

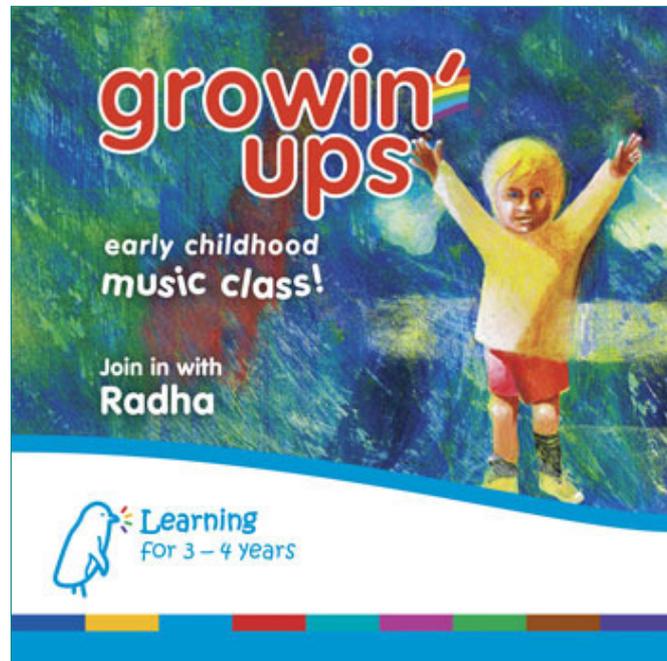


Activity: Learning
Related Activity: Singing & Fun



Growin' Ups

Early Childhood Music Class



Activity Notes

Singing & Fun Activity Notes for Tots – Preschool Music Class.

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The Test of Time

Growin' Ups, by Radha, is one of the first albums of original music for pre-schoolers in New Zealand. It was first released in the 1980's and is still much in demand. *Growin' Ups* and its companion albums, *Dots*, *Jigglers*, and *Tots*, have stood the test of time to become classics in early childhood centres, community music groups and homes. The series has been re-released and remastered to take these classics into the 21st century. Many key features of Radha's method, such as the use of body contact, props, adult/child interaction, circle formations, and the development of self esteem, have been adopted into mainstream music education programmes.

Interactive Music Education

1. *Music Classes:* For people facilitating preschool music classes, we recommend you first become familiar with this recording, reading these activity notes as you listen. Then gather any props and materials before you begin so you will be more prepared and confident. When class time arrives simply cue your chosen tracks and follow the spoken instructions.

2. *At Home:* Though *Growin' Ups* is a complete interactive music session, we recommend you first try one song, or even only a verse at a time, in various settings with your child. Do the actions only while your child is interested; preschoolers have a *short* attention span, so adjust spontaneously to their needs at the time.

Music for Preschoolers

Choosing music for young children is more about them than about us. We adults choose music to suit our personal tastes. While preschoolers may respond positively to the music we like, children need to be exposed to all styles of music, particularly that which is at *their* developmental level ...

- Simplicity

Preschool children learn through their *senses*, focusing intently on simple elements, often one at a time. Therefore your child will immediately respond to and understand clear, relatively isolated sounds, basic rhythms and simple musical arrangements. They also enjoy novel sounds that clearly stand out.

- Steady Rhythm

Children are born with a steady sense of rhythm through hearing the constant pulse of mother's heartbeat in the womb. Simple rhythms on one or two instruments are enough to stimulate and satisfy your preschooler.

- Voice

The human voice is the most important sound for young children. We naturally speak clearly to preschoolers so they can easily tune in. Songs with this degree of clarity allow children to absorb the content at their level.



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Body Contact

Cuddles, loving touch and physical activities like bouncing and rocking stimulate the limbic system in your child's brain. Loving touch is the *first essential* for human learning. Luckily this knowledge is instinctive to parents, so affectionately bouncing and jiggling your child and rocking him or her to sleep is a natural thing to do.

When we introduce a baby to food, we begin with the basics, one at a time. Musically, *Growin' Ups* does just this with Radha introducing each song and activity to get you started. These notes expand on the recorded introductions, giving more detail so you can make the most of this classic album.

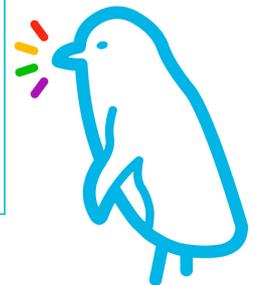
Session Structure

The same session structure is followed in *Dots*, *Jigglers*, *Tots* and *Growin' Ups*, allowing a consistent follow-through as children progress from one age and stage to the next. Each recording is a good example of what is sure to work for children of that age. However, much of the time the songs and activities on any of the recordings will work across the whole preschool age-range. Also, four to six year olds often enjoy interacting with a baby brother or sister to *Dots* or *Jigglers*. Each session progresses through the following:

1. Welcome Song
2. Familiar Song/s
3. Instrument Work
4. Instruments Away
5. Energy Release
6. Circle Games – familiar, and new
7. Body Contact, general or finger songs
8. Creative & Imaginative activities
9. Relaxation
10. Goodbye Song

Enjoy!

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For your reference this book has 13 pages

Learning Activity Notes for *Growin' Ups* – Early Childhood Music Class.

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Track 1

Hello Kia Ora

by Radha Sahar

Verse 1 Hello friend. Kia Ora friend. Glad you're here today
Hello friend. Kia Ora friend. Glad you're here today
You have got a lovely smile, a lovely smile today
Hello friend. Kia Ora friend. Glad you're here today

Activity Notes

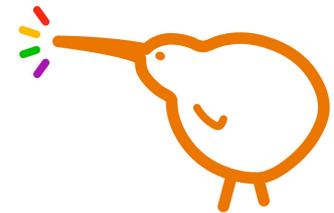
This has become a classic multi-cultural greeting song in community music classes and early childhood centres. The words can be changed, singing the children's own names and greeting them in the language of their own culture.

Children love being acknowledged for something personal. Instead of the generic 'lovely smile', sing about what the child is wearing, a toy they are holding, or some positive behaviour they've been engaging in. The rhythm of the song changes according to the child's name and what you are acknowledging. Here are a couple of examples ...

Hello Hamish, Kia Ora Hamish, glad you're here today ...
You have got a bright red shirt, a bright red shirt today ...

Talofa Selel, talofa Selel, glad you're here today ...
Selel's got running shoes, running shoes today ...

Kia Ora Makere, Kia Ora Makere, glad you're here today ...
Makere brought her poi today, she brought her poi today ...



A Maori language version of this song features in the *Nga Pihl* recordings available from www.ucamusic.com

Use this song to welcome children to preschool or to a group activity – especially music! It is helpful when adults in the group focus their collective attention on each child, leading the children by example. Personal acknowledgments make a difference in young lives. When children are not acknowledged much at home, a simple singing game like this can help them feel seen and valued.

Where a child in the group chooses not to participate, don't worry – still sing. The positive attention can help the child eventually overcome shyness. Being able to receive acknowledgement is a performance skill which the child may need later when learning an instrument. And in general, the self confidence gained will always prove helpful in life.



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Track 2

Kiwi Doodle

Music: Traditional Lyrics: Radha Sahar

Verse Kiwi Doodle went to town in a car that was a crate – o
Smashed into a garden shed and called it mashed potato
Kiwi Doodle dandee – o, Kiwi – how's your mate – o ?
Smashed into a garden shed and called it mashed potato

Activity Notes

This song is an example of how humour and your local customs in adapting nursery rhymes. Enjoy singing it together or, even better, make up your own version with the children, who have vivid imaginations and a love of nonsense. Play along on your instruments, perhaps making a crashing sound at the end.

Track 3

Shoo Fly

Traditional

I feel, I feel, I feel, I feel like a morning star x2
So ... Shoo fly – don't bother me! Shoo fly – don't bother me!
Shoo fly – don't bother me for I belong to somebody

Activity Notes

This song builds on *Slow/Fast Music* on the album *Tots*. By playing along on their instruments, children learn to control tempo and volume. They also learn how to stop and start together, a basic skill of musicianship. The 'I feel' section is played slowly and quietly and the 'Shoo fly' section loud and fast.

Young children learn fastest by experiencing extremes then gradually feeling the subtleties. In this activity, they relish being unrestrained in the fast section, which is a reward for playing slowly and quietly in the first part of the song. In the context of this song, children enjoy playing slow, quiet music rather than feeling it is a restriction adults require of them.



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Track 4

Instrument Game

by Radha Sahar

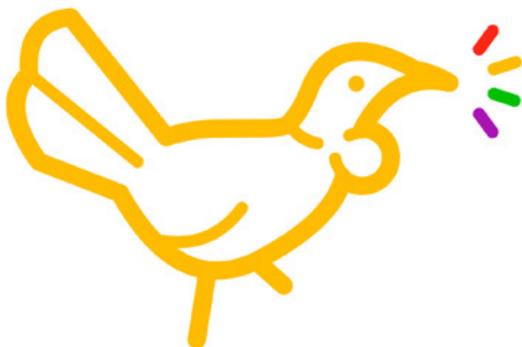
Verse Different kinds of instruments all make up a band
Which kind of instrument do you have in your hand?
Everybody gets a turn in the instrument game
You can play your instrument when you hear its name
Hear me say what's the score – the (*name of instrument*) can play – 1,2,3,4!

Play along (Instrumental section)

Activity Notes

This musical game requires children to have control. Have an assortment of instruments in a box – ideally several in each of the following categories: drums, bells, shakers. If you are playing at home, find an instrument for each verse and play along. If you are in a group, invite children to select an instrument they like. Then divide them into groups according to what category of instrument they have. Or hand out the instruments, then group the children with similar instruments together.

Explain to the children that each group will have its turn to play. In the verses they may all play together. Encourage the children to listen as the singer names which instrument is about to play. Explain that musicians in bands each play a particular part of the music. Very young children are not likely to have the restraint needed to wait for their turn so, having explained it, just let them enjoy playing along to the best of their abilities.



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on our website
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Track 5

Bouncy Balls

by Radha Sahar

Verse 1 Bouncy balls bounce up to the ceiling
Bouncy balls bounce down to the floor
Bouncing up high's a super feeling
Play me a song and bounce some more!

Verse 2 Bouncy balls bounce up to the ceiling
Bouncy balls bounce down to the floor
When you're tired of that bouncy feeling
Curl up little ball on the floor

Activity Notes

Young children adore jumping, which is an ideal way to release energy, especially in a confined space.

You might like to mysteriously examine the soles of the children's shoes and make comments like, "Hmm – very bouncy!" and, "Just like the kind of rubber bouncy balls are made of". Then tell the children they can be bouncy balls. "How high can you bounce?"

Adults joining in can cheat a little by springing lightly from one foot to the other. This way you can still sing or guide the children verbally without losing your breath. When the children are bouncing energetically they won't notice adults saving energy this way. If you're leading a music group, adults enjoy comments like, "Now's your chance if you didn't make it to aerobics."

Slow down near the end and curl up on the floor with the children for a calming conclusion.

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Activity: Learning
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Track 6

Hokey Tokey

Traditional

Verses You put your left hand in, you put your left hand out
You put your left hand in and shake it all about
You do the Hokey Tokey and turn around
That's what it's all about!

Chorus Oh! The Hokey Tokey, Oh! The Hokey Tokey, Oh! The Hokey Tokey
That's what it's all about!

Other Verses 2. Right hand 3. Left foot 4. Right foot 5. Shoulder blades
6. Tummy 7. Elbows 8. Bottom 9. Head 10. Whole self

Activity Notes

People have enjoyed this circle game for years. Children love it, and it helps them to learn about the body. Form a circle holding hands, and do the actions for each verse. In the chorus, lift hands high in the air and flutter them downwards on each, 'Oh! The Hokey Tokey'. Clap hands on, "That's what it's all about".

Track 7

If You're 3 or 4

by Radha Sahar

Verse 1 Folk dancing's so much fun, us older people do
But if you're three or if you're four, here's a folk dance just for you!
If you're three, clap with me. If you're four, stamp on the floor

Chorus Clap up high, clap down low, clap them in the middle
Everyone say 'Hee Ha' - dancing in a circle

Verse 2 Folk dancing's so much fun, us older people do
But if you're three or if you're four, here's a folk dance just for you!
If you're three, wiggle with me. If you're four, touch the floor ...

Activity Notes

This song introduces children to circle dancing, providing the opportunity to teach them a few simple skills such as "Dance to your right." Join hands, placing children in between adults for support. It is a fast stretch between 'clap up high' and "clap down low, so it is helpful to teach those actions slowly before you begin the dance.



Activity: Learning
Related Activity: Singing & Fun



Track 8

Our Postie

by Radha Sahar

Verse 1 Our postie blows a whistle, our postie rides a bike
With a bag full of letters, yes that is what we like

Verse 2 And when we write a letter, we stick the stamp on tight
And post it in the letter box, yes that is what we like

Activity Notes

This exciting circle game requires a few props.

1. Letters. Work out an ideal size for the letters. Fold once to fit comfortably into the size of envelope you have. Cut a number of pieces of paper to this size, according to how many children are likely to be playing the game.
2. Draw on the pieces of paper to make letters: drawings are better than writing for this age group. If you can, get the children to do the drawings.
3. Envelopes. They all need to all be the same size. Recycled envelopes are fine or, on new envelopes, write 'To You' and stick a stamp on each one.
4. Ensure that there is no adhesive left on the envelope! And, if you're intending to reuse them, reinforce the corners with sticky tape so the envelopes don't rip with constant opening.
5. Posting Box. You will need a posting box big enough to hold all the letters, but small enough for a child to carry. A cardboard box will suffice: cut a slot big enough for a child to slip a letter through. Paint the box red and seal the bottom so it holds its shape and its contents. Ensure the top is able to be opened.
6. Post Bag. The child being 'postie' will need to carry all the letters in a bag. Use an old handbag with a short handle so the bag does not drag on the floor.
7. A whistle is a fun prop for the postie to blow. But NEVER use your fire-drill whistle or one sounding similar. Wooden whistles are gentler on the ears!

Playing the Game

Sit the children in a circle on the floor, choosing one to be the postie and one to be the letter collector. Over time, allow each child in the group a turn at each role: this may take time in an early childhood centre or music group, so you might want to write down who has had a turn at what.

As you sing the song, the postie walks around the circle giving each child a letter out of the bag, and probably blowing the whistle as they go. Clap along as you sing.

When the postie has finished and sits down, everyone may open their letters and read them. This can go on for quite a time and become a social event as children show each other what letter/picture they received. When they have put their letters back in the envelopes, the letter collector has a turn around the circle holding out the posting box as each child posts their letter.



Activity: Learning
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Track 9

One Potato

Traditional

Verse 1 One potato, two potato, three potato, four
Five potato, six potato, seven potato more!

Activity Notes

This traditional counting chant is great to bang and clap with, strengthening children's rhythmic skills. Sit on the floor holding your hands a few inches off the floor on either side of your legs. Say, "Bang" as you bang your hands onto the floor, then, "Clap" as you clap them. Alternate, so the rhythm is bang, clap, bang, clap ...

With the children, slowly chant, "One potato ..." etc, banging your hands down as you count "one, two, three", etc. Clap on the word 'potato'. Enjoy 'bang-claps' with other simple chants such as 'Peas porridge hot'.

Track 10

Jill the Clipper

by Radha Sahar

Chorus I'm Jill the Clipper, the best you've seen
Who wants to be clipped and clean?
Me! Me!, me! Me! Me!

Verse 1 Alright Tahi/Thumbkin – here's a tip - just keep still so I can clip!
Clip, clip clip – that didn't hurt. Now I'll bulldoze all the dirt
Brrrruummm – horary! It's done! Now I'll do another one ...

Activity Notes

Sit with your child on your knee for this finger action song. Shape your forefinger and thumb into a 'clipper,' keeping them straight and tapping them together. On 'Me!', open the clenched fist of the other hand, finger by finger. Point accusingly at the finger to be clipped as you sing, "All right tahi/thumbkin ...", then 'clip' the nail and bulldoze the dirt from under it. Repeat all the actions going from one finger to the next until all are done. You can use the traditional 'thumbkin, pointer, middleman, ring-finger, and baby,' or count as we did, from one to five in the indigenous language of your country. At home this is great game to play as you cut your child's finger or toe nails. Slow down to suit the actual process and 'bulldoze' the dirt with the scissors or nail file.



Activity: Learning
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Track 11

Aeroplane Song

by Radha Sahar

Verse 1 I'd like to fly in an aeroplane. I'd like to fly in an aeroplane
I'd like to fly in an aeroplane way up high in the sky.

Refrain Way up in the clear blue sky, see the clouds go sailing by
Way up where the air is clear, I can see (Jonathon) way down there

Verse 2 I'd like to fly in a helicopter. I'd like to fly in a helicopter
I'd like to fly in a helicopter way up high in the sky ... *Refrain*

Verse 3 I'd like to fly in a red ski plane. I'd like to fly in a red ski plane
I'd like to fly in a red ski plane way up high in the sky.

Verse 4 I'd like to fly in a rocket ship. I'd like to fly in a rocket ship
I'd like to fly in a rocket ship way up high in the sky ... *Refrain*

Repeat Verse 1

Activity Notes

Enjoy this song either sitting in a circle waving your arms like an aeroplane. Or, if the children need more activity, fly around the room pretending to be helicopters or whatever. Use the child's own name, and gesture 'way down there' as if you were a few hundred feet up in the air.

Track 12

Five Little Kiwis

by Radha Sahar

Verse 1 (Five) little kiwis ran across the road. Did they look both ways? No, no, no
One was hit by a passing car and ended up in hospital – oh dear!

Activity Notes

Sing or act out this finger song. It is a popular song for dramatic expression. Accentuate, 'Hooray' at the end with a big smile, to counter the sad emotion acted out on, 'Oh dear'. Feel free to sing about any animal native to your country - e.g. 'Five little kangas' ...



Activity: Learning
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Track 13

Metamorphosis

by Radha Sahar

- Verse 1* Tiny little egg, you're a mystery. Tiny little egg I can see
The sun is high in the sky. Tiny little egg please show to me
Show your magic to me
- Verse 2* Crawl little caterpillar, crawl away. Crawl little caterpillar, crawl
The sun is high in the sky. Crawl little caterpillar, crawl away
Crawl little caterpillar, crawl
- Verse 3* Little cocoon, you're a mystery. Little cocoon I can see
The sun is high in the sky. Little cocoon please show to me
Show all your magic to me
- Verse 4* Fly little butterfly, fly away. Fly little butterfly fly
The sun is high in the sky. Fly little butterfly, sunny day
Fly little butterfly, fly away. Fly little butterfly fly

Activity Notes

Act out this song with children after discussing the process of metamorphosis and perhaps reading the popular picture book, *The Hungry Little Caterpillar*. Follow the song acting out the various stages of metamorphosis. Caterpillars could be given imaginary leaves to 'eat'. Adults could gently cover each child with a chiffon scarf to heighten the cocoon feeling then, when the butterflies emerge, children can move with the scarves as wings.

Track 14

Rainbow Scale

by Radha Sahar

- Section 1* Red, orange, yellow, green, blue, indigo, and violet
Whero. Karaka, kowhai, kakariki, kikorangi, mahoe, waiporoporo

Activity Notes

This pitch exercise also helps children learn more about colour since it teaches the *order* of colours appear in the rainbow. Sing one note of the scale for each colour and 'climb' up the rainbow. Second time through, use the language indigenous to your country or area.



Activity: Learning
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Track 15

Goodbye

Traditional

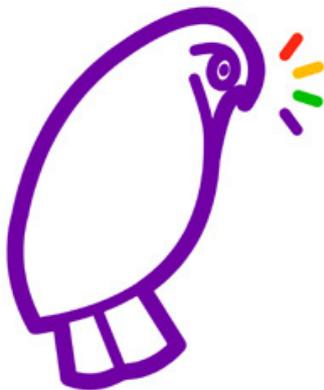
Verse 1 Goodbye to all the children, the children, the children
Goodbye to all the children – see you another day

Verse 2 Goodbye to all the grown ups ...

Verse 3 Goodbye to all the babies ... etc

Activity Notes

Clap as you sing to the various people in your group. At the end of the song, enjoy a celebratory clap, pretending it's the final applause at a concert. End with a deep, relaxing sigh, which helps ensure that the children finish the music session relaxed and cheerful. If you're using this song at home it can be fun to sing to visitors as they leave. "Goodbye to Aunty Judith, Judith, Judith ..."



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