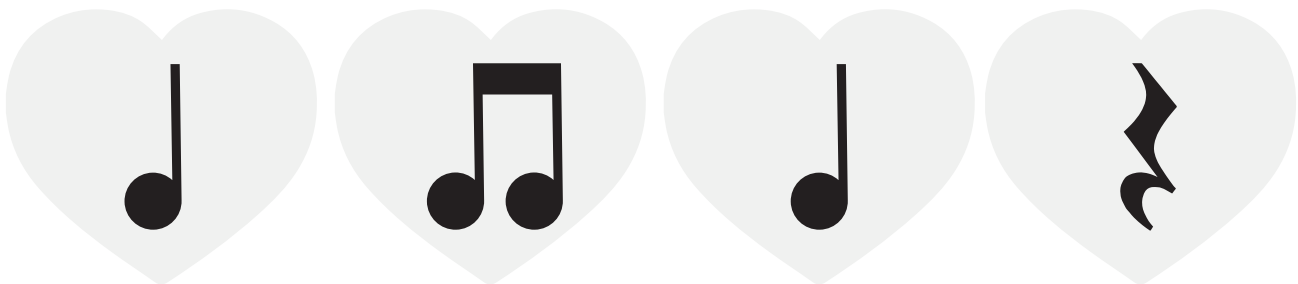
Music at Home 24

A Note to Caregivers

In class, the children listened to, moved to, and discussed three movements of Camille Saint-Saëns' "Carnival of the Animals," including the cuckoo, elephant, and kangaroo excerpts. The children also learned body percussion to "Here Comes a Bluebird" and moved around the room to match the music within a new story called "Kitty and Monkey." In addition, the children learned to play a new circle game, identify Rhythm C patterns, and play a three-part ensemble to "Lucy Locket."

This Week at Home

1. Have a family animal dance party! Listen to the "Carnival of the Animals" tracks on your Home Album and move around the room like each animal.
2. Play the Rhythm C patterns together on the glockenspiel. Take one mallet each and hold it over a different note (f', a', or c"). Lay the Rhythm C game pieces above the glockenspiel, then chant and play the first pattern together on your individual glockenspiel notes. Change notes and play the next game piece rhythm. Then, lay the game pieces out and take turns choosing a rhythm to play without chanting it for the other person to identify!
3. Use your Full Notation "Ta," "Ti-Ti," and "Sh" game pieces to create rhythms on the heartbeat page in your glockenspiel book. Take turns creating rhythms for the other person to play with fiddle sticks or unique objects around your home!



Sing and Move

Music at Home 25

A Note to Caregivers

Today, we sang and moved to more animal songs and stories, like “Kitty and Monkey!” The children learned to play “Lucy Locket” with new note d” on the glockenspiel and played Rhythm C patterns on note d” as well. They listened to and discussed echoes used in music, including a brass ensemble piece that introduced the Brass Family. They also learned two new children’s games, including an echo song from Africa called “Che Che Koolay.”

This Week at Home

1. Create and play rhythms on the glockenspiel with new note d”! Open the glockenspiel book to the inside back cover and turn it sideways, so the line is going horizontally across the page. Take turns creating two four-beat rhythms, one above the line and one below, with the Full Notation “Ta,” “Ti-Ti,” and “Sh” game pieces for the other person to chant and play on note d” on the glockenspiel.
2. Trace the “Ta” and “Ti-Ti” notes and the “Sh” rest below with a pointer finger. Cover a large tray, plate, or baking sheet in sand, rice, or shaving cream and practice drawing these notes and rests for a fun sensory experience!



Sing and Play

Music at Home 26

A Note to Caregivers

Learning through play is the music way! In class today the children sang, played instruments, and moved with body percussion to many different songs. They began playing note d" on their glockenspiels and reading it on the treble clef staff. After reviewing the brass instruments with a scavenger hunt, the children were introduced to the classical musical tale, "Peter and the Wolf," by Sergei Prokofiev.

This Week at Home

1. Listen to "Guess that Brass Instrument" on the Home Album and identify the sounds with the brass instrument game pieces. You can also try to identify these instruments together by playing the "Brass Instruments" game on the Kindermusik App!
2. Take turns being the leader of the echo singing game "Che Che Koolay," tapping a different body part for each phrase (head, shoulders, hips, knees, then toes). Listen to the song on your Home Album to review as needed.
3. Follow the notation below to practice playing "Lucy Locket." Remember to use the left hand to play a' and the right hand to play c" and d". Teach another family member or friend how to play the song!



Rhythm and Melody

Music at Home 27

A Note to Caregivers

The children used glockenspiels this week to play the melody of our instrument family song, “Winds and Strings.” Some of the instruments from these families were reviewed as the children listened to the individual character melodies from the “Peter and the Wolf” story, then they acted out the story with their game piece puppets. The children moved their entire body to rhythm patterns with “Ta” (quarter notes), “Ti-Ti” (eighth notes), “Sh” (quarter rests), and “Ta--” (half notes).

This Week at Home

1. Gather some friends and family to listen to the “Peter and the Wolf” story! Give each person a game piece character or two and act it out together.
2. Listen to “Guess that Peter and the Wolf Character” on your Home Album and try to match the melodies to the character game pieces.
3. Follow the notation below to practice playing “Bell Horses.” Remember to use the left hand to play a’ and the right hand to play c” and d”.

C A - A C A - A C - C D - D C (sh)

C - C A C - C A C - C D - D C (sh)

Musical Sounds

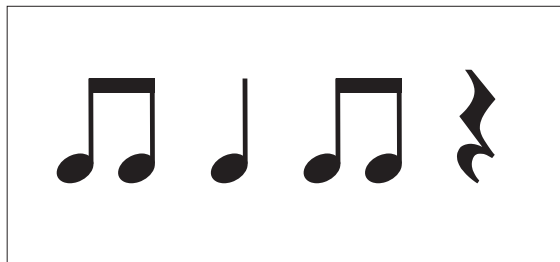
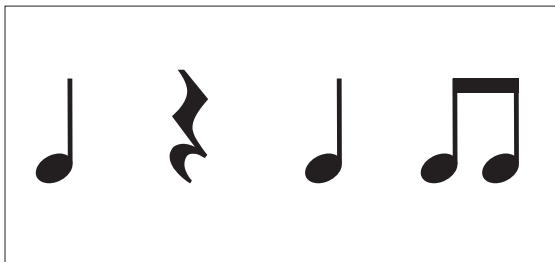
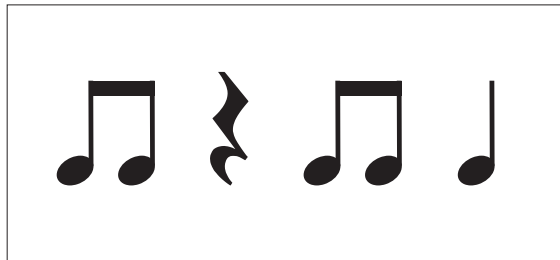
Music at Home 28

A Note to Caregivers

This week the children were introduced to the musical terms “crescendo” (gradually getting louder) and “decrescendo” (gradually getting quieter) through singing, instrument play, and movement. They learned how to play the monkey’s melody on the glockenspiel to accompany the “Kitty and Monkey” story. Then, danced to a new song called “Hop, Old Squirrel” in preparation for playing the melody on the glockenspiel next week.

This Week at Home

1. Sing “Winds and Strings” on its note names while pointing along to the melody on page 10 in the glockenspiel book. Then, take turns singing and playing the song on the glockenspiel.
2. Listen to “Name that Melody” on the Home Album and identify the tune with your Melody B and C game pieces. Then, lay all the game pieces out and take turns humming one of the songs for the other person to identify.
3. Recreate the Rhythm C game piece patterns on the heartbeat page in the glockenspiel book with your notation pieces. Tap the rhythm with fiddle sticks or your mallets, then play the rhythm on notes c” and d” on the glockenspiel. Try some of the additional rhythms below, too!



Musical Stories

Music at Home 29

A Note to Caregivers

As the year winds down, the children compiled their learning into creating their own musical stories together. This included many songs on the glockenspiel and ensemble play, where the children learned a new note, g', on their glockenspiels! They also reviewed the instrument families through pretend play with Britten's "Young Person's Guide to the Orchestra."

This Week at Home

1. Listen to Britten's "Young Person's Guide to the Orchestra" on the Home Album and identify which instrument family is playing using that family's game piece (Brass, Percussion, Strings, and Woodwind). Search the internet for videos of orchestras playing the entire piece of music to watch at home together and see how the instruments are being played. Can you match some of the instruments to your game pieces?
2. Listen to the "Kitty and Monkey" story on the Home Album and play the glockenspiel along to the monkey's melody each time he sings it!

Yoo-hoo, Kit-ty! Can you try to catch me?

C-- A-- C-- A-- C - C A - D C-- A--

3. Sing and play "Go to Sleep" on the glockenspiel following the notes below:

Go to sleepy little baby. Go to sleepy. Do not cry.

F G A C F G A C F G A C A G F

Sing and Celebrate

Music at Home 30

A Note to Caregivers

Let's sing and celebrate the end of a musical year! During our last class of Kindermusik Musicians Year 1, the children reviewed many of their favorite activities, including singing, moving, playing, reading, composing, and listening to music. Throughout the year, activities such as these have provided a firm foundation for your child's continued musical growth.

This Week at Home

1. Music is a part of your life every day! Listen, sing, and dance together to all styles of music. Revisit your Best of Kindermusik Musicians Year 1 Album and save a few of your favorite tracks to enjoy for years to come!
2. Keep on playing! Take turns choosing songs from your glockenspiel book to sing and play to reinforce the learning beyond class. Consider holding a little concert for close friends and family where your child can showcase all that they have learned this year!
3. Create new music! Using the notation game pieces and the heartbeat page in your glockenspiel book, your child can continue to create their own rhythms and play them on the glockenspiel or fiddle sticks to make their own music.

Looking Forward to Kindermusik Musicians Year 2

There is more fun and learning ahead to nurture your child's musical foundation! In Year 2, the children will explore more music and cultures from around the world and experience more classical composers, like Pyotr Tchaikovsky! They will learn new notes and melodies on the glockenspiel and on new instruments, like the recorder. We look forward to making more musical memories with you!

