



WE JOYING

"GEMS with JO in a COVID19 WORLD"
LMEA 2020



m m _____ At A Time Like This

At a time like this, At a time like this, oh won't you help me?

- 2-2-1
- | | | |
|----------|---------|------------------|
| 1. snap | 4. nair | 7. foo |
| 2. clap | 5. wooo | 8. humma |
| 3. stomp | 6. boom | 9. funky chicken |

John Brown's Flivver

John Brown's fliv - ver had a punc - ture in the tire,
John Brown's fliv-ver had a punc-ture in the tire, John Brown's fliv-ver had a
punc-ture in the tire and he fixed it with a piece of gum.

This song is excellent for inner hearing. Once the song is known well, the class performs only the motions for the word below, singing all the other words. Add a new motion with each repeat.

- Motions:** Flivver - pretend to turn crank
Puncture - make hissing sound
Tire - draw circle with hands in front of body
Gum - swallow hard "gulp"

Increase tempo once the song is known well.

7 Jumps

Rhythmically Moving CD #2
Phyllis Weikart

Flash Card Crazy!!

This is what I can do
Listen then you do it too

Good news! Char-i-ot's com-ing! Don't leave me be-hind.

Good News! Char-i-ot's com-ing!

Good News! Char-i-ot's com-ing!

I Left My Wife In Tennessee

I left my wife in Ten - nes - see with
for - ty kids and a can of beans and I thought it was right, right,
Right for my coun - try whoop - ti - doo. Left left left right left.

(This piece is spoken.....not sung.)

Marching step: Left, right, left, right....

On "right, right, right for my country...." step hard on right foot, continue march step.

Step hard on right foot on "whoop," step light left foot as if hopping on "ti," step hard on right foot on "doo." Continue to march: left, right, left, right.

Clickety Clickety Clack

Click - e - ty click - e - ty clack. Click - e - ty click - e - ty

clack. Click - e - ty click - e - ty click - e - ty click - e - ty

click - e - ty click - e - ty clack.

Miss Mary Mac

Miss Ma - ry Mac Mac Mac All dressed in

black black black With sil - ver

but - tons but - tons but - tons all down her back back back.

2. She asked her Mother, Mother, Mother, For fifty cents, cents, cents,
To see the elephant, elephant, elephant, Jump over the fence, fence, fence.
3. It jumped so high, high, high, It touched the sky, sky, sky,
And never came back, back, back, 'Till the Fourth of July lie, lie.

Traditionally, this is a hand clapping game. Here is another idea. Ask the children to repeat the last word that you sing, twice. Leader sings, "Miss Mary Mac." Class sings, "Mac, Mac." Leader sings, "All dressed in black." Class sings, "black, black." Continue this process throughout song. Children can tap rhythm sticks on their part. Create your own hand clapping game.

Add new body part at *, one at a time (song is cumulative):

- | | |
|--------------|-----------------------|
| 1. one hand | 5. one leg |
| 2. two hands | 6. two legs |
| 3. one arm | 7. stand up, sit down |
| 4. two arms | |



Seated circle formation. The "engineer" travels on the outside of the circle, stepping "the way the words go."
 Phrase 1 = Forward; Phrase 2 = Backward (reverse); Phrase 3 = Forward. The "engineer" stops behind a seated person at the end of the song. The "engineer" addresses the person he/she stopped behind:
Engineer: "Would you like to join my train?"
Child: may say "Yes" or "No"
Engineer: (if child has said "yes") "Would you like to be the engine or the caboose?"
Child: may say "engine" or "caboose"
 The child joins the train at either the front (engine) or back (caboose). The game begins again with the same rhythmic movements. The new child asks the questions at the next train stop. The game continues until all have been chosen.

mov - ing, We'll chase the flies a - way.

fin - ger, one thumb keep mov - ing, One fin - ger, one thumb keep

One fin - ger, one thumb keep mov - ing, One *

One Finger, One Thumb Keep Moving



HELP !!!

AT A TIME LIKE THIS 2

AT A TIME LIKE THIS 2

AT A TIME LIKE THIS 1

OH WON'T YOU HELP ME?

SNAP

BOOM

CLAP

FOO

STOMP

HUMMA

NAIR

**FUNKY
CHICKEN**

WHOO



Creating the BEST Learning Environment



1. JOYFUL

If it isn't JOYFUL, it's not worth doing!

JOY of Singing & Moving

Pleasure of the Game

Sheer Excitement of Group Experience



2. PLAYFUL

Instruction is "Informal,"

It Looks Like Play

"Informal Structured Music Experiences"



3. SINGING

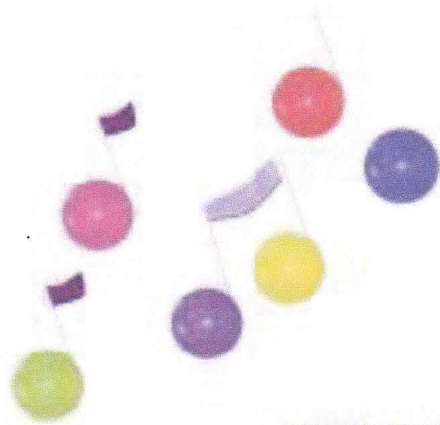
Main Mode of Musical Participation

Kinesthetic, Child in Control and Feels

4. MOVEMENT

Child's Most Favorite Response to Music!!





Not all songs in the children's repertory should be chosen for strictly pedagogical purposes. Some songs should be included because they have ♫ good games, ♫ tell interesting stories or are otherwise ♫ particularly appealing.

In the early grades about 50% of the children's songs should be of ♫ wider range, ♫ in meters not yet consciously known...and in ♫ modes other than *do* pentatone.

Lois Choksy
The Kodály Method I

