



Activity: Dancing & Moving
Related Activity: Developing Imagination



Move to the Music



Activity Notes

Dancing & Moving Activity Notes for *Move to the Music*

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Moving & Dancing

Move to the Music contains a wealth of material for your music & movement and dance classes. The album has been researched and planned for use with children aged 2 to approximately 5 years.

The instrumentation is simple, the rhythms defined, and the content in keeping with the suggested body movements. Sound effects are included in several pieces in order to stimulate your child's imagination.

Track introductions are a starting point for your child's creativity to develop. Allow the sketch-ideas in these notes to stimulate creative interpretation by the children in your group. *Move to the Music* was written for use in early childhood centres, preschool music groups, junior school and gymnastics groups.

Gymnastics

Many thanks to Anne Kingsley, tutor for the N.Z. Gymnastics Association and the Palmerston North College of Education, for her valuable input into the development of this resource. All the tracks have been trialed in gymnastic sessions with young children throughout New Zealand.

Bright Stars

Move to the Music has been re-recorded and re-mastered to bring it into our new *Bright Stars* series of dance resources. There are five albums in this series: *Move to the Music*, *Twinkle Toes*, *Dancing Fun*, *Dance Like a Rainbow* and *Dance Like Nobody's Watching*. Each album features short spoken introductions to stimulate the imagination and quick-start the activity.

E neke haere!

On our website you will find:
* More *Dancing & Moving* albums
* Our full Activity Range
* Free *Activity Notes* for many albums
* Sound-clips * Articles of interest
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For your reference, this document totals 12 pages.

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Track 1



Bright Stars Intro

by Radha Sahar

Duration 46"

Like a Bright Star, I am awesome, like a mountain I am strong
Like a river I can go places in this amazing world
Like a Bright Star, I am awesome, like a mountain I am strong
I've a place here, with my friends & helpers
And this amazing world is where I belong

Activity Notes

This is the chorus of *Bright Stars* – our theme song for the Bright Stars series. This song stimulates children's enthusiasm to get dancing. The lyrical message develops children's confidence in their value as unique human beings with a special place in the world.

Track 2



Warm Up Walk

by Radha Sahar

Dur: 2'.03

Activity Notes

This repetitive loco-motor activity is designed to take children through a warm-up in an interesting way. They can also explore the space around them, stimulated by the changes in level and sound.

Each level is eight bars long - a format common to many of the tracks in *Move to the Music*. The 8 bar format gives you time to establish the activity, and the children enough time to express themselves while the music is still novel. Adjusting to children's concentration spans in this way sees them actively engaged throughout the whole activity.

- Walk in various ways, starting off with a plain walk.
- Try subtle changes with the various levels, e.g. lift knees a little towards a marching movement, stamp, or use arms in various ways. Encourage children to use all of the floor space and to move freely in a relaxed way.



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Track 3

Jungle Jim

by Radha Sahar

Duration: 1'40"

Activity Notes

This walk-to-run activity is set in a jungle sound-scape. Suggest that, "We are going into the jungle - we might come across some strange animals as we walk. What does the music tell you to do? How would you move if you found the jungle a scary place to be? How would you move if you were one of the animals in the jungle? What kind of animal are you?"

- There is a *ritardando* (a slowing down) at the end. Use this to help children develop the skill to consciously slow down in a controlled way.

Track 4

Running the Dog

by Radha Sahar

Duration: 2'06"

Activity Notes

Several ways of running are included in this track. A very light run to the rhythm of the dog panting, is followed by heavy runs, then by a jog incorporating arm movements where the harp is heard.

Ideas to try: We are running along the beach!

- How would we run if the weather was very cold? Or very hot?
- How would we run on dry sand? Wet sand? A stony beach? A sand-hill? How could we make deep footprints in the sand?
- Shall we run in shallow water? Take off our running shoes, roll up our trousers and feel the water on our toes. What could we do with our arms when we hear the harp? Could we fly with the seagulls, or splash each other? Could we toss sticks for the dog to retrieve?



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Track 5

Step-hop & Gallop by Radha Sahar

Duration: 1'.40"

Activity Notes

This piece, in 6/8 time, is designed to give young children the opportunity to explore the motor movements involved in skipping and galloping. A step-hop preliminary movement allows children to warm up for the galloping or skipping section that follows.

There is also a slight *ritardando* on the end of the piece for learning purposes and for musical expression. This slowing-down section incorporates a fall in pitch which can also be explored through movement.

Imaginative Ideas to try:

- Playing hop-scotch. First we step and then we hop. But when we've finished the game, we want to go to another place to play with different children, so we get on our horses and gallop over!
- We are baby foals learning how to move our legs so that we will be able to gallop. We learn to step-hop, then we're away!
- Half the children play coconut shells or woodblocks during the galloping section while the others move. Swap over.



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Track 6

Bassoon Bounce *by Radha Sahar*

Duration: 1'.34"

Activity Notes

Use this track in two ways:

- 1) As a jump-to-spring activity. Springing is a faster, lighter jump from the toes, while jumping is a heavier movement from the flat of the foot. First we jump, then we spring, then repeat.
- 2) For march-to-jog movements. March in the slower sections then jog in the faster section.

Ideas to try with *Bassoon Bounce*:

- We are bouncing clowns at the circus. First we do heavy bounces, then we do fast bounces to make the people laugh. Heavy bounces would use the whole foot, whilst in a fast bounce we spring from the ball of the foot.
- We are in a band. What instrument do you play? March down the street, and then jog to catch up with the rest of the parade.

Track 7

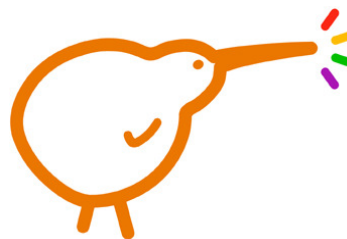
Monster Moves *Previously titled Taniwha Time - by Radha Sahar*

Dur:1'.49"

Activity Notes

Be a monster, a Taniwha, a mystical monster-like creature in NZ Maori culture.

With this track you can either move with the tempo at the suggested speed or halve the speed in order to try slow, controlled movements of the large muscles. Try monster movements and your monster roar. What kind of Taniwha are you?



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Track 8

Skiparoo

by Radha Sahar

Duration: 1'.29"

Activity Notes

The movements in this track are skip-to-jump. The jumps are big and heavy, suggestive of a kangaroo. The skip section is in 6/8 time, while the jump is in 4/4. This helps children to learn time signatures through sensory involvement. Encourage clearly different movements in each section.

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Track 9

Syncopated Clock

 by Leroy Anderson

Duration: 1'.58"

Activity Notes

Two well loved melodies combine in this track: *The Syncopated Clock* and *Lili Marlene*. Walk to *The Syncopated Clock* and skip to *Lili Marlene*.

Ideas to try with *Syncopated Clock*:

- We are magic, coloured lollipops that move! We walk around the shop at night when nobody's watching! When the music is fast we like skipping. What colour are you?
- Hemi walks to school. Sara skips. We take turns to walk with Hemi, & skip with Sara.



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Track 10

Frog Jumps (Pepeke) *by Radha Sahar*

Duration: 1'.18"

Activity Notes

This fun, non loco-motor spring-from-a-crouch is followed by a loco-motor climb.

Join the frogs, as they frog-jump into the pond, splash and climb up out of the water to jump again.

Track 11

Cars & Trains *by Radha Sahar*

Duration: 1'.38"

Activity Notes

Alternate between being a car and a train, by acting out car and train movements running and stopping.

Start your car engine and drive around the room. When alarm bells sound in the music, slow down, stop and be a train chugging through the crossing. Then drive in your car...

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Track 12

Fairies & Giants

by Radha Sahar

Duration :2'.34"

Activity Notes

This is one of the most popular tracks on *Move to the Music*. The music is structured to inspire children to explore contrast. The characterisation, fairies & giants, is flexible - you could equally use elves and monsters or butterflies and dinosaurs etc. Explore contrasting movements in relation to light and heavy movements, as well as high and low. Also explore the emotional contrast of peaceful and angry, happy and scared.

Ideas to try with *Fairies & Giants*:

- Half the group can be fairies and the other half giants or similar contrasting characters. The fairies are scared when the giants come out, so they freeze, becoming invisible. When the giants hear fairy music, they freeze because they fear a magic spell in the music that stops them hurting anybody! Swap over.
- If you were stars in the sky, how would you dance?
If you were a bog-monster, how would you dance?



Track 13

Snake Charmer

by Radha Sahar

Duration:1'.03"

Activity Notes

Allow for a combination of non loco-motor and loco-motor movements to this track, but with a different twist! The movements of twisting and wriggling are especially good on the floor.

Start off with non loco-motor writhing then, when you hear the Indian tabla drums, perhaps the snakes could do a short rhythmic dance?

Wiggle away at the end, curling up in your snake baskets.



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Track 14

Smelling the Flowers *by Radha Sahar*

Duration: 2'.03"

Activity Notes

A fun way to stimulate imagination and encourage deep breathing. This track is good as a prelude to relaxation, as the breathing section has a calming effect. Make use of the high and low music - perhaps pick tall foxglove flowers, then bend down low to smell some tiny flowers.

Note the musical contrast between the short, stabbing staccato of the flute and the long smooth legato of the strings. Make light, tripping movements in the staccato section and long, smooth movements in the breathing section.

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Exploring Nature
resources
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Track 15

Graveyard Ghosts *by Radha Sahar*

Duration: 1'.22"

Activity Notes

This track stimulates imagination and encourages children to respond with emotion in their movements. It can be used as an ascent-descent activity or a suspenseful approach followed by a fearful retreat.

Natural sound effects are heard; rain, thunderclouds. Is it day or night? Are you a ghost or a graveyard explorer?



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Track 16

Robots

by Radha Sahar

Duration:1'.45"

Activity Notes

Hey robots! Let's see your stiff, jerky movements. Walk in a controlled way, using not only your legs and arms, but also using your head to make jerky movements.

In the music two main sections repeat with an ascent at the very end.

Ideas to try:

- We're factory robots and we work in a car assembly line. We have to collect different pieces and fit them together to make a car: chassis, wheels, seats, doors, seat belts, steering wheel, clocks & dials. ..
- We're building a rocket to go to the moon. In section one, we load items such as containers of food and water, books, spacesuits etc. Then check the readings on all the gauges. In section two, we discover everything has been loaded back-to-front! So we have to unload, then re-load everything when section one of the music repeats. We climb on board ready for take-off at the end.

Track 17

Space Walk & Landing

by Radha Sahar

Duration:1'.54"

Activity Notes

Space Walk

Children can enjoy this abstract piece, a non loco-motor experience, by pretending to be astronauts. The sounds were written to stimulate children's imaginations and aid them in floaty movements. Encourage slow movements using out-spread arms and huge steps.

This track can be used in follow up to *Robots*, either as a continuum and conclusion, or leading on to, and finishing with a *UFO Landing* ...

Landing

Explore non loco-motor movements, focussing on descent. Once again, slow movements are indicated.



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Track 18

Brahms' Lullaby *by Radha Sahar*

Duration: 2'.00"

Activity Notes

Pretend to sleep on the floor while the music plays. The adults present can check the children to see how floppy they are, lifting their legs a little at the knees, and their arms at the elbows.

Talk about being floppy and heavy, and about going to sleep.



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