

Kids Can Listen, Kids Can Move!

by Lynn Kleiner

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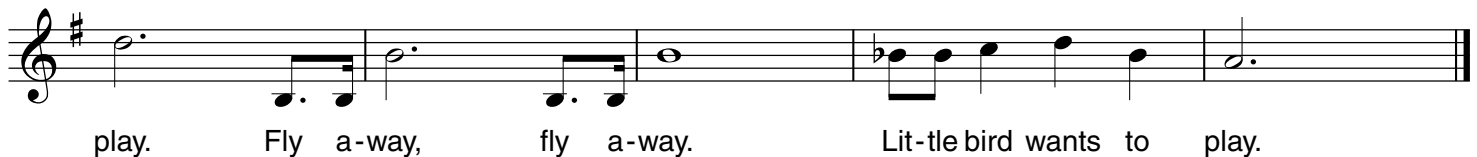
The Syncopated Clock

by Leroy Anderson (U.S., 1908–1975)

Begin the lesson by telling the children the following: “The cuckoo clock hangs on the wall all day and ticks away as the busy family has its breakfast and gets ready to go to school and work as the mom takes care of the baby through dinner, bath time, story time, and so on. But when everyone is finally asleep in their beds at night, the little bird inside the clock takes off, flying and dancing around the house. As everyone starts to wake up in the morning, the bird flies back into the clock and quickly returns to his spot again, accurately keeping time. No one in the house knows the bird leaves the clock each night.”

Next, say to the children: “Now we’re going to be the clock ticking on the wall.” Direct them to find a place to stand against the wall. Explain that everyone will find a way to “tick.” It could be by moving our head, shrugging our shoulders, or moving our arms up and down. The children can find their own way to “tick.” Tell them it is important that we keep it very steady so we keep good time. Remind them that when everyone in the family is in bed, the bird will fly out of the clock and have a wonderful time flying around the house. (You can introduce the melody and the words here as if the bird were singing them.)

Words by L. Kleiner



Hungarian Dance No. 5

by Johannes Brahms (Germany, 1833–1897)

The dramatic contrasts of this gypsy music automatically inspire young children to move. Use streamers or scarves to make it colorful and exciting. The contrasts of the piece can be discussed with older children. Are the dynamics soft or loud? Is the tempo fast or slow? Is the mode major or minor?



Colonel Bogey March

by Kenneth Alford (U.S., 1881–1945)

This cheerful theme, often whistled, is fun for marching with hand drums, Sound Shapes,TM* or tambourines. March in a circle during the main theme. Go in and out of the circle, stand in place, or find a way to keep the beat during the **B** and **C** sections. It is also fun to do silly things with the tambourine such as hide behind the tambourine for Section **B**, or wear the tambourine as a hat while saluting, and then turn in place one way and then the other for Section **C**. The form is **ABACA**.



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- 0:04/Section A** March with the Sound Shapes (or tambourines or hand drums).
- 0:35/Section B** Hide behind the Sound Shapes or create your own ideas here.
- 0:52/Section A** March with the Sound Shapes (or tambourines or hand drums).
- 1:23/Section C** Put the Sound Shape on your head and salute; hold it as you turn in place one way and then the other. Or apply your own ideas here.
- 1:55/Section A** March with the Sound Shapes.

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