

Missouri Music Educators Association Conference
Jazzy Rhythms in Early Childhood
Session 2 (Grades Pre-K Through 2)
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Rationale for Session: Music is an integral part of the curriculum in most pre-school and early childhood education programs. It helps care givers introduce and reinforce concepts e.g. colors, days of the week, parts of the body, counting, the alphabet et.al. Music, during these early years, also helps to bring children together in social settings as well as to hone their skills for learning and participating with others in the future. They learn to form lines, circles, develop gross and fine motor skills, and develop speech and language fluency through rhyme, rhythm and song.

Children in early childhood education programs need inspiration. It is important to allow opportunities for them to improvisation, move, make rhythms and sing. Singing games and other movement activities should provide the core of activities, as well as singing and playing rhythmic instruments. Jazzy rhythms and songs are most important at this level.

Description of Session: This session will provide teachers with exciting ways to introduce jazzy style rhythms, songs, and listening activities to children in Grades Pre-K through 2. The presentation will take the form of a playlet, which will ultimately allow children to develop recitation skills as well as better understand the songs, rhythms and listening activities being performed. They will ultimately be able to perform the songs on stage. The clinician will tie every activity to State mandated curricular goals for children in Pre-K through 2.

Preliminary Session Outline:

Narration: Listening is something we must do.

Whether ninety-nine or two.

So please listen to this song,

Everyone can play along.

Game Song: *Little Johnny Brown* (Listening and following directions)

Listening: *Old MacDonald Had A Farm* performed by Ella Fitzgerald

Sing, Clap, Wiggle and Shake by Ella Fitzgerald

Narration: My Body! My Body! My head, my hands, my knee.

I can name the parts in rhythm, would you like to see?

Action Song: *Head and Shoulders, Baby* (Recognition of Body Parts)

Narration: The *Hokey Pokey*'s fun.

A game I play each day.

I walk, I run, I turn, I shake,

In my own special way.

Game Song: *Hokey Pokey* (Directions/Body Recognition)

Narration: *The Three Bears* is a fairytale.

From once upon a time,

When animals dressed and talked like us

In verse and also rhyme.

Story/Orff: *The Three Bears* (Jazzy Version) Storybook classic drama/characters/Scenery/Family/Responsibility.

Narration: Choo, Choo, Choo, Choo!

Here comes the train!

Traveling through Missouri

In sunshine or rain.

Everyone is welcome to take a ride,

First you have to show your move,

No one here can hide.

Game Song: *Train, Train, Choo Choo Train* (Improvisation and repetition of movement, building self awareness, Rhythm)

Orff Instr. *Little Red Caboose*

Narration: Counting is easy, you will see.

Is everyone ready? "One, Two, Three!"

Song/Orff: *The Angel Band* (Counting from one to ten)

Narration: Our ABC's, help us learn,

To read our words at sight
So listen as we joke around
With rhyme, that we'll recite.

Rhyme: *CHICKA CHICKA BOOM BOOM* (Learning the alphabet)

Listening: *Rag Mop* by Lionel Hampton (Learning the alphabet)

Narration: It's fun to pretend to be something we're not,
Especially an animal, we like a lot.

Listening: *The Pink Panther* (Listening and Movement)

Narration: We are jazz babies,
We like to get down
With syncopated rhythms
Heard all over town.

Story: *Jazz Baby* (STORYBOOK DRAMA)
(Incorporating rhyme and rhythm in children's literature)

Narration: Oh my, oh my, Miss Mary Mack
Everyone should know
You saw the elephants jump so high
Where did the elephants go?

Song: *MISS MARY MACK* Fluency in speech through rhyme/working in groups. Critical thinking.

Narration: Syncopation's in our hands
It's also in our feet.
We like this syncopation.
We think it's really neat!

Play party: *Way Down Yonder In the Brickyard* (Question/Response, working in groups.)

Narration: It makes you snap, it makes you clap,
It makes you move and sway,

It could be blues. It could be jazz

It's syncopation. Hey!

Song: *He's Got the Whole World in His Hands* (clapping hands together on cue. syncopation)

Narration: Louis Armstrong played it,
With an old New Orleans band.
Now jazz sounds are welcome
In most every land.

Song: *When the Saints Go Marching In* (Moving together in a formation.)

Oh, When the Saints

♩ = 88

Boyer

Musical score for the first system of 'Oh, When the Saints'. The score is in 2/4 time and consists of five staves: Alto Recorder, Alto Xylophone 1, Alto Xylophone 2, Tambourine, and Bass Xylophone. The tempo is marked as ♩ = 88. The Alto Recorder part features a melodic line with eighth and sixteenth notes. The Alto Xylophone 1 and 2 parts provide rhythmic accompaniment with eighth and sixteenth notes. The Tambourine part consists of a steady eighth-note pattern. The Bass Xylophone part provides a bass line with quarter and eighth notes.

Musical score for the second system of 'Oh, When the Saints'. The score is in 2/4 time and consists of five staves: A. Rec., AX 1, AX 2, Tamb., and BX. The system begins with a measure rest marked with a '3' above it. The A. Rec. part continues the melodic line. The AX 1 and AX 2 parts continue their rhythmic accompaniment. The Tamb. part continues its eighth-note pattern. The BX part continues its bass line. The system concludes with a double bar line.