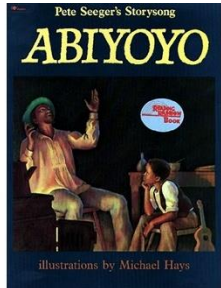


# Sing, Create and Move with Stories for K-2

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## Abiyoyo by Pete Seeger and Michael Hays

### Basic setup:

- Teach *Abiyoyo* song by rote
- Read through story, pausing to sing song as it appears in the book.
- Encourage students to use finger “magic wands” and say the magic words “Zoop! Zoop!”
- Encourage students to get up and dance when the monster dances.
- When the story is finished, ask students to remember what items the father made disappear (e.g. cup, saw, Abiyoyo, etc.)

### Develop movement idea:

- Remind students of how the father performed magic with his magic wand.
- “Let’s try to do some pretend magic of our own.”
- Teach students magic song by rote.
- Explain that after they sig the magic words “Zoop! Zoop! Zoop!” the class will turn into the picture they see.
- Students spread out around classroom.
- All sing the magic song.
- Leader (teacher or student) displays a statue card.
- Students form the pose that is displayed.
- Repeat a few times (up to you).
- Sing magic song again.
- If using student leaders, switch leaders.
- Repeat as necessary.

### Extension idea:

- Either as a whole class or in small groups, students select four (or so) statue cards.
- Students decide what order to arrange the statue cards in.
- Students form each statue pose in sequence.
  - *How will they transition from one pose to another?*
  - *How long will they hold each pose?*
  - *Will their statue poses be accompanied by music or done in silence?*

### Resource for statue cards:

- Make your own (like I did using pics from my Orff Level I movement teacher)  
OR
- Print out a similar set from Artie Almeida’s website: [www.artiealmeida.com](http://www.artiealmeida.com)



## **In the Fiddle is a Song** by Durga Bernhard

### Basic setup before the story:

- Play the melody of the song for students. Point out the contour of the last phrase (“*going up and going down*”).
- Ask students to trace the contour of the last phrase with their finger as you play it.
- Invite students to get into spread out spaces by the end of the song.
- Say each of the following words from the song – big, small, little, tall, short, long. After each word, sing or play melody of last phrase (not the lyrics) while students form a shape with that quality.
- Ask students what type of words they are (opposites.....different ways of saying big and small).

### Read aloud:

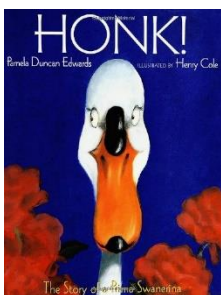
- Teach song by rote.
  - *I typically only teach the last phrase at first, curing students to sing it by pointing to the book cover. Once they have heard me sing the rest of the song a few times, I invite them to join in.*
- Introduce book. Explain how each page has something “small” (e.g. a fiddle) that grows and changes into something “big” (e.g. a song).
- Read each page and invite students to guess what each item will grow and change into.
- Sing song in between small/big pairs as often as you like.

### Add movement and sound:

- Remind students of the connection between small/high pitched instruments and big/low pitched instruments. Demonstrate with a glockenspiel and an alto xylophone (or whatever you have available).
- Arrange instruments with areas for movement around the space: xylophone (big) – movement space – glockenspiel (small) – movement space – xylophone (big) – movement space, etc.
- Send students to xylophone, glockenspiel of movement space.
- Reread the story.
- Glockenspiel will improvise as movers form small object.
- Xylophones will improvise as movers form big object.
- Sing song as students rotate to next spot (e.g. xylophone goes to movement spot, mover goes to glockenspiel).
- Some big objects are stationary (e.g. pottery) while others might move (e.g. rain). Encourage movers to use movements as needed.

### Options:

- Other instruments can be used in place of glockenspiel and xylophone. For example, triangles could be used for the small objects and hand drums could be used for the big objects.
- Add in additional movement spots in between instruments as needed.
- Encourage students to think of other things that organically change from small to big and incorporate their ideas (e.g. in the egg.....is an alligator waiting to snap!).



## **Honk!** by Pamela Duncan Edwards and Henry Cole

### Basic setup:

- Teach song by rote. (*I typically teach the A section only, then invite students to join me in the B section once they have heard it a few times.*)
- Read story, pausing to sing song whenever the mood strikes.
- Discuss the ways that Mimi moved. Clarify ballet terms if desired.

### Develop movement idea:

- Ask students to spread out.
- Display list of movement words (e.g. jump, wiggle, stomp, bend, stretch, push, pull, shake, duck, spin, sway, flap).
  - *Feel free to choose other and as many movement words as you like.*
  - *I choose to use non-locomotor movements but this can certainly include locomotor movements as well.*
- Model each movement and invite students to join in.
  - *Will we use whole body movements or a specific part of the body?*
  - *What would it look like if we bend with just our legs?*
  - *Can we push with our elbows?*
  - *What's the difference between a shake and a wiggle?*

### Whole class example:

- Ask students to select four (or so) movements and decide what order they should go in (e.g. stretch, pull, bend, duck vs. duck, stretch, pull, bend).
  - *What movements compliment each other? (e.g. push/pull, stretch/bend)*
  - *Would using complimentary movements help the movement sequence?*
  - *Will we use whole body movements or a specific part of the body?*

### Small groups:

- Students get into groups of four (or so).
- Each group gets a set of movement words.
- Students select four (or so) movements and decide on their order.
- Students work together to perform movements in desired way.
- Students share their creative work with the class.
  - *I like to have students sing the song as an A section for groups to share their movement sequences in rondo form.*
  - *Movements can be accompanied or unaccompanied. Possible ideas for accompaniment include playing the melody on an instrument, improvising in a C pentatonic scale or playing an ostinato on a drum.*

# The Magic Is In You (Zoop! Zoop! Zoop!)

D. DeStefano

Zoop! Zoop! Zoop! The ma-gic is in you! You can be 'most an-y-thing! Zoop! Zoop! Zoop!

The musical notation is a single staff in 4/4 time, starting with a treble clef. It consists of eight measures. The first measure contains a quarter note G4, a quarter note A4, a quarter note B4, and a quarter note C5. The second measure contains a quarter note D5, a quarter note E5, a quarter note F5, and a quarter note G5. The third measure contains a quarter note A5, a quarter note B5, a quarter note C6, and a quarter note B5. The fourth measure contains a quarter note A5, a quarter note G5, a quarter note F5, and a quarter note E5. The fifth measure contains a quarter note D5, a quarter note C5, a quarter note B4, and a quarter note A4. The sixth measure contains a quarter note G4, a quarter note F4, a quarter note E4, and a quarter note D4. The seventh measure contains a quarter note C4, a quarter note B3, a quarter note A3, and a quarter note G3. The eighth measure contains a quarter note F3, a quarter note E3, a quarter note D3, and a quarter note C3.

# In the Fiddle Is A Song

D. DeStefano

Some-thing big from some-thing small. Some-thing short can grow up tall.

5  
Some-thing short can stretch out long. In the fid - dle is a song.

The musical notation is in 4/4 time, starting with a treble clef. The first line contains eight measures: G4, A4, B4, C5, D5, E5, F5, G5. The second line starts with a measure number '5' and contains eight measures: G4, A4, B4, C5, D5, E5, F5, G5.

# Mimi the Swan

D. DeStefano

**Fine**

Mi-mi the swan real-ly real-ly likes to dance. Mi-mi the swan Give her a chance.

9  
Bend-ing and stretch-ing and twirl-ing a - round. Mi-mi can move with-out mak-ing a sound.

The musical notation is in 3/4 time, starting with a treble clef. The first line contains eight measures: G4, A4, B4, C5, D5, E5, F5, G5. The second line starts with a measure number '9' and contains eight measures: G4, A4, B4, C5, D5, E5, F5, G5.