A Message from our Director

As you think about your recent experiences with our anniversary party, winter holidays, New Year's events, and even the inauguration, recall the ways that music enhanced the celebrations. Consider the diversity of musical styles that evoke nostalgic emotions, prompt reflection, and trigger positive outlooks on the future. For example, cellist Yo-Yo Ma, the “queen of soul” Aretha Franklin, a military choir, and varied marching bands all contributed uniquely to President Obama's festivities last week.

Beginning next week, we will embark on a musical journey via our whole-school thematic unit on MUSIC. We'll be singing some of the old favorites, learning some new ones, and writing some of our own. We'll be exploring SOUND, experimenting with RHYTHM, listening for MELODY lines and varied HARMONY, and feeling the ways that music helps with self EXPRESSION. Throughout the unit, we will discuss the way that vibrations create sounds and then experience the varied vibrations of different instruments and styles of music, noting that individuals have different preferences, depending on their purposes, cultures, and current situations. The kindergarten friends will experiment with the science of sound and study the ways that our ears are adapted to processing sound.

We encourage you to take this opportunity to focus some of your family time on exploring sound and music in your everyday lives. If you play an instrument or have other sound/music experiences to share, please contact your child's teacher soon so that they can be incorporated meaningfully into the unit. The Music Notes section of the newsletter highlights several community musical events that might interest your family. Please encourage your children to share their musical discoveries with their friends at school. Lastly, be sure to mark your calendar to join us for the Family Festival on Thursday, February 26th so that you can sing, play instruments, and dance with us.
Music Notes

"All children have musical potential. Every child has the potential for successful, meaningful interactions with music. The development of this potential, through numerous encounters with a wide variety of music and abundant opportunities to participate regularly in developmentally appropriate music activities, is the right of every young child." From MENC, National Association for Music Education

Have you ever said, "I can't sing" or "I don't have any musical talent"? Well you're wrong! Everyone can enjoy singing and music. You don't need to sound like Neil Diamond or even the Jonas Brothers! Let's provide our children, both at school and at home, with meaningful interactions with music. Encourage your children to sing, dance to music, and make simple instruments to play. Let's help raise this next generation to love singing and appreciate music!

MENC has launched a national advocacy campaign to spotlight the importance of music education and they need your help. Go to their website (www.menc.org/) and click on "3 Ways to Change Music Education: Petition, Change Drive, Rally" for more information and to sign the petition for equal access to music education. The goal is to deliver one million signatures in June to the Secretary of Education. Copies will also be available for signing at school.

Up Coming Music Events on Valentine's Day
February 14, 2009

10:00AM & 11:30 AM  Chatham Baroque Peanut Butter Jam Session "Lotsa Bach". McClintic Hall, Calvary Episcopal Church  Tickets: $5 for children / $7 for adults

11:15 AM  Fiddlestick: "Our Musical Neighborhood" including The Music of Fred Rogers  Tickets: $16 to $19

1:00 – 3:00 PM  Family Dance Party at the Children's Museum
"Dance your heart out when they transform the Theater into a Family Dance Party with DJ RawZ's kid-friendly tunes!" Included with general admissions.
February Dates and News

Valentine's Day
As with most holidays, we will have only a minimal emphasis on Valentine's Day at the Children's School. This year we will plan age-appropriate activities in the classroom instead of the Valentine card exchange we have done in the past. There is no need to send Valentine cards to school.

Monday, February 16  No School
(Presidents' Day/ School and Office Closed)

Thursday, February 26
Family Music Festival
4:30 – 6:30 PM
Bring your entire family to the Children's School Family Festival! Explore some of the children's favorite activities from the Music unit.

There will not be an extended afternoon program on the Family Festival day so that the staff can prepare the school for the festival. If your child is enrolled in the extended afternoon program, please pick up your child at 3:15. Thank you!

More Information about our Family Music Festival will be sent later this month.
Music Notes

"A painter paints pictures on canvas. But musicians paint their pictures on silence." Leopold Stokowski

At the Children's School, we provide a rich sensory environment for the children. We expose them to a wide variety of sights, smells, tastes, textures and sounds, both indoors and outdoors. Research shows that rich sensory environments can develop more pathways between the neurons in children's brains. This networking, in turn, facilitates learning.

At home, parents can provide a wide variety of sound through listening to different types of music. Children enjoy and benefit not just from singing, but also from listening to music. Play classical, jazz, folk, and music from other cultures in your homes and cars. Think about the music you enjoy and share it with your children. Think also about times you can simply listen to music. Perhaps have classical music on at bedtime. Or play some jazz as you work around the house.

We should all be more intentional to provide our children with a variety of music in their lives!

Jean Veltri Simpson

Thanks to our Winter Break Assistant Teachers!!

We appreciate the help that we have and will receive from the college students who are serving as classroom assistants during the break between CMU semesters. Rachel Perovich, a junior at Carnegie Mellon University, has been helping in the kindergarten. Anna Rosenblum, a freshman at Carnegie Mellon University, and Ruth Portnoff a junior at Eastern College, have been working with the 3's, while Ariel Carver, a junior at Wilson College, has been working with the 4's.

We also want to thank Rosina Walton and Erlina Mae Bowers, who worked in December helping with the 40th Anniversary Party preparations.

Please join us in offering best wishes to all of these women as they return to college, student teaching and other employment opportunities.
Music Corner
"Music is the one art we all have inside. We may not be able to play an instrument, but we can sing along or clap or tap our feet." — Fred Rogers

Fingerplays are another great way to share music with your child, especially if you feel you are musically challenged. What are fingerplays? “Fingerplays are rhymes for very young children that use hand movements coordinated with words to engage and sustain children’s interest. Fingerplays can be in the form of little songs or chants.” (Wikipedia)

Through fingerplays, children can learn hand-eye coordination, manual dexterity, rhythm, following directions, sequence, and memory, all while having fun! Here is one of my favorite fingerplays. Can you think of anymore?

There Was a Little Turtle
There was a little turtle, (make a small circle w/hand)
He lived in a box, (make box w/hand)
He swam in a puddle (wiggle hands)
He climbed on the rocks, (stack hands on the other)
He snapped at a mosquito, (clap hands)
He snapped at a flea, (clap hands)
He snapped at a minnow, (clap hands)
He snapped at me. (clap hands)
He caught the mosquito, (clap hands)
He caught the flea, (clap hands)
He caught the minnow, (clap hands)
But he didn’t catch me! (shake index finger)

March 20th is Mr. Roger’s birthday. Mr. McFeely (David Newell) is asking everyone to wear their favorite sweater on March 20. It doesn’t have to be a zipper down the front sweater like Mister Rogers wore; it just needs to be your special sweater. Let’s wear our favorite sweater to the Children’s School on Friday, March 20, 2009!
Music Corner

"Children are provided varied opportunities to learn new concepts and vocabulary related to music."
(NAEYC Standard 2.J.04)

Many songs our children enjoy have been illustrated and made into books with wonderful illustrations. At the Children's School, we have many of these books that can be sung to children instead of being read to them. Some of the books are: "Row, Row, Row Your Boat", "The Bear Went Over the Mountain", "Little White Duck" and "Over in the Meadow". This is a great way to provide the children with exposure to different sounds and rhythms. These 'singing books' help children build listening skills, vocabulary, memory, and new concepts. Try singing a book with your child. Stop by the Children's School to borrow one of our books.

This year's Family Musical Festival was so much fun! As families arrived, they got their sheet of music listing all the activities. Children made their own drums, xylophones, and maracas. They danced in the Kindergarten Room with the Dave Pellow Band and moved to music behind the shadow screen in the Red Room. Families were also able to meet Keepon in the office! Thank you for your participation in this year's festival!
### Unit Plan for Music Theme
(Classroom Portfolio Section 2.A.10)

**Carnegie Mellon Children’s School**
**The Three Tenors**
**Estimated Timing: Feb. 2 – Feb. 27 (4 Weeks)**

- **Key Conceptual Focus & Vocabulary**

  **Topic Area** (choose one or more)
  1. 2.G.02c Physical Science
  2. J.01 Appreciation of the Arts
  3. L.11 Social Studies, Geography, History

  **Vocabulary** (choose one or more)
  - Scientific Terminology 2.G.08
  - Arts Terminology 2.J.04
  - General Vocabulary Development Opportunities 2.D.04

- **Music**
  - Tambourine

- **Sound**
  - Kazoo

- **Vibration**
  - Tap

- **Sound Wave**
  - Guitar

- **Allegro (Quickly)**
  - Notes

- **Grave (Slowly)**
  - Sheet Music

- **Piano (Quietly)**
  - Bravo

- **Forte (Loudly)**
  - High

- **Conductor**
  - Low

- **Baton**
  - Dance

- **Beat**
  - Rhythm

- **Melody**

- **Central Resources** (linking books to themes 2.E.04, artifacts, etc.)

  Charlie Parker played be bop by Chris Raschka
  Parade by Donald Crews
  Little White Duck by Walt Whippo
  The Story of My Feelings by Laurie Berkner
  Polar Bear, Polar Bear by Eric Carle
Instrument posters
Instruments for playing (tambourines, drums, clackers, rhythm sticks, etc.)
“I’m A Little Sound”
“Twinkle Twinkle”
“Monkey, Monkey in the Tree”
Vocabulary Signs
Mary Poppins video and CD
Various CD’s
Parents, students and outside sources who play instruments

• Focus Activities (discussion / problem solving opportunities 2.D.06 & 07)

Vibrating yardstick experiment
Drop stone in water to demonstrate how sound makes waves
Introducing music terms
Singing songs
Rhythm sticks
Saying names and clapping the syllables
Conducting with batons
Marching to music with instruments
Playing Instruments
Watching dance scene from “Mary Poppins”
How does music make you feel?
Concerts and performances

• Theme Emphasis in Existing Centers (2.A.08e, 9.A.07b rotation of materials, 2.A.12 play integrated into themes)

Sheet music at the art table
Instruments in the block area
Sheet music with crayons on mirror at easel
Bottles filled with water in water table
Metal tins and spoons for tapping in the sand table
Writing music at the light table

• Key Projects (2.C.03 for fine motor, 2.A.11a-e for extended projects of different types)

Creating kazooos
Making tambourines
Making tap shoes
Collaging guitars
“Writing” our own music
Painting batons
Musical Marble Painting
Blue art while listening to the blues
Instrument scavenger hunt

• Technology Activities (2.H.03 tech to extend, integrate, enrich)

Videos of Mary Poppins
CD’s and tapes
Overhead projector for shadow screen
Yardstick vibrations
Instruments
Singing with microphones and karaoke machine

• Theme Emphasis on Playground / in Gym (2.C.04)

Chime wall
Whale drum
Amadinda
Playing music on the playground
Dancing in gym class

• Diversity Emphasis (2.L.03)

Comparing instruments
Comparing number of syllables in names
Different sounds
Different speeds of singing

• Adaptations for Special Needs (2.L.06)

Music played helps focus children (WM specifically)

• Parent Involvement (8.B.01)

Cooper’s mother played violin for us
Anya’s parents organized a piano concert
Family Festival during the Music theme

- University / Community Connections (2.L.05, 8.B.01)

Students from university coming down to play music

→ Weronika, played flute
→ Jake, saxophones, clarinet, etc.
→ Pianist from campus, Hasheesh

Taras Filenko and Alex Galatic performed on the piano
Instrument lent to us from student worker

Once you’ve listed ideas in outline format, check that you’ve got good balance re: the developmental objectives by listing in the first column the two or three activities that will MOST support the goal listed in each row. Then plan one or two specific observations or other data collection that you could do to enhance your conference reports with detailed anecdotes or examples.
### Breadth Check for a Thematic Unit on Music

#### Key Developmental Goals and Assessments (3.F.01, 3.G.14)

<table>
<thead>
<tr>
<th>Goals Being Fostered</th>
<th>Activities that Highlight each Goal (2.A.10 curric guides broad focus)</th>
<th>Authentic Assessment Opportunities (4.B.05)</th>
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</thead>
<tbody>
<tr>
<td>(Self-Esteem &amp; Independence)</td>
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<tr>
<td>(Communication)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive</td>
<td>➤ Introducing new musical concepts. ➤ Conducting experiments with vibrations and waves. ➤ Learning how different instruments work.</td>
<td>➤ Observe understanding of concepts. ➤ Observe retention of concepts from experiments.</td>
</tr>
<tr>
<td>(Discovery &amp; Exploration)</td>
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<tr>
<td>Physical</td>
<td>➤ Tap dancing. ➤ Playing instruments. ➤ Adjusting voices high, low, quick, slow.</td>
<td>➤ Assess large/fine motor ability with dancing and manipulating instruments.</td>
</tr>
<tr>
<td>(Physical Capabilities)</td>
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<td></td>
</tr>
<tr>
<td>Creative</td>
<td>➤ Being an audience. ➤ Collaging guitars. ➤ Singing karaoke.</td>
<td>➤ Observe ability to sit and listen. ➤ Observe willingness to participate in singing karaoke.</td>
</tr>
<tr>
<td>(Artistic Expression &amp; Appreciation)</td>
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</tbody>
</table>
Three’s Music Newsletter
March 2009

We have really enjoyed talking about MUSIC this month. We conducted experiments with yardsticks and tuning forks to see how vibrations make sounds. Our friends also learned new music terms for words they already knew. We now know that “grave” means “slowly”, “allegro” means “quickly”, “forte” means “loudly” and “piano” means “quietly”. We decorated and played kazoos, collaged guitars, created our own tambourines and made tap shoes for dancing.

Questions:
1. What makes sound?
2. What’s the name of the stick a conductor uses?
3. Can you sing the ABC’s “allegro”?

The Red and Blue Room friends got to “write” their own music on staff paper using markers, stamps and window crayons. We made art using only blue materials while listening to The Blues and we worked on marble paintings with a variety of music playing. We had the most fun when we were playing the instruments with each other and singing into the karaoke machine. We banged on drums, shook tambourines, hummed into kazoos, tapped rhythm sticks and sang some favorite and well-know classics like “Twinkle, Twinkle Little Star”, “ABC’s” and “Happy Birthday”.
In the morning Blue Room, we celebrated Max’s birthday and Ryan B.’s birthday. We want to say thank you to Jane’s mom for coming to read a story and to Cooper and his mom for playing their violins for the afternoon class. We were very fortunate to have special guests come to perform for us. Our intern Amy has a friend Jake who played his clarinet and saxophones for the morning classes, and we also had Alex Galatic and Taras Filenko, friends of the Lamont family, entertain us with a piano concert. A CMU music major, Weronika Balewski graced our presence by playing her flute for the class.

Thank you to everyone who came to the Family Festival to celebrate music that your children have experienced and learned. We hope everybody had a wonderful time!!

The answers to our three questions are: 1-VIBRATIONS, 2-BATON, 3-YES WE CAN!
The following pictures are of the children enjoying singing and composing music, playing musical instruments and listening to those who performed for us!
Unit Plan for Music Theme  
(Classroom Portfolio Section 2.A.10)

Carnegie Mellon Children’s School  
Extended Team  
Estimated Timing: February

• Key Conceptual Focus & Vocabulary

Topic Area (choose one or more)  
2.G.02c Physical Science  
2.J.01 Appreciation of the Arts  
2.L.11 Social Studies, Geography, History

Vocabulary (choose one or more)  
Scientific Terminology 2.G.08  
Arts Terminology 2.J.04  
General Vocabulary Development Opportunities 2.D.04

Abiyoyo by Pete Seeger

Key Points - Based on a South African Lullaby and Folk Story about a fierce giant named Abiyoyo, who enjoys dancing to the sound of the ukulele.
Activities:  
Draw or Paint to Music  
Tap Dancer use felt and double sided tape holding on pennies  
Tape Recorder Games  
Whispering Games/whispering animal sounds  
Looking for Sounds in and around the school/scavenger hunt  
Wands/conductor batons  
Woodworking ukulele/guitar  
Invisible ink using lemon juice, paper and an iron  
Writing music – children play notes on piano and Miss Furman wrote it down  
Using a large-scale staff, the children “composed” music by cutting out notes and pasting them on the staff paper  
Play with xylophones  
Cooking musical fruit melodies – cut up fruit  
Folk and Square dancing
Miss Furman bring in ukulele for the children to look at Shadowpuppets of Abiyoyo and other characters from the book using Shadow screen

**Key Vocabulary**
Abiyoyo is an ancient lullaby of the Xhosa people of South Africa
Lullaby
Ukulele
Magician
Banished
Suspense
Story song
Storyteller
Ostracized
Possessions

*The Bremen – town Musicians* by Ruth Belov Gross

**Key Points** - A retelling of the Grimm tale in which an old donkey, dog, cat, and rooster, no longer wanted by their masters, set out for Bremen to become musicians.

**Activities**
Special guests – John Behrens (did-jer-ee-doo, hollowed out tree; bongos; synthesizer), All six Alagar children (violin)
Sound scavenger hunt – guessing teacher’s voices
Cat’s eyes – straws crossed over and covered in yarn
Story sequence – stacking animal shapes
Recording voices
Miss Furman brought in accordian, violin, and ukelele
Keepon – dancing robot
Xylophone sandwiches
Teach sharps and flats using story of SHARP thumbtack and FLAT tire – watercolor

**Key Vocabulary**
Useful
Unappreciated
Donkey
Musician
Street Musicians
Bray
Coals burning

Orchestranimals by Vlasta van Kampen and Irene C. Eugen
Key Points—The penguin conductor is anxiously trying to get everyone ready for the upcoming concert. Introduces all the instruments in an amusing way.

Activities
Drum set out of containers of different sizes
Walk-on piano
Harps out of cardboard and rubberbands
Instrument Charades
Cooking Harps out of bread dough
Take a walk on campus and see musicians (flute, choir, baby grand piano)

Key Vocabulary
Performance
Conductor
Reeds
Percussionist
Concert
Late
Symphony Orchestra
Bass—double bass is the largest stringed instrument
Bow—horsehair is used to make a bow
Pizz—(pizzicato—plucked)
Maestro
Timpani
Concertmaster
Baton

Charlie Plays Bebop by Chris Raschka
Key Points—A colorful picture book captures the raw energy of Charlie Parker’s music, using snappy word play and rhythmic scat.

Activities
Outside Circle Time using amadinda, wall chime, whale drum
Painting blue pictures while listening to jazz
"Reeti-footi" game like "A-tutti-Ta"
Cat drawings using markers and Cray-pas
Spin Art lollipops
Ukelele out of woodworking area supplies
Ella Fitzgerald's "A-tisket-a-tasket" game with green and yellow basket
Making saxophones out of paper
Listen to recording of Charlie Parker together
Pretzel dough into saxophones, brushed with egg yoke, and topped with banana slices and raisins for buttons

Key Vocabulary
Bebop
Saxophone
Trombone
Barbeque
Hip-Hop
Pulsating beat

• Central Resources (linking books to themes 2.E.04, artifacts, etc.)

Abiyoyo Returns by Pete Seeger
Songs by Pete Seeger are "Where Have All the Flowers Gone," "Turn, Turn, Turn," and "If I Had A Hammer"
John Coltrane's Giant Steps by Chris Raschka
All That Jazz by Chris Raschka
A Caterpillar's Voice (African folktale)
The Remarkable Farkle McBride by John Lithgrow
Zin!, Zin! Zin! Violin Lloyd Moss
Peter and the Wolf by Prokofiev
Young Person's Guide to the Orchestra
The Sorcerer's Apprentice by Paul Dukas
The Toy Symphony by Leopold Mozart
Mysterious Thelonius by Chris Raschka

• Focus Activities (discussion / problem solving opportunities 2.D.06 & 07)

Circle Time
Celebrate Yourself In Sound/ your body as an instrument
Audio recording of each child's voice
Repeating claps /Patterns
List farm animals

Uses of farm animals

What animals do and their jobs or purpose on and off of a farm

Introduce the Ukulele instrument to children

Have children listen to the sound and take turns playing and plucking.

Introduce “op” words, the short “o” and the rhyme “op”. Review the “op” words in "Charlie Parker Played Be-Bop" (e.g. Be-bop, stop, lollipop, hop) Students will replace letters with new ones to make new words (e.g. mop, flop, drop, and pop)

Small Group
Making Abiyoyo puppets to use with the shadow screen
Choose favorite music of students to listen to
Draw the animal that the music is about and pretend to be the animal

· Theme Emphasis in Existing Centers (2.A.08e, 9.A.07b rotation of materials, 2.A.12 play integrated into themes)

Shadow screen – using puppets to reenact story and taking turns being an audience

Art- making sound headbands and using these as props in retelling of the story
Magic Wands made with sticks, felt, sequins, etc.,
Drawings of Abiyoyo made into a collection for a book
Clay Monsters using several types of clay and colors
Science- discovering magic using invisible ink
Card Magic

Cooking- Monster pizza, monster cake, and foods served and prepared in South Africa
Make foods that the animals would enjoy having: milk, bread, greens, etc.,

Sand table – replace with straw and plastic farm animals
Play Animal Families Memory Game

- **Key Projects** (2.C.03 for fine motor, 2.A.11a-e for extended projects of different types)

Paper Mache of Abiyoyo with whole group in Extended Monster Masks

Draw Abiyoyo body on large butcher paper add features and details, place on wall to display the abundance size.

Produce a large talking mural showing a scene from a farm. Give each animal speech balloon to show what sound it makes.

Make instruments collecting different containers and fill with rice, sand, pebbles, or water. Decorate instruments

- **Technology Activities** (2.H.03 tech to extend, integrate, enrich)

Listening center tape is available for individuals to hear with all stories.
CD Charlie Parker
www,youtube.com/
A new jazz CD for children by Louise Rogers and children-
Ultimate Charlie Parker CD
Tuney Lunes Lagoon
Thinking Things
Dance Revolution Game
Wii Music
Make Slide Show

- **Theme Emphasis on Playground / in Gym** (2.C.04)

Abiyoyo stage performance on playground
Sound Play – "Old Mac Donald Had a Farm"
Musical Game
Move the way the "Music makes you feel"

- **Diversity Emphasis** (2.L.03)
Reinvent story to tell
Tell story in the dark
Retell story in a different culture
Read sequel Abiyoyo Returns

_Bremen-town Musicians_ comparison to “Wizard of Oz”

Change the Animals and their instruments being played

- **Adaptations for Special Needs** (2.L.06)

  CD version by Pete Seeger is available for special needs children
  Having their own book to read and use at home before the unit is introduced
  Have the child listen to Classic for Children before to become familiar with the music

- **Parent Involvement** (8.B.01)

  Special talent playing an instrument or a magic trick.

  Storytelling and retelling of a folktale or fable.

- **University / Community Connections** (2.L.05, 8.B.01)

  Story Teller available in the community to share folktales
  Drama Dept. to reenact Abiyoyo
  Music Dept. to demonstrate instruments and possibly a ukulele
  Magician to perform
  Dr. Carver can share her stories from South Africa
  Conductor on campus Mr. Efrain Amaya from Music Department

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## Breadth Check for a Thematic Unit on

### Key Developmental Goals and Assessments (3.F.01, 3.G.14)

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<td>Emotional</td>
<td>Describe how different music makes you feel</td>
<td>Listening to Sound Play the children will move to a new beat and melody each time</td>
</tr>
<tr>
<td>(Self-Esteem &amp; Independence)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td>Follow directions for theme related activities</td>
<td>Keep body safe while moving and dancing to music</td>
</tr>
<tr>
<td>(Interaction &amp; Cooperation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Listen attentively to Music related stories and recall story content</td>
<td>Have children retell story</td>
</tr>
<tr>
<td>(Communication)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive</td>
<td>Participate in singing, finger plays, and movement activities</td>
<td>Using the Harps in Orchestranimals, reciting song and words</td>
</tr>
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<td>(Discovery &amp; Exploration)</td>
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</tr>
<tr>
<td>Physical</td>
<td>Build instruments using fine motor skills</td>
<td>Using Guitars, headbands, masks, and magic wands</td>
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<tr>
<td>(Physical Capabilities)</td>
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<tr>
<td>Creative</td>
<td>Painting and Drawing to music</td>
<td>Describe how they feel while doing the activity</td>
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<tr>
<td>Other</td>
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Music is your own experience, your thoughts, your wisdom. If you don't live it, it won't come out of your horn.
~Charlie Parker

The Extended Morning Program participated in the whole school Music theme by featuring four stories that highlighted ways that people can “live their music.” The characters in each of the stories chose alternative, and often unpopular, life paths. Through their music they helped their communities; supported each other through rough times; completed an orchestra; and in the case of Charlie Parker, changed the sound of Jazz music and influenced countless musicians!

Pete Seeger’s story song, Abiyo, is a retold African tale about a boy and his father who are cast out of their village because of the boy’s “annoying” ukulele playing and the father’s mischievous magic tricks. When a fabled giant comes to call on the village, the boy uses his music to make the giant dance until he falls over. The father then makes the giant disappear with a “zoop, zoop” of his magic wand. The father and son are finally recognized as valued members of the community.

The children were fascinated with this story and the song, so they wanted to hear it multiple times. Pete Seeger’s recorded version was also popular. To help enact the story, we made Magic Wands, and a working ukulele out of scrap wood. We made music with a real violin, ukulele and xylophone, wrote our own piano music, experimented with magic ink, and tasted yummy xylophone sandwiches.
Stories and Music (continued from page 1)

The *Bremen-town Musicians* is a Brothers Grimm fairytale about a donkey, a dog, a cat and a rooster who grow too old to do work for their owners. Instead of giving in to their fate, they run away together to become musicians. Along the way they combine their musical skills (their voices) to frighten some robbers out of a house. They decide to stay in the house and live as a family, happily ever after. The lessons of teamwork and exploring the alternatives when trying to solve a problem were well supported through many activities such as the block stacking game *Zimmbo* and playing the Teacher Voice Recognition Game (a favorite at the Family Festival!) We also did sequencing with the story animals, and recorded and listened to our own singing voices.

Simon works hard on his sequence of story animals.

The Alagar Family performs a violin concert. The siblings are Children's School alumna and Balaji (far right) is in the afternoon preschool.

**Orchestranimals** cleverly introduces the children to several instruments of the woodwind, brass and percussion families. As the animals arrive to play their instruments, the conductor worries about a missing member named Crash. Of course at the end of the story, Crash, a cymbal-playing monkey, arrives just in time to complete the orchestra and play his big part in the concert. We had a wonderful time learning about classical music, and especially enjoyed the crashing cymbals in Tchaikovsky's Symphony No. 4!

We built our own drum set out of coffee cans (and added a cymbal), made paper and rubber band harps, and practiced scales on the walking piano.

Grayson dances out a tune on the walking piano.

Parisha plays the coffee can drum set.
Charlie Parker played be bop captures the rhythm and essence of Charlie Parker’s innovative jazz music in a book. The colorful illustrations and the words to the story read rhythmically helps children feel the steady beat and the syncopated rhythm of jazz. We listened to Charlie Parker play his saxophone while making Blue Collages and Metallic Painted Saxophones. We listened to Ella Fitzgerald sing Take the A Train and A Tisket A Tasket, then read a book and played a circle game of A Tisket A Tasket. Other activities included Bread Dough Saxophones, Jazzy “Cool Cat” Drawings and Spin Art Lollipops. We enjoyed a visit from Ms. Furman’s friend, John Behrens who demonstrated music made with a didgeridoo (a large, long wooden tube from Australia), bongo drums and a synthesizer.

Friends enjoy a game of A Tisket A Tasket.

Alok paints a jazzy saxophone, and Olivia makes a Blue Collage while listening to Charlie Parker’s be bop music.

Ryan H., Anya, Henry and Cole work on their Spin Art Lollipops.
The February Music Unit was a great success. Quality children's literature, creative activity ideas, and young children's unique enthusiasm and openness to learning, helped us all to add to the beauty of life with music!

Have a safe and restful Spring Break.

The Extended Morning Team
Charline Tomer, Beth McMichael, Lisa Furman, Jean Bird

Ms. Furman's friend John demonstrates the didgeridoo.

Luke Abigail and Julia make Bread Dough Saxophones.

Nicholas kneads the dough before making his saxophone.

Adam and Ryan B. wait their turn to cook.

Everyone enjoys dancing to the sounds of the synthesizer.

Ainsley tries out a real violin.
Any and Max enjoy playing tunes on the xylophone.

Emma bangs out an awesome drumbeat!

Abigail, Neely and Anya make "Cool Cats' Eyes with Ms. Furman and Thamzeela, our dedicated volunteer.

Zoe and Neely and Parisha and Charly enjoy time together.
Dear Parents,

It has been so much fun this month as we explored different styles of music, examined multiple kinds of instruments and listened to several different musicians play special music! The books of the month were especially enjoyable! We read *Abiyoyo; The Bremen-Town Musicians; Orchestranimals;* and, *Charlie Parker played be bop.* We have really learned a lot about music!

We started our music month with the story entitled *Abiyoyo.* This story song is an African tale about a boy and his father who are cast out of their village. When a fabled giant comes to the village, the boy plays his ukulele, causing the giant to sleep after dancing. The father then makes the giant disappear with his magic wand. The father and son are finally allowed in the community.

We made a segway into the string family through the ukulele. The children were encouraged to touch and “play” a violin and ukulele. It was fun to find out that our very own Balaji Alagar is a beginner violinist! Balaji’s family also came to show us their violins. It was amazing to watch them play!

We also had the opportunity plunk out our own tunes at the piano as Miss Furman preserved our melodies on staff paper. Later in the week, we composed a masterpiece together by cutting out musical notes and pasting them to giant staff paper.

Ms. McMichael and the children were hard at work in the kitchen. The menu included “musical fruit melodies” and xylophone sandwiches.

We finished the week with a little tap dancing and OH how our feet could make some noise!

We then moved into the story *The Bremen-Town Musicians.* This story captured the heart of four animals who desired to become musicians to save their lives. Along the way they frighten robbers out of a house where the animals decided to stay and live as a family.

We created “cat eyes” with yarn, listened to our voices on a tape recorder, performed a sound scavenger hunt, and learned about sharps and flats. Ms. McMichael had a great heart-shaped muffin activity for us!
Orchestranimals cleverly introduced the children to several instruments of the woodwind, brass and percussion families. As the animals arrive to play their instruments, the conductor worries about a missing member named Crash. Of course at the end of the story, Crash, a cymbal-playing monkey, arrives just in time to complete the orchestra and play his big part in the concert.

That week was a shorter week than usual due to our Monday off for President’s Day. But when we returned, we all had the opportunity to take a turn dancing on the walking keyboard! It was really cool to hear the different tunes we could make by using our bodies!

Another fun activity that was incorporated into the week was making harps. Our pieces of cardboard were transformed into musical instruments of the string family! Who knew that rubber bands and cardboard could be turned into something musical? We love to let our creative juices flow while doing art projects, playing outdoors and working in our kitchen!

Ms. McMichael had a fun cooking project for us. We made harps out of bread dough! Not only did we get to compose our own music, but we got to eat our musical creations! It was a musically delicious week in Extended Afternoon.

After reading this story, we were inspired to play a round of instrument charades! All the children guessed the instruments they knew such as the piano, the violin, the guitar, the drums, and the saxophone. However, it got a little tricky when trying to guess the bassoon, the french horn, the oboe and the string bass. It was a teachable moment and the children had fun while they learned!

Charlie Parker played be bop captures the rhythm and essence of Charlie Parker’s innovative jazz music in a book. The colorful illustrations and the words to the story read rhythmically helps children feel the steady beat and the syncopated rhythm of jazz. We listened to Charlie Parker play his saxophone while making Blue Collages.

An item that we highlighted from the story was the lollipop. We created lollipops using spin art. An old record player was a great tool to use for this project! It was really interesting to see the finished products!

Ms. McMichael helped us create our very own edible saxophones. After a fun time in the kitchen and being creative, we even traveled upstairs to visit the choir that sings during our extended afternoon time. It was a special treat to also catch one of the college students hard at work during his flute lesson. We were invited to sit and listen!

What a spectacular month we had! It was filled with fun activities, creative art projects, delicious kitchen creations, personal concerts, taking a closer look at musical instruments and some fun outside! We really experienced music through listening, creating, playing, dancing and even eating!
The Alagar Family makes beautiful music together!

Hands on the top when you chop!

Musical Fruit Melodies... YUMMY!

Composers at Work!

This could be a musician in the making!

Taking a closer look at our very own composition...

Composing a masterpiece...

Do you think Gene Kelly got his start by using home-made tap shoes?

Uh-oh... We’re leaving a tap trail!
"I like your harp! Do you like mine?"

We've got the beat!

How about a little harp quartet?

Charlie Parker plays saxophone. "never leave your cat alone!"

Listening to the choir is really captivating!

A special treat... listening to the flute lesson!

"Hi" and "Goodbye"!

Just catchin' up...

Stopping the bike for a quick photo.
THE UNIVERSAL LANGUAGE OF MUSIC

You don’t have to be a musician to enjoy music with children!

MOVE, SING, LISTEN, and PLAY were the components of our music theme.

Children are natural born music lovers. During the month of February, we presented a variety of musical experiences at the children’s level of feeling and understanding. There were two broad categories of musical activities - music perception and music production. Music perception activities help young children to perceive the differences between concepts such as loud and soft; changes between rhythm and tempo; and the identification of different instruments and musical styles. Music production activities help young children to be able to maintain a tempo and rhythm; express emotions using instruments; and increase their repertoire of songs.

While discovering the elements of music, the children engaged in numerous activities to strengthen their emerging fine and gross motor skills. At the woodworking center, the children designed and built shakers made of a variety of hardware, sandpaper blocks and a string instrument. We made maracas from paper bags and beans, paper guitars, drums from a variety of cans and water cooler bottles. The children played kazooos while learning about brass instruments and experimented with a variety of instruments. Dancing, moving with scarves, bean bags, marching, and karaoke singing were valuable activities. We also read a variety of fiction and nonfiction books related to music, and as always learned new songs.

We had many opportunities to develop our musical appreciation skills by experiencing live music. Jim Bird (Mrs. Bird’s husband) and Mrs. Bird demonstrated a variety of instruments from their collection while the children accompanied them with instruments and singing favorite songs. Scott Stern (Joe and Julia’s dad) showed his trombone, and played while the children sang.
Stephanie McGillen (Mrs. McGillen's daughter) and Cooper Olsen (PM 3's) with his mother Toshie Onai played their violins and provided music to sing along.

Charly was given an accordion lesson from Ms. Furman.

Members of the CMU Kiltie Band performed a concert of popular band music.

Alex Galatic (left) and Taras Filenko (below) friends of the Lamont family (Janvier Kdg) and Anya (AM 3's) demonstrated the piano and played fun songs for us to sing.

Cze Ja and Amy (Children's School interns) demonstrate a xylophone
Aidan, Julia, Miyu and Eray use ribbon wands and move to music.

Hannah plays our class made can drum and cymbal.

Alok, Ria, and Maya are a trio on the keyboard.

Oscar plays and hears the musical scale on the bells.

Grayson and Henry experiment playing the autoharp.

Rose plays the guitar; with Kate and Joseph on drums and Miyu and Julia on maracas.

Luke, Jordana, Julia, and Henry take turns playing Mr. and Mrs. Bird's drum.
Neely and Ria wrote their names and numbers at our musical Guessing Jar.

Parisha painted musical notes at the easel.

The Green Room friends had a lot of fun dancing, listening and playing instruments with Mr. and Mrs. Bird.
Minjune strikes up the band by conducting Julia, Joseph, Miyu, Eray and Mrs. McGillen!

Jordana serenades Julia and Minjune.

Sage celebrates the 100th day at school wearing her 100 day headband, counting chart, and 100 pieces of snack.

Ria and Hann take a look at the 10 day banner that helped create with 100 objects.

Tai, Kate and Minjune counted 10 pieces from 10 bowls to make their 100 item snack.
Family Festival and More Music
The music unit filled the month of February with good vibrations! The sounds of many different types of instruments, special visitors and student performances kept us all busy while we learned about what makes sound, how sound waves travel to our ears, the different families of instruments and the many skills required to be a performer and an audience. The children enjoyed sharing the musical talents of their family members, learning about instruments from many cultures and searching the world for sounds. The children created their own instruments. Rain sticks and maracas were the favorites. They also drew and painted beautiful instruments that turned our classroom into an orchestra.

Jean playing the triangle accompanied by Maya on the bell.
THE SOUNDS IN WORDS

The music unit kicked off with an exploration of vibrations that travel in sound waves and hearing. The children were happy to discuss the small bones in the ear, the incus, malleus and stapes, and experiment with sound. Experiments included listening to slinkies and hangers through that carried the vibrations to the children's ears. They learned vocabulary words like vibration, echo and wave. They practiced modulating the volume, pitch and tone of their voices.

This exploration supported the pre-reading and reading skills that the friends have been working on all year. We focused on rhyming, beginning sounds and end sounds. To practice hearing the sounds in words, the children played singing games and board games.

They also began exploring the word families. Many words have common chunks, for example, the -at word family includes: bat, cat, fat, hat, mat, pat, rat, sat, vat, splat, spat, and, as one friend knew, gnat. Knowing about these word parts helps children decode new words more easily and teaches simple sight words. It is also enjoyable to make finding new words in a word family into a game to play in the car or while waiting. The children were very engaged with their exploration of sounds and it expanded into fabulous story writing.

Refa is putting her knowledge of word sounds to use by writing a story.

100th Day Celebration!

Since the very first day of kindergarten, the friends have been counting each day, learning skip counting, by 2s, 5s, and 10s, and looking forward to the 100th day of school. It fell on February 23. It was a very exciting day. The children made a paper chain with 100 links, wrote their numbers to 100, made a snack made of 10 tens and decorated 100 day crowns. This is an opportunity for children to grasp the size of larger numbers, look back on all they have learned in kindergarten and practice tons of counting.

Working together to create a chain of 100 links
AUDIENCE AND PERFORMERS
During the month of February, the kindergarten friends had a multitude of opportunities to practice their skills as an audience and as performers. They enjoyed many parents coming to share their musical talents and sing favorite songs. Mica’s mom, Erika, brought her guitar and several other instruments. The children learned about the different families of instruments, strings, percussion, woodwinds, and brass.

Jim Bird, Mrs. Bird’s husband brought along several of his instruments and performed a concert of favorite children’s songs with the kindergarten friends. He had instruments from the string, percussion and woodwind families. The children learned about the Didgeridoo from Australia and an African drum that plays different notes. It was a great way to explore music from different cultures.

Christopher Oh performed a violin concert, as well. It was exciting to see someone the friends know, who is just like them, playing an instrument so well. Christopher was a wonderful performer and the rest of the friends were an extremely polite audience. All of the children had the opportunity to be performers. Anyone who practiced a song on the xylophone was given the chance to play it for the rest of the friends at lunch.

Kamal Nigam, Oscar’s dad, plays the Ukelele. He brought his instrument and the Ukeleles that Oscar and Simon play to share with the children and perform a concert. It gave the children the chance to compare and contrast similar instruments like the guitar and violin. The mechanisms are similar but the sounds are much different and the children really enjoyed discussing why the size of the instrument and the way you play it makes such a difference in the sound.

Max’s dad, Matt Ferrari, joined the class for part of an afternoon to explain how a tennis ball is made. It is a fascinating process and the children loved a glimpse inside an ordinary object. The rubber that makes it bouncy starts as a small lump and is expanded into the hollow ball shape by melting and compressing. The ball shape is then covered with the bright green felt we all recognize so well.

Refa’s mom and dad brought an amazing Indonesian instrument called the Angklung to share with the class. The Angklung is made of bamboo tubes that make a light and beautiful sound when they are rattled against their frame. There is a set of 8 notes, the typical scale, that can be played to create a song. THANK YOU to everyone who shared their talents and time with our class!
FAMILY FESTIVAL

We enjoyed seeing everyone at the Family Festival. Thank you for all your support and involvement in our class and especially to Dave Pellow who led the Jazz Band at the Festival.