



Little Songs  
and  
Education Curriculum

Program Guide

Vicki McCrone  
Stella Productions  
Vicki@TheLittleSongs.com  
216/496-4704

[www.TheLittleSongs.com](http://www.TheLittleSongs.com)

## Introduction and Rationale

The Little Songs Program incorporates the Ohio Department of Education's Academic Standards.

Specifically, Little Songs integrates the Fine Arts Music Content Standards in 1) Creative Expression and Communication, 2) Analyzing and Responding, and 3) Connections, Relationships and Applications.

The program also incorporates some of the Ohio Academic Standards for Language Arts, Mathematics, Science, and Social Studies.

Little Songs can be adapted for Pre-K through Grade 2.

## Common Objectives for all Little Songs

Students will:

- Participate in developmentally appropriate music activities
- Use music together with dance/movement, drama, and visual art
- Observe connections between music experiences and other curricular subjects (language arts, math, science, social studies)
- Recognize music vocabulary
- Demonstrate contrasting elements of music (dynamics: loud/soft, rhythm: fast/slow, melody: high/low)
- Sing and perform with others
- Play instrumental rhythm with proper technique
- Improvise movement to songs/lyrics
- Identify sources of variety of sounds, and types of musicians
- Demonstrate appropriate audience behavior, including and respecting the performer

Anticipatory Set / Introduction

Event	Description	Content	Indicators
Sit in circle*	Or, however appropriate for the setting	Soc Studies	<u>Participation</u> - participate & cooperate in classroom activities
Instructor introduces the session	<p>“Today we are going to learn some new songs about Animals, or about Earth, etc.”</p> <p>Introduce rules: 1. Responsibility no touching / careful with equipment 2. Respect listen and respect each others performance</p>	Soc Studies	<u>Citizenship rights &amp; responsibilities</u> - take personal responsibility to follow directions and rules
Presentation & Posture	Teacher stands and says his/her name, describes her singer’s stance (shoulders back, string from top of head up to the sky, arms to your side, feet shoulder-width apart, and eyes looking out at the group). Each child does the same, one by one, around the circle.	Soc Studies  Lang Arts	<p><u>Skills &amp; methods</u> - listen for information, follow instructions, communicate information</p> <p><u>Communication</u> - speak clearly and understandably to express ideas</p>
Engagement	Start DVD, and children may vote to choose which song to learn first by photos on DVD title slide	Lang Arts	<u>Acquisition of vocabulary</u> - use pictures and illustrations to aid comprehension
Choose / Vote for which song	Explain the voting process	Soc Studies	<p><u>Citizenship and responsibilities</u> - making choices and voting, taking responsibility</p> <p><u>Participation</u> - demonstrate cooperative behaviors, such as turn taking, and compromising</p>

\*Adaptation for Special Needs

- Wheelchairs move arms during movement
- Circle may be with chairs and not on floor
- Additional teaching assistance may be needed

Procedures for all songs

Event	Description	Standard	Content / Indicators
Watch the song slideshow, listen to the song	Listening the first time through	Fine Arts Lang Arts	<u>Analyzing &amp; responding</u> - identify a performance <u>Acquisition of vocabulary</u> - meaning of new words using pictures
Play again and identify instruments	Listen for instruments (your voice is an instrument)	Fine Arts	<u>Connection, relationship, application</u> - identify a musician and their instrument (guitar, drum, flute, piano, etc.) <u>Analyzing &amp; responding</u> - identify the sources of variety of sounds
Play again and start to sing the song	Start with repetitive refrain/chorus	Fine Arts	<u>Creative expression &amp; communication</u> - sing with others
Explore playing instruments	Can use wooden spoons for rhythm	Fine Arts	<u>CE&amp;C</u> - maintain a steady beat
Add movement	Students can come up with their own	Fine Arts	<u>CE&amp;C</u> - improvise movement to song <u>Connection, relationship, application</u> - use music together with dance/movement, drama and visual art
Introduce musical terms	<i>Acapella</i> - voices only, singing acapella, incorporate <i>loud/soft, fast/slow, high/low, Solo, duet, trio</i> e.g. “would anyone like to sing a solo? Or a duet?, <i>Ready position</i> before beginning the song, have students stand, then perform for piers, <i>Pick, fret, strings</i> - Count strings on guitar, <i>Lyrics</i> words to a song, <i>Bars</i> Count in 1234, or 123, etc., <i>Refrain/chorus, verse</i> - repeats	Fine Arts Math Science	<u>Analyzing &amp; responding</u> - demonstrate elements of music <u>Numbers &amp; number sense</u> <u>Nature of energy</u> - explore musical instruments and objects and manipulate one’s own voice to recognize the changes in the quality of sound (e.g., loud, soft, high, low, fast, slow)
Performance	Everyone stands & performs song with movements, or in groups (duet, trio) Ready Position: - Deep yogic breath, in through your nose, out through your mouth, down in your belly (relaxes the group) - Silence - Attention - “eyes on me” - Count in	Fine Arts Lang Arts	<u>Demonstrate appropriate audience behavior</u> and respect the performer, singing and performing with others, memorization <u>Communication</u> - participate in the recitation of books, poems, chants, songs and rhymes
Using acoustic guitar	Guitar tuning higher or lower means tighten or loosen the string, frets, pick, 6 strings  Each student can strum guitar with pick as teacher holds the chord	Math	<u>Measurement</u> - higher/lower guitar notes & tuning <u>Number and number Sense</u> - determine “how many” in sets of 5 or fewer objects <u>Creative expression</u> playing guitar, accomplishment
Using electric guitar	Electric - show how plugging in changes the sound loud/soft=volume, tone	Science	<u>Understanding technology</u>
Identify	Rhyme, syllables, song structure	Lang & Fine Arts	

Little Songs Animals

Animals - bear, cat, dog, frog, spider, coyote, vulture, etc. and their habitats

Song	Content	Indicator
Grow Up If I Try		Self-confidence, overcoming fear
My Little Dog  Identify 5 verses: 1. Running (mtn) 2. Swimming (ocean) 3. Playing (snow) 4. Hiking (woods) 5. Sleeping (pillow)	Lang Arts          Science	<u>Communication</u> - connect information and events to personal experiences by sharing or commenting <u>Characteristics and structure of life</u> - recognize physical differences among the same class of people, plants, animals (e.g., dogs come in many sizes and colors) <u>Comprehension</u> connect information, share what kind of pet “I have at home”, what color, etc. <u>Forces and motion</u> - demonstrate understanding of motion related words (e.g., up, down, fast, slow, rolling, jumping, backward, forward)
Black Cat	Science	<u>The Universe</u> - begin to use terms such as night and day, sun and moon, identify the animals in the song <u>Chronology</u> - begin to use the language of time (e.g., day, night, yesterday, today, tomorrow)
Bird	Science  Fine arts	<u>Interdependence</u> - identify common needs (e.g., food, air, water) of familiar living things <u>Social Context</u> Identify & demonstrate call/response music styles
Sebrina	Science	<u>Interdependence</u> - identify common needs (e.g., food, air, water) of familiar living things <u>The Universe</u> - begin to use terms such as night and day, sun and moon, “the sun is going down, as the moon begins to rise” <u>Heredity</u> match the mother bird (killdeer) with her young

Little Songs Earth

Earth - night, day, sun, moon, stars, seasons, forest, desert, ocean, volcano, colors, etc.

Song	Content	Indicator
The Desert	Science	<u>Characteristics &amp; structure of life</u> - begin to demonstrate an understanding of the differences between fantasy and reality (animated cactus) <u>The Universe</u> - begin to use terms such as night and day, sun and moon <u>Self monitoring</u> texture of the cactus
Mary Charlotte	Science	<u>Characteristics &amp; structure of life</u> - differences between fantasy and reality raining stars, imagination
Tree	Science	<u>Identify common needs</u> (e.g., food, air, water) of familiar living things
Come Take My Hand	Science	<u>Identify common needs</u> (e.g., food, air, water) of familiar living things <u>Interdependence</u> - observe and begin to recognize the ways that environments support life by meeting the unique needs of each organism (e.g., plant/soil, birds/air, fish/water)
There He Goes		Following a dream

**For All Songs:**

Writing practice write down the refrain (chorus) of the song

Fine Arts music styles and identifying the structure of a song

Differentiate verses from refrain. The verse lyrics (words to a song) are different each time. The refrain lyrics are the same. Come up with the song structure and write on blackboard. For example, "The Desert" structure is:

**I** - Introduction Cowboy Jack

**V1** - Verse 1 - Javelina

**R** - Refrain (or Chorus) It is sunny

**V2** - Verse 2 - Cactus

**R** - Refrain It is sunny

**B** - Bridge an instrumental interlude or break what instruments do you hear? Whistling, banjo, drums, harmonica...

**V3** - Verse 3 Coyote

**R** - Refrain It is sunny

**R** - Refrain repeats

**Vamp** takes the song out to the end and Cowboy Jack comes back