

SUPPLEMENTAL MATERIALS

Supplemental materials for the article “Musicking at GiGi’s Playhouse: Development and implementation of a telehealth family-based music therapy program for children with Down syndrome” (2026) by Varvara Pasiali, Yenchun Ko, Gabrielle Frens and Molli Smith.

Appendix A – Session Plans

Disclaimer

The accompanying supplementary materials are offered to illustrate the overall framework and flow of our music therapy sessions. Although these descriptions convey the guiding structure, they cannot fully encapsulate the real-time clinical decisions, intuitive adjustments, and subtleties that emerge in direct response to participants. Accordingly, these music-based experiences need to be implemented only by board-certified music therapists (MTBCs) or equally qualified professionals. Readers who wish to adapt or deliver these experiences in family-based music therapy are encouraged to contact the first author for further guidance.

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Session 1: Farm Animals

Notes (Transitions/Connection/Flow): SMT A. will welcome everyone to the music. A.: “Let’s have some fun with music and sing hello to you!” (intone on 5th tone scale degree ending on tonic). D major 6/8. A. leads.

Title: Hello Song

Materials: Hello song, Guitar

Short Description of Procedure: SMT will sing “hello” to each client and their parents. In the B section, SMT will use the vocal expression to cue them to follow the three notes sliding. EX. D-E-F sharp... (cue/wait for response) then sing 3 additional notes up and down the major scale. Cue to unmute and sing pattern. Outro: “Hello to everyone” V-I (intone on 5th scale degree ending on tonic). Extensions/Adaptations: reminder for participants to wave their hands to SMT or to every participant or caregiver/ give an air-high 5 to SMT. Include Laban movement/free flow while singing song.

Notes (Transitions/Connection/Flow): A. starts transition while taking away the guitar (if used) and then M. will take over, leading the group to stand up. A.: “We’re going to go to the farm today. Let’s see what we can find at the farm!”

M.: “The animals on this farm love to dance. Let’s all stand up!” C Major, 3/4 M. leads.

Title: I Went to the Farm

Materials: “Went to The Zoo” with adapted lyrics to fit farm theme. (Pinzino, n.d.-a).

Short Description of Procedure: SMT will sing about the different animals on the farm, demonstrating a dance movement for each one. The SMT will encourage the participants to dance along with her. Extension:

Participants can be given the opportunity to make up their own dance move for everyone to follow OR “woop woop” vocalisation.

Notes (Transitions/Connection/Flow): SMT A. will lead the group to sit down on the ground. M.: “Thanks for dancing with our animal friends! I see a little mule coming our way.... Let’s see what the mule is up to”. Establish the tonality: Minor arpeggio up. A.: Slow Swing side to side model movement prior to starting. Aeolian, 2/4. A. leads.

Title: I Had a Little Mule

Materials: I Had a Little Mule (Pinzino, n.d.-a).

Short Description of Procedure: Participants will sway side to side while SMT sings the song. They can pretend to gallop. Pause on lyrics before “jumped so high” and jump to indicate reaching the sky. Cue jump by sustaining note and breathing prior to launching. Extension/Adaptation: Participants will sit on the floor or on the chair listening to SMT sing the song. Slowly stand up to pretend to reach the sky. Parents can hold their children or hug their children to sway around or dance around while SMT sings the song. Outro: slow down melody to end.

Notes (Transitions/Connection/Flow): A. “Next we’re going to make animal sounds.” Major, 2/4, vocal exploration. G. (intoned) “Let’s learn our animal sounds so we can talk to them!” Use ukelele to establish tonality. Use ukulele during song. G. leads.

Title: My Little Duck

Materials: My Little Duck - (Pinzino, n.d.-a) + ukelele.

Short Description of Procedure: The SMT will sing through the first verse. The SMT will verbally prompt children and parents to quack like ducks and will facilitate vocal exploration with 3-note patterns. The SMT will instruct children and parents to quack loudly and then quietly. The SMT will repeat steps 1-3 for the next 2 verses, changing the animal and the sound each time. Animals: Duck, horse, pig, cow. Extensions/Adaptations: Extension - Moving like the animals discussed. Adaptation – 3-note vocalisation to focus on forming the different sounds relevant to each animal sliding up and down the scale; model those vocalisations using short rhythmic patterns (one measure length).

Notes (Transitions/Connection/Flow): G. will begin to lead the transition while M. grabs guitar (if being used). M. will also invite parents to sit with their child in their laps. G.: “We have some cool animals on the farm! M. has a little rooster!” M.: “Now that we can talk to our animals, let’s tell them how much we love them!” D Major, 3/4. M. leads.

Title: My Little Rooster

Materials: “My Little Rooster” folk song from Beth’s Notes. <https://www.bethsnotesplus.com/2016/06/my-little-rooster.html> and guitar (Thompson, 2025).

Short Description of Procedure: SMT will invite the group to sway with her, patting the beat on their legs. She will then start singing the song while the movement continues, prompting the group to sing “cock-a-doodle-doo” with her each time. Extension: Parents can be encouraged to hug their child while swaying and then tickle them at the end of the phrase. Vocal exploration with slides while sustaining the end of “cock-a-doodle-dooooooooooooo.”

Notes (Transitions/Connection/Flow): M. will put the guitar away and A. will take out the drum. M.: “We have lots of cool animals on the farm. Let’s see what is next” A.: Also, on the farm there are birds. Sometimes those birds that want to eat our plants! Farmers use a scarecrow to scare the birds away (show visual) (add other words in visual – cornstalk, pumpkin, crows. We will dance like a scarecrow that is moving in the wind to scare the crows

away." Mixolydian, drum, swing side to side (could be different body part) swing on macro beats. A. leads. Unusual meter 7/8; Mixolydian.

Title: The Scarecrow

Materials: The Scarecrow (Pinzino, n.d.-a). + hand drum for macro beat for the unusual meter (c.f., The Gordon Institute for Music Learning, 2025; Pinzino, n.d.-b).

Short Description of Procedure: Participants will swing side to side while SMT sings the song. SMT will repeat the end phrase – the last two measures on 'lalala' (for moving around) to give turns for showing how to move like a scarecrow. Cue participants to move different body parts to the music (e.g., only right arm, right foot, etc.). Extension: Use different space for free flow: move low, move middle, move high. SMT will add an improvisational section melody for swing around. SMT can play an improvisation section on the violin in Mixolydian – children dance like scarecrows. Outro: "The scarecrow is getting tired, and they are ready to go home!" (intone).

Notes (Transitions/Connection/Flow): A.: "Mr. Scarecrow protects our plants on the farm." G.: "And there's someone to take care of the animals on the farm too! Let's see if we can find him!" Dorian, 6/8, pretend play. G. leads.

Title: Little Boy Blue

Materials: Little Boy Blue – (Pinzino, n.d.-a); Rhythm Sticks; Home Materials: "tongs to pick up plastic forks" for fine motor. Wooden kitchen spoon for rhythm sticks.

Short Description of Procedure: The SMT will start singing. On the lyrics "under the haystack, fast asleep", the SMT will model pretending to sleep. The SMT will provide a pause with fake snoring. On the lyrics "In the woods, picking up twigs", the SMT will put a pile of rhythm sticks in the middle for children and parents to pick up (instruct parents to use home materials). On the lyrics "out in the pasture, digging the ground", the SMT will model pretending to dig with the rhythm stick picked up earlier. Incorporate children's names to gain attention. Extensions/Adaptations: Include vocal improvisation after "blow your horn" or using three note patterns up and down the mixolydian scale for call and response patterns pretending it is a horn.

Notes (Transitions/Connection/Flow): G. will lead the transition while M. grabs the pig toys/balls. G.: "Shhh, he's asleep, let's check on the animals for him" M.: "Uh oh! I see some muddy pigs that need to be cleaned!". Chant. M. leads.

Title: 5 Pink Pigs

Materials: "5 Pink Pigs" chant: Chant by Teaching Mama, 2025.

5 pink pigs, rolling in the mud

Going squishy squashy, squishy squashy, it sure felt good!

Farmer (child's name) took one pig out and cleaned him up nice

Now there are 4 pink pigs rolling in the mud.

PowerPoint visual – send template to parents if they want to cut and have five pigs for counting with their child.

Short Description of Procedure: One measure length of spoken "Squishy-squashy" ostinato with "feel good" in ASL - repeat 4 times to establish beat. Incorporate parent names as the farmers and proceed with chant. Do hand motions for pretend play that correspond with the chanted lyrics. Extensions/Adaptations: SMT can ask participants where they scrubbed the pigs and demonstrate scrubbing movement or vocalise "squishy squashy" and oinks. Vocalisations are rhythmic patterns of one measure length and can also be in call and response or make your own (c.f., The Gordon Institute for Music Learning, 2025a).

Notes (Transitions/Connection/Flow): M.: “You did it! You cleaned the pigs! Now our pigs are clean. Look! I see a duck walking by!” A.: “Let’s walk like a duck!” F Major, 2/4, walk around (adapt movement to not say fat but say big/small and strong/light). A. leads.

Title: Who Can Walk Like a Duck?

Materials: Who Can Walk Like a Duck? (Pinzino, n.d.-a)

Short Description of Procedure: Sing song regularly while modelling flapping wings and walk to the beat. I see a small baby duck...eliminate words and focus on only small in whole verse. I see a big duck (all grown up)do the same for whole verse-Participants will walk around while SMT sings the song. Duck: original-SMALL-BIG-BIG-strong/light; going home (model big and small etc., with body language/posture). Adaptation: walk on macro beats for strong movement and on micro beats for light movement. Walk on the spot/stationary. Fly like a duck. Add a freeze/stop component (sing song on lalala and freeze). Outro: “Our ducks are tired, and they are getting ready to go home and sleep! (intone).

Notes (Transitions/Connection/Flow): A.: “Some animals like to walk, but some animals like to fly, like birds.” G.: “Let’s all fly together like birds!” Lydian, 6/8 and 4/8, scarves and movement. G. leads.

Title: The Birds’ Convention.

Materials: Use home materials for scarves; tambourine for leading; The Birds’ Convention (Pinzino, n.d.-a).

Short Description of Procedure: Use contrasting way of playing the tambourine, with shaking/tremolo at the end of the phrases + initial downbeat for each measure. Hold end of each phrase for anticipation building. Hold an “uh oh” expression on your face prior to introducing the faster section. Play (optional) with lalala on faster section versus doing the words. Shall we go fast again? ****Slow down on (ritardando) to cuddle together to prompt that response. The SMT will begin singing and instruct children and parents to find scarves. The SMT will model moving freely with a scarf. The SMT will continue singing and model free flow movement high, low, fast or slow, depending on the prompt in the given verse. The SMT will repeat the lyrics “now they cuddle all together” each time, to allow parents and children to interact. Extensions/Adaptations: Could be extended to include different prompts (“now they give high-fives together”, etc.)

Notes (Transitions/Connection/Flow): G.: “There’s one special bird on the farm - a cuckoo!” M.: “The cuckoo loves to sing and so does his friend, the donkey! Let’s play our instruments so they can sing along!” D Major, 2/4. M. leads.

Title: The Cuckoo and The Donkey

Materials: “The Cuckoo and The Donkey” by Pinzino (n.d.-a). Use whistle to make cuckoo sound. Visual of a donkey and cuckoo (parents may print at home).

Short Description of Procedure: SMT will tell the group to play their instruments together while she sings through the melody. SMT will later start a rhythmic section, telling the group to follow along. SMT will start off playing quietly and then grow louder. The group will then play freely again while SMT sings again. Do quiet and louder (but do not change tempo). Do repetitions of the animals’ sounds (can be voice exploration or 3 note sequence up and down the scale in call and response mode). Extensions/Adaptations: Parent-child dyads can have their own solo within the rhythm section. Unmute and have them do a solo – can use homemade instruments.

Notes (Transitions/Connection/Flow): M.: “All that music makes me want to dance!” A.: “Now, we can dance with our friends, pig!” “Now, we are going to move like a pig” (intone). Chant, body movement, 5/8; hold pig picture. A. Leads.

Title: Where’s the Pig?

Materials: “Where’s the Pig?” (Pinzino, n.d.-a). Instrument: Drum/ Clave (use homemade instruments or pig puppet).

Short Description of Procedure: Use a drum or clave to maintain the macro beat. Participants will move their body part while the SMT sings the song. Body part:(1. Moving body) (2. head) (3. shoulders) (4. nose) (5. ears) (7. waist) (8. Right leg) (9. Left leg) (10. Moving body). Adaptation/Extension: SMT will adapt the application into only asking toddlers to move around randomly instead of moving their body. SMT asks “What dancing movements do you want to do next?” to interact with participants. Cue by name to unmute/model movement. Outro: “Mr. pig is getting tired so stop and rest!” (intone).

Notes (Transitions/Connection/Flow): A.: “All the dancing makes me tired!” G.: “Let’s go for a ride on horseback to see the rest of the farm!” Mixolydian. G. leads.

Title: Hop My Horsey

Materials: Stretch rope (in virtual setting scarf or kitchen towel or long fabric to use for pretend reins at home); Hop My Horsey by Pinzino (n.d.-a)

Short Description of Procedure: The SMT will sing “let’s go for a ride on horseback! Won’t you come and ride with me?” and will model grabbing the ‘stretch rope’ and moving it up and down like reins. The SMT will sing the song. The SMT will provide cues to speed up or go slower throughout the song. Extension - could include vocal exploration at “oh-heigh-oh” and “whoa my horsey.” Model vocal slides. Adaptation - stretch rope could be replaced with individually held objects or stuffed animals.

Notes (Transitions/Connection/Flow): G.: We’ve moved around a lot today! We have one more song to do together and then we will say goodbye. Let’s sing a song together before we say goodbye!” Familiar song, clapping, play short piano introduction to establish tonality. A. leads.

Title: Bingo

Materials: Bingo – Familiar children song

Short Description of Procedure: Lead sing along with familiar children song with piano, guitar accompaniment.

Notes (Transitions/Connection/Flow): “We did it! We made music together today! It’s time for us to sing goodbye to everyone!”

Title: Goodbye Song

Materials: Goodbye Song

Short Description of Procedure: Lead sing along with accompaniment. Instruct to unmute and say goodbye/use names. Wave goodbye.

Session 2. Things that go

Notes (Transitions/Connection/Flow): SMT will welcome everyone. SMT will ask parents and children their names. SMT will say “Now that we know everyone, let’s sing hello!” Announce theme.

Title: Hello song

Materials: Same as session 1

Short Description of Procedure: Same as session 1

Notes (Transitions/Connection/Flow): Tune in d minor, 2/4, instrument playing. A: “Today, we are going to talk about things that go. And now, we are going to talk about cars! Let’s hit the drum. Hit! Hit! Hit on the drum” (intone)-Practice (encourage participants to use home-made drum). A. leads.

Title: Hurry Up Engine

Materials: “Hurry Up Engine” from Pinzino (n.d.-a). Hand drum – parents can use a pot or empty can as a home-made drum.

Short Description of Procedure: SMT “We are going to hit the drum like a car engine.” Participants will play the hand drum while SMT sings. SMT will change the tempo: A tempo-fast-A Tempo-Slow. Outro: In the slow tempo, SMT “The cars are getting tired and ready to go home!” (intone) (rit.). (Outro lyrics in the song: We are going home and rest and stop). Adaptation: Participants will hit the drum with one tempo. SMT will not change the tempo in the group. Or, instead of changing the tempo, simulate by switching drumming from macro beats to micro beats. Extension: SMT will add “stop” while singing in the group (for freeze game). Add one extra version for going fast and one extra version for going slow. (follow me...)

Notes (Transitions/Connection/Flow): A: “It’s time we let our engines rest” A. will move the drum away as M. transitions into leading the group to being airplanes. M. says: “Let’s fly like airplanes!” M. leads.

Title: I’m a Little Airplane

Materials: “I’m a Little Airplane” to the tune of “I’m a Little Teapot” adapted by Leanne Guenther (c.f Guenther, L. (1998-2025) and <https://www.dltk-kids.com/crafts/transportation/m-songs-airplane.htm> Adapted lyrics: I’m a little airplane, way up high. With my great big silver wings, watch me fly. When the pilot tells me, I’ll come down. Swooping and gliding to the ground.

Short Description of Procedure: SMT and children will pretend to be airplanes, starting on the ground and taking off into the sky. After flying around for a while, they will all land their planes once the pilot (parents) calls them back down. Extension: Children can suggest going fast and slow as they fly around the room, pilot roles can also be switched between child and parent. Adaptation: Children can stay seated and rock side to side with arms out wide, lifting up and down on their knees when the song suggests. Also, free flow at different planes: high, middle, low. Flow may also reflect bouncing on the macro beats of the song. Flow can be supported through vocal improvisation in major key/same key as song.

Notes (Transitions/Connection/Flow): G.: “Well we just flew through the sky; next let’s take a ride on a boat on the water”. Materials from home: toy boat, or origami boat. Home scarves for wind. Wooden spoon or chop sticks for paddles. The song is in Aeolian mode in 7/8. G. leads.

Title: My Little Boat

Materials: Boat props; scarves; “Who’s Gonna Ride in My Little Boat?” – Pinzino (n.d.-a).

With added lyrics by G.: Lyrics: Verse one as written. Verse two:

What if it rains on my little boat?
Will you still ride with me?
What if it rains on my little boat?
Will you still ride with me?
Verse three:
What if it’s windy on my little boat?
Will you still ride with me?
What if it’s windy on my little boat?
Will you still ride with me?

Short Description of Procedure: The SMT will model using scarves to make the waves of water. The SMT will model using scarves as rain in the second verse. The SMT will model using scarves to make wind during verse 3. Extensions: The SMT will demonstrate free vocalisation during the wind section (vocal slides on woooooo; pretend throwing scarves in air and blowing on them pretending to be the wind). Use home boats to pretend going up and down on waves.

Notes (Transitions/Connection/Flow): A.: “Well, we just finished riding on a boat. How about we take a ride on the train?” (intone). Tune in F Major, 2/4, pretend play. A. leads.

Title: I Can Be

Materials: “I Can Be” (Pinzino, n.d.-a)/pictures of different mode of transportation

Short Description of Procedure: SMT “Now, we are going to be a train!” (airplane, car, boat, etc.). Participants will pretend to play one vehicle/mode of transportation and move around while the SMT sings the song. Outro: SMT “Now, I can be a—, a —, a — We’re getting tired and we’re ready to go home. We are going home and we’re going stop and rest. (rit.) Adaptation: Participants will move around while the SMT sings the song/pretend we are going and stopping. Echo rhythmic patterns in call and response using the sounds of the different transportation (one measure long). Extension: SMT may ask “What will you use to travel next? (give no option) So participants can interact with SMT.

Notes (Transitions/Connection/Flow): A. will lead the group to sit back down. M.: “Let’s go for a ride in our cars! We’re going to drive around.” M. leads.

Title: Let’s Go for a Ride

Materials: Picture or DIY craft resembling a steering wheel (can also use tambourine if available). “Let’s Go for a Ride” (Pinzino, n.d.-a).

Short Description of Procedure: Group will pretend to be driving in a car, changing movements to reflect going over different obstacles in the road. Suggestions can also be made about where they are going. Extension: Group can stand up and drive around the room, making bigger motions about going over the obstacles (Ex: ducking under a bridge, going through a makeshift tunnel, etc.)

Notes (Transitions/Connection/Flow): Chant in 4/4. Use DIY home egg shakers if available. G. “Now that we can drive cars, let’s try to drive our egg shaker airplanes.” G. leads.

Title: Airplane Chant

Materials: Airplane Chant (original composition by G.)- See Appendix B; DIY- home shakers

Short Description of Procedure: SMT will begin the chant, moving egg shaker like an airplane and standing to move around the room. The SMT will model low and high in the first two verses. The SMT will model loud and soft in the 3rd and 4th verses. The SMT will demonstrate vocalizing and making airplane noises. Those will follow a call and response pattern up one measure long for rhythmic patterns. Fast by shaking on micro-beat and slow by shaking on macro-beat.

Notes (Transitions/Connection/Flow): If moving around, instruct to find seat. M.: “Listen to the sound of the ocean.” Let’s go back to the shore” M. leads. Mixolydian. 2/4

Title: My Boat

Materials: “My Boat” by Pinzino, n.d.-a; Ocean Drum for leading.

Short Description of Procedure: SMT will encourage participants to sway back and forth like they are on a boat (seated – for bound flow movement) while playing the ocean drum. SMT can play simple rhythms (one measure long) for the group to repeat back, then have parents or children lead new rhythms.

Notes (Transitions/Connection/Flow): G. will get different coloured signs out. “It’s good to be back on land after boating! Let’s ride our bikes around the lake! Make sure you listen so we know when to stop!” G. leads. Major 4/4

Title: Bicycle

Materials: I Have a Little Bicycle – from Baby-O! by MaryLee. Red, green, and yellow circle cutouts (send template to parents). Link to song: <https://kcls.org/content/i-have-a-little-bicycle/> c.f. King County Library System, (n.d.)

Short Description of Procedure: The SMT will model moving like riding a bicycle. The SMT will hold up the various coloured signs to correspond to the lyrics of the different verses. Sustain on go.... take breath prior to singing the next phrase. Extended - walk around the room to allow more interaction with holding parent hand. Adapted - children sit on parents' laps, parents help with movement (swinging) or on the floor pedalling. Use an indoor bicycle if available at home.

Notes (Transitions/Connection/Flow): A. will take out the toy bus/ cars with different colours. "Next, we are going to talk about colors bus!" (intone). "Wait a minute! Wait a Minute!" (intone). Tune in Lydian, $\frac{3}{4}$ and $\frac{4}{4}$, visual cue of colour bus/ toy bus.

Title: The green bus

Materials: "The green bus" from Pinzino (n.d. -a). Toy bus or cars in different colours (template to colour/create).

Short Description of Procedure: Participants will take out the "colour" bus to play along while SMT sings the song. SMT will focus on "colour" changes: Green/ Blue/ Yellow/ Black/White. Outro: "Oh! Oh! We are tired and ready to go home." SMT will decrease the tempo singing the song. (rit.). Adaptation: Participants will take out one toy bus or toy car to play along while SMT sings the song. Extension: SMT will ask children which colour would be next. "Oh! Oh! What colour would be next?" SMT may add the sounds of the bus so that children can interact with SMT. "Wait a minute, blue cars! I will climb your winding stairs and ride on top. BEEP BEEP" etc.

Notes (Transitions/Connection/Flow): Instruct to put away all materials. Say; "Let's make a train". "Back to the station we go." Let's get going – choo-choo.

Title: Let's make a train.

Materials: "Let's Make a Train" by Pinzino (n.d., -a)

Short Description of Procedure: Participants will form a train together by holding hands or onto each other's shoulders. They will travel across the room, going fast or slow, and vocalizing with "choo-choo". Choo-choo can be in varied rhythmic patterns presented as a call and response each one measure long. Cue to unmute and repeat a pattern (on choo-choo syllables). Extension: Participants can suggest how/where they should move next or where the train is going. Adaptation: chug like a train – be a strong/big train and move on macro beats; be a light/small train and move on micro beats.

Notes (Transitions/Connection/Flow): Major $\frac{4}{4}$. Instruct to use egg shakers or toy cars. The SMT will get an egg shaker or toy truck and begin singing, starting off quietly. "What do I hear... a firetruck" G. leads.

Title: Firetruck

Materials: Egg shakers or toy cars

Here Comes the Firetruck – Kids Songs – https://youtu.be/RI6UT82cB_E in Super Simple Songs- Kids Songs. (n.d.). With lyrics adapted by G. Lyrics:

Here comes the firetruck. Driving down the street.

Here comes the firetruck. Beep beep beep.

Here comes the firetruck. Look at it go.

Here comes the firetruck. Wave hello.

Here comes the firetruck. Driving down the street.

Here comes the firetruck. Beep beep beep.

Here comes the firetruck. See how fast they drive

Here comes the firetruck. Give high fives

Here comes the firetruck. Driving down the street.
 Here comes the firetruck. Beep beep beep.
 Here comes the firetruck. Waving to everyone.
 Here comes the firetruck. Let's make some noise!

Short Description of Procedure: The SMT will model driving the egg shaker or toy along the ground. The SMT will provide instructions for interaction at the end of each verse and will model it (wave, give high fives, make some noise). Voice exploration and breath support making firetruck siren.

Notes (Transitions/Connection/Flow): We travelled a lot today with all different modes of transportation. "We are going to sing a song before we say goodbye!" Folk song in D major, 4/4. A. leads.

Title: The wheels of the bus

Materials: "The wheels on the bus" (Hills, 1898)

Short Description of Procedure: Lead sing along with familiar children song with piano, guitar accompaniment.

Notes (Transitions/Connection/Flow): "We did it! We made music together today! It's time for us to sing goodbye to everyone!"

Title: Goodbye Song

Materials: Same as session 1

Short Description of Procedure: Same as session 1

Session 3. Bugs

Notes (Transitions/Connection/Flow): SMT will welcome everyone. SMT will ask parents and children their names. SMT will say "Now that we know everyone, let's sing hello!" Announce theme.

Title: Hello song

Materials: Same as session 1

Short Description of Procedure: Same as session 1

Notes (Transitions/Connection/Flow): Today we will talk about bugs. Let's pretend we are ants. Tune in Phrygian, 6/8, Laban movement (weight). Walk softly/walk heavily/Big ant/Small ant. Y. leads.

Title: Ant

Materials: Ant (Pinzino, n.d.-a); drum for SMT

Short Description of Procedure: Participants will walk or move to the beat of the drum. SMT will say "Now, we are a giant ant, and we are going to walk heavily..." Model with body the concept of big/heavy on macro beats and small/light on micro beats. Adaptation: stationary movement. Extension: Switching directions. Ant crawling up the body (fingerplay).

Notes (Transitions/Connection/Flow): A. – embed a verse for the ants to find caregiver and sit down. M. "who loves to dance and move around? (unmute and ask each child). Well let's show everyone how we can move our bodies!" M. leads.

Title: Bumblebee

Materials: "Hickety Pickety Bumblebee" chant from Valerio et al. (1998).

Short Description of Procedure: Chant with body awareness. Participants will move different body parts or perform small interactions. (Ex: can you move your arms with me? can you share a hug with me? can you wave hello to me?). Extension: Have children/parents come up with a new movement for everyone to follow.

Notes (Transitions/Connection/Flow): “You all moved like bumblebees! Now it’s time to fly like butterflies with G.!” Aeolian 6/8 and 4/8. “Let’s flutter around like butterflies” (Intone) “fly like butterflies”. Hum the song and while participants get scarves. (Intone) “these are our butterfly wings.” G. leads.

Title: Fluttering Butterflies

Materials: Fluttering Butterflies (Pinzino, n.d.-a); scarves

Short Description of Procedure: SMT will model moving the scarves freely, starting low to the ground and singing quietly. Upon repeating, the SMT will change the lyrics to “it seems to be a cloudy day” and will use scarves to hide face. The SMT will remove scarf on “Lo”. Parent-child dyads could share a scarf to promote turn-taking.

Notes (Transitions/Connection/Flow): Tune in Mixolydian, 6/8, Bouncing movement. Next, we will be grasshoppers. Let’s bounce (you may have to instruct parents to hug their child and bounce). If sensory toys are available (e.g., Swiss ball) they can use that at home. Instruct to get materials and make space to bounce or jump. A. leads.

Title: Grasshopper

Materials: Grasshopper (Pinzino, n.d.-a)

Short Description of Procedure: Participants will bounce on their parent’s legs while SMT sings the song. EX. NAME, NAME bounce on the ball. Participants will bounce on their parents’ legs – move side to side. Add a B section (vocal improvisation; faster tempo) that is in the same mode, to bounce faster. And you can introduce this with saying “uhoh” Cue that grasshopper is going faster... cue to return to A section by saying grasshopper is tired...

Notes (Transitions/Connection/Flow): Say hello to my dragonflies! But be careful, they might come and get you!” M. leads.

Title: Dragonflies.

Materials: “Springtime” melody by Gordon et al., 1993. Dragonfly props (DIY craft).

Short Description of Procedure: Sing melody on neutral syllable (no lyrics). SMT will encourage parents to interact with children by using dragonfly props to buzz around and tickle them. 3 note melodies will also be exchanged back and forth. Extension: Have parent and child play peek-a-boo using the dragonfly to find each other. Adaptation: Only focus on tickling each other rather than the vocalisation. Prompted at end of musical phrasing.

Notes (Transitions/Connection/Flow): M. - “Time for the dragonflies to fly away now, let’s see what our friend the praying mantis is doing” “Let’s play together.” The SMT G. will model playing rhythm sticks with a partner and chant “oh won’t you be my friend?” for a few repeats. (Wooden spoons can serve as rhythmic sticks).

Title: Praying Mantis

Materials: Praying Mantis (Pinzino, n.d.-a). Wooden spoons at home and rhythmic sticks. Picture of praying mantis.

Short Description of Procedure: The SMT will begin the chant and will hold up the picture of the praying mantis. The SMT will play the rhythm stick on the ground during the verse section and will play with a partner during refrain. The SMT will change dynamics throughout and include pretend play (praying mantis is sleeping, etc.). May only play on the floor or with partner, not both (if needed). Sections of the song could be repeated.

Notes (Transitions/Connection/Flow): Tune in Dorian, 6/8, Free flow. A.-We are going to move like a snail (intone). A. leads.

Title: The Snail

Materials: “The Snail Puts Out Its Horns” by Pinzino, n.d.-a.

Short Description of Procedure: Use fingers to make horns of a snail. Move upper body slowly like a snail. Slither on floor (if appropriate). Pretend to slowly wiggle your body to be going up on a wall. Use cue for stretching the body of the snail. Outro: Intone, snail is getting tired, get down low to the ground, to the ground, to the ground (model sitting down and curling into a little ball)

Notes (Transitions/Connection/Flow): G: "I think it's time for a nap, let's all lay down" "What's that? I think I hear a cricket." M. leads.

Title: Cricket

Materials: "Go Away, Friend Cricket" by Pinzino, n.d.-a

Short Description of Procedure: Model a few measures of vocal ostinato on tonic of scale (d Dorian), saying "chirp-chirp". Ask to unmute to say/repeat ostinato. Alternating singing the lyrics or humming melody. Pretend that the cricket goes at different parts of the body (e.g., holding them for the duration of the melody and ending with the cricket landing on our shoulder). Outro: chant 'cricket went away'

Notes (Transitions/Connection/Flow): "Now that our cricket friend has finally gone away, we can see what G. has next!" Phrygian 6/8 and 4/8 - pretend play. "I think it's getting rainy". And "oh oh... bz bz" (Intone Phrygian cadence) mi re fa mi "I see a fly," "Our fly friend needs find a safe place to hide." "Let's pretend we're flies and buzz around too". Hold picture or prop of fly.

Title: The Fly

Materials: Picture of fly; The Little Fly by Pinzino, n.d.-a

Short Description of Procedure: Sing the song while pretending being a fly feeling cold. Exchange tonal patterns (imitation) in Phrygian mode (c.f., The Gordon Institute for Music Learning, 2025b). The patterns will use the syllable "bazz" and will be stepwise (3 notes at a time; going up and down the scale).

Notes (Transitions/Connection/Flow): Say: " Oh my... OH my...." chant part of the song on la... and say "I see a ladybug" "We are going to be a ladybug today and let's fly our ladybug" and go straight into singing the song...Tune in Mixolydian, $\frac{5}{8}$, body awareness. Use beanbags if available to pretend they are ladybugs. A. leads.

Title: Ladybug

Materials: Bean bags; "There's a Ladybug" from Pinzino, n.d.-a

Short Description of Procedure: Participants will put their bean bags on the body parts while the SMT sings the song. Model isolated movement of the specific body part while singing. Model faster movement through pulsation on the micro beat and slower movement through pulsation on macro beat.

Notes (Transitions/Connection/Flow): "Slide up the major scale and say: I see a caterpillar... what will it do? Listen to my song..." Establishing mode: intone the major arpeggio (think: do mi so mi do ti do) Actually sing the interlude prior to the chant M. leads.

Title: Caterpillar

Materials: Caterpillar Chant from Preschool Education. (2005a).

Short Description of Procedure: Follow SMT's movements that relate to the process of a caterpillar becoming a butterfly. Participants will start down low and move high, then will have freedom to fly around the room once they are butterflies. Use a middle section with a rising improvised melodic contour to emphasise the concept of cocoon, to caterpillar, to butterfly. Extension: Have participants make suggestions about where they should fly to and what they will see. Adaptation: Participants can stay seated and complete the movements using their hands.

Notes (Transitions/Connection/Flow): 4/4 mixolydian, instrument play “Not all bugs can fly. Let’s get close to the ground and move around!” Use finger for ants, pretend itching. G. leads.

Title: Busy Day

Materials: Busy day – Original Composition by G (c.f. appendix B)

Short Description of Procedure: During the A section of the song, the SMT will model moving along the ground like a bug. During the B section, the SMT will model buzzing like a bug with the children. Instruments such as egg shakers if available at home can be used (rolled on the ground) for pretending they are bugs and moving around.

Notes (Transitions/Connection/Flow): We are almost to the end; we learned a lot about bugs and insects; we will sing one song together and then it is time to say goodbye.

Title: Itsy Bitsy Spider

Materials: Itsy Bitsy Spider

Short Description of Procedure: Lead sing along with familiar children song with piano, guitar accompaniment.

Goodbye song: Same as previous sessions.

Session 4. Body

Hello song: Same as previous sessions.

Notes (Transitions/Connection/Flow): M.: “Today we’re going to move our bodies!” (traditional) A.: “Let’s move like a Dandelion” (free flow movement dance). A. leads.

Title: Dandelion

Materials: Picture of dandelion, Dandelion (Original Composition by A. – See appendix B); scarf

Short Description of Procedure: Participants will fly with a scarf and pretend to be a Dandelion. Show pictures of dandelions at different stages. Pause at the cadence and pretend to blow the dandelion away. Resume moving around, you can be a short dandelion (move low) and a tall dandelion (move high).

Notes (Transitions/Connection/Flow): A.: Alright! We got our sillies out! But wait, now I can’t find my nose! G.: Let’s see if we can help! Can you find your nose? G. leads.

Title: Where is your nose?

Materials: Where is your nose (Pinzino, n.d.-a);

Short Description of Procedure: The SMT will start singing. The SMT will pause after the third line. The SMT will sing “oh there is your nose!” The SMT will repeat with a different body part each time. The application could be extended to say, “can you move your ___?” to incorporate movement. Or SMT can ask each participant to unmute and select a different body part to point at or move.

Notes (Transitions/Connection/Flow): M.: “Now that we’ve found our body parts, let’s move them!” Major, 2/4. M. leads.

Title: Put Your Hands Up High

Materials: “Put Your Hands Up High!” by Pinzino, n.d.-a

Short Description of Procedure: SMT will sing through the song, having the group put their hands way up high and down low. SMT will then tell the group where to put their hands and then will walk around in a circle. (Ex: put your hands out and walk with me, put your hands on your head and walk with me). Extension: ask the group where they can put their hands next (body part). Adaptation: instead of walking around, they can sway or wiggle.

Notes (Transitions/Connection/Flow): M.: “Child Name you moved those hands! Uh oh! I think it’s starting to rain” A. will lead the group to stand up A.: “What do you like to do in the rain? I think I like to splash in the puddles!” “Let’s splash in the puddles!” C major (guitar/Q-chord); A. leads.

Title: Splash in the Puddles

Materials: Splashing in the Puddles by Rhodenizer, D. (n.d.). Adapted:

(E-D-C-B-D) I love to play outside in the rain! (F-E-D-C-E).

Splashing in the puddles and we stomp on the ground!

Splashing in the puddles B-D (JUMP), splashing in the puddles. C-E (JUMP),

Oh! Oh! There is a big puddle full of mud! Let’s jump and stomp in there!

Splashing in the puddles, but don’t let mommy know! SHHH... (repeat!)

I love to play outside in the rain! Walking through the raindrops. Walking through the raindrops

Walking through the raindrops and this is so much fun! (HooRey!) (repeat!)

Oh! Oh! Here comes the big rain and we are going to play with water!

(La~section improvised) Movement: turning around with arms opened.

Short Description of Procedure: Participants will stomp on the floor while SMT sings the song and “be crazy in the puddles/ walking through the rain” -One melody for splashing in the puddles (eighth notes)/ walking through the raindrop (sixteenth notes). Extension: SMT will add one section for stomping in the puddles and walking through the rain. (Stomping on the ground) (Turning around with arms open). Added section improvised vocally.

Notes (Transitions/Connection/Flow): A.: “I like the splash in the puddles! Ah! Listen, I think the raindrops are falling on the drum!” G.: “I hear it too! Tap Tap Tap (on beat)” G. leads.

Title: I feel the rhythm

Materials: I feel the rhythm by Schwartz, E. (2012). DIY homemade drum.

Short Description of Procedure: The SMT will start singing “I hear the rhythm of the beat beat beat” and will continue tapping on the beat. The SMT will sing “I feel the rhythm in my ___”, changing the body part mentioned each time. The SMT will model shaking or patting the chosen body part. Sing melody on lalala and cue each participant to unmute and play the “beat beat beat” pattern.

Notes (Transitions/Connection/Flow): G. will lead the transition and take away the drum, then M. will take over the transition and model the open shut movement. G.: “We shook all the rain off!” M.: “let’s move our hands like the sunshine coming back out!” M. leads.

Title: Open Shut them

Materials: “Open, Shut Them” – Traditional nursery rhyme

Short Description of Procedure: SMT will start by modelling the open and shut movement. She will begin the chant, encouraging the group to follow her hand motions. SMT will also work on being loud and quiet. Extension: SMT can ask the group where their hands are going next or how they should move them.

Notes (Transitions/Connection/Flow): G.: Wow, we can move our bodies in so many cool ways! Let’s see how else we can move our bodies”. G. leads.

Title: I Can Move My Body Like Anything

Materials: Song adapted from “I Can Move My Body Like Anything” by Jack Hartman
Guitar (optional). Access at <https://youtu.be/oLaJ4jyKBUY?si=Jum0fEzG080tPHT4>

Short Description of Procedure: The SMT will start singing. The SMT will model free flow movements and alternate with structured movement to imitate the various objects in the lyrics of the song. The SMT will differentiate between big and small movements moving with free flow. The application can be extended to allow children to choose another object to imitate.

Notes (Transitions/Connection/Flow): M.: “We really can move like anything! Let’s pretend to be stomping dinosaurs!” minor. M. leads while playing ukulele.

Title: We Are The Dinosaurs

Materials: “We Are The Dinosaurs” The Laurie Berkner Band. (2025); Ukulele

Short Description of Procedure: SMT will start playing the ukulele and sing through the song, modelling how the dinosaurs are marching. SMT will encourage children to march around, squat on the ground to eat their food, and take a nap. They can also do Laban movements with big dino and small dino. Extension: SMT can ask children what else the dinosaurs can do. (Ex: the dinos will dance, skip, jump, wave, etc.). Adaptation: Children can sit down and stomp their legs/complete other movements in a chair. Outro: Dinosaurs going to sleep.

Notes (Transitions/Connection/Flow): A.: “Wake up Dinosaurs! Let’s play ball!” D minor. A. leads.

Title: Roll the ball

Materials: Roll the ball song (Valerio et al., 1993). Soft ball or mini beach ball.

Short Description of Procedure: Participants will roll the ball to their parents (support for younger children) while SMT sings the song. Back and forth rolling the ball. Extension: Catch the ball, bounce the ball, etc. Alternate singing the lyrics and singing verse on ‘la’ La~ (D-E-F-A-E) (A-G-F-E-D).

Notes (Transitions/Connection/Flow): A.: “All the cool music makes me want to dance! Let’s put our ball away!” G.: “Stand up and dance with me! Listen to the music, if the music stops, everybody freezes!” G. leads.

Title: Stop and Go dancing

Materials: Skip to my Lou (traditional song)

Short Description of Procedure: The SMT will begin playing the chords. The SMT will sing on a neutral syllable. The SMT will select random times to stop, overexaggerating the stopping. The SMT will cue starting again. The SMT could use verbal prompting if necessary.

Notes (Transitions/Connection/Flow): M.: “After all of that moving around and dancing, we’ve gotten pretty dirty! I think it’s time for a bath!” M. leads.

Title: David Has a Dirty Face/Scrub a Dub

Materials: “David Has A Dirty Face” by Pinzino, n.d.-a; scarf or wash cloth at home for pretend cleaning.

Scrub a dub chant:

Scrub a dub a da da; Scrub a dub a da da; Scrub a dub a da da; Scrub a dub in the tub

(This chant is in 7/8 time signature adapted from a chant included in Gordon et al., 1993 and demonstrated to the first author by Dr. Cynthia Taggart/Michigan State University)

Short Description of Procedure: SMT will begin singing, including names of different children and a body part that they need to clean! After SMT sings through the melody, she will go into the scrub a dub chant and encourage the group to scrub that specific body part with her. Extension: Children can suggest where they should scrub next or have them scrub their parents.

Notes (Transitions/Connection/Flow): M.: “Now that we’re all clean, I wonder what’s next...” A.: “Let’s stand up and dance the Hokey Pokey!” (traditional). A. leads.

Title: Hokey Pokey

Materials: Hokey Pokey (Traditional Song).

Short Description of Procedure: Lead sing along with familiar children song with piano, guitar accompaniment.

Notes (Transitions/Connection/Flow): We moved our bodies a lot today. Let's sit down and sing one more song together before we say goodbye!

Title: Head Shoulders/If you are happy

Materials: Head Shoulders/If you are happy and you know it (Traditional Songs).

Short Description of Procedure: Lead sing along with familiar children song with piano, guitar accompaniment.

Goodbye song: Same as previous sessions.

Session 5. Sea Animals

Hello song: Same as previous sessions.

Notes (Transitions/Connection/Flow): G.: Today, we're going to explore the sea and meet some new sea creatures! Let's sway like we're on a boat! G. leads.

Title: Seashell

Materials: Seashell - Pinzino, n.d.-a; Ocean Drum for SMT; Seashells at home (if available)

Short Description of Procedure: The SMT will demonstrate swaying and will begin singing. The SMT will move the ocean drum slowly with the music. Children and parents will sway to the music. SMT will repeat melody on hum or repeated syllable. Showing us which seashells they have; call and response wave sounds (shhhhhh) to practice breath.

Notes (Transitions/Connection/Flow): A. if standing directly to sit back down. A. "Let's see what kind of animals we can see in the sea." Mixolydian, 2/4, visual cues for every sea animal. A. leads.

Title: I Like Sea Animals

Materials: I Like Sea Animals by Pinzino, n.d.-a

Short Description of Procedure: Participants will sit down on the floor with their parents while SMT sings the song with the visual cues (sea animals) (power point). SMT will introduce the sea animals for this session with the visual cues while singing song. Will ask participants to unmute and repeat or name each animal. Adaptation/ Extension: SMT may ask "How many legs does octopus have? / Let's count with me 1, 2, 3,.../ sing with me... sea horse..." Can ask to identify different details about each animal. Outro: I like the animals under the sea, and they like me too! (intone).

Notes (Transitions/Connection/Flow): M.: "You know what animal I liked the best in that song? The shark! I think I see them coming" Aeolian, 6/8. M. leads.

Title: The Shark

Materials: "The Shark and The Crescent Moon" by Pinzino, n.d.-a

Short Description of Procedure: SMT will sing through the song and encourage children to hide their heads. SMT will vocalise the famous "dun dun dun dun" as if the shark is coming closer. SMT will then tell the children to scare the shark by coming out of hiding and yelling "boo!" Extension: Children can pretend to be the sharks and scare their hiding parents. They can also vocalise the "dun dun"

Notes (Transitions/Connection/Flow): M.: "Oh no, the shark is coming this way!" G.: "I know a good place for little fishes like us to hide! A sea anemone" Scarves, Phrygian. G. leads.

Title: Anemone

Materials: Scarves/pillowcases or towels; Sea Anemone - Pinzino, n.d.-a with adapted lyrics
Anemone, you are the flower of the sea; Anemone, with blooming colours bright

Anemone, your graceful arms they whisper like the breeze; Anemone, anemone, anemone
 Anemone, you are small but cover us; Anemone, with blooming colours bright
 Anemone, we peek out from behind your arms; Anemone, anemone, anemone
 Anemone, I think the shark swam away Anemone, you hid us from its sight
 Anemone, we say goodbye to you and swim some more; Anemone, anemone, anemone

Short Description of Procedure: SMT will begin singing and will model moving the scarf freely. During the second verse, the SMT will model using the scarf to hide and peek out from behind. The SMT will grow quieter in the third verse and end on 5 to 1 intoned “goodbye anemone”. The application could be extended to include directions for moving up high and low in a free flow manner.

Notes (Transitions/Connection/Flow): A.: “Not only Anemone lives on the seafloor, but also starfish lives on the seafloor too!” “Let’s go visit our starfish friends and say hello!” Chinese Pentatonic, Bounce movement (arm swaying).

Title: Starfish

Materials: Starfish (original song composed by A.- see Appendix B)

Short Description of Procedure: Participants will move with starfish arms and follow SMT direction Movement: waving/ / high five/ Peek-a-Boo/ waving/ bye starfish. Add section B with fast melody for free movement (will sing on lalala and add additional melody through vocal improvisation). Adaptation: The participants will dance around while SMT sings the song. Call and respond to three note patterns on la going up and down the scale. Outro: “Thank you today for playing with me! Bye Starfish!” (intone)

Notes (Transitions/Connection/Flow): M.: “Since the starfish went home, let’s see what else we can find! Look, I see a jellyfish!” Chant, body awareness. M. leads.

Title: Jellyfish

Materials: This poem was found in a Pinterest post: <https://pin.it/6cXHgdJoz> (The rhythmic chant notation is not available at this time – original rhythmic chant composition by M.)

I see a jellyfish; Fresh from the sea,
 with tentacles and jiggly jelly; I keep it far away from me
 If I touch it, they’ll sting my belly (change different body parts)

Short Description of Procedure: SMT will go through the chant and have parents tickle their child based on the body part mentioned. Extension: Children can vocalise with “zap! zing!” and can wiggle fingers like jellyfish tentacles. They can also free flow like they are jellyfish themselves (while providing improvised rhythmic patterns). Call and response one measure rhythmic patterns may also be an extension using different syllable combinations of zap and zing.

Notes (Transitions/Connection/Flow): M.: “Let’s swim away from the jellyfish!” G.: “I know! Everyone stands up! Let’s swim fast like dolphins and jump out of the water too!” Dorian, movement. G. leads.

Title: Dolphin

Materials: Dolphin - Pinzino, n.d.-a

Short Description of Procedure: The SMT will model swaying back and forth while standing, imitating a dolphin swimming. The SMT will musically emphasise “Jump!” and will model jumping up. The SMT will repeat the song once. Extensions/Adaptations: the application could be adapted to allow children to remain seated and have parents lift them up on “jump”.

Notes (Transitions/Connection/Flow): G.: “Phew! I think we’re safe from the jellyfish! We swam so fast!” A. will model the sway movement before singing the song. A.: “We just swam like a dolphin, now we are going to sway like an eel!” Be careful, an electric eel will buzz me!” Aeolian, bouncing movement-based, (buzzing)/ modified to 6/8 tickle. A. leads.

Title: Electric Eel

Materials: Electric Eel (Pinzino, n.d.-a)

Short Description of Procedure: Participants will sway side to side while SMT sings the song. Add buzz at the end of phrases and prompt interactions between parent/child. Adaptation: The parents will hold their babies to sway around. Extension: SMT will add improvised melody in Aeolian for swimming crazy in the B section. (Up high/ middle/ down low options).

Notes (Transitions/Connection/Flow): M.: “The eel glides through the water and so does the seahorse! I see one coming!” Let’s swim like the seahorse (intone). Mixolydian, Scarves. M. leads.

Title: Seahorse

Materials: Scarves (or pillowcases at home); “Seahorse” by Pinzino, n.d.-a

Short Description of Procedure: SMT and children will move like a seahorse with scarves using Laban movements. Extension: Children can give suggestions for how the seahorse is swimming (Ex: the seahorse is swimming this way, the seahorse is going in circles, etc.). Also, exploration of space by going low for deep sea and up high for shallow/surface while engaging in free flow movement.

Notes (Transitions/Connection/Flow): G.: “Well I don’t know about you but I’m getting tired of just swimming. Let’s try something else. Maybe we could fly! Let’s be penguins, they have wings, maybe they can fly! Momma (or dad, etc. depending on group) penguins, help your little penguin try to fly!”. Chant, movement, parent-child interaction.

Title: Penguin

Materials: Penguin Chant; Penguin prop/stuffed animal. This chant was introduced by another student in a class where the first author learned about early childhood music based on *Learning Theory*. We are unable to find the creator of the chant to give proper citation/attribution. SMT G. added the second verse for this rhythmic chant.

Verse 1. There was a little penguin who wanted to fly; and over the hill he gave it a try
He went “ba ba ba ba, ba ba ba ba, baaaa – plop.” Silly little penguin, penguins can’t fly
ba ba ba ba, ba ba ba ba, ba ba ba ba ba ba, ba— ba— ba— ba—

Verse 2. The silly little penguin couldn’t fly; So instead he decided to glide
He went slip-ity slide, slipity slide, slipity slide woooooooo; Down the iceberg he went slip and slide
ba ba ba ba, ba ba ba ba, ba ba ba ba ba ba, ba— ba— ba— ba—

Short Description of Procedure: The SMT will begin the chant bouncing/tapping on the beats (pretending that the bird is trying to fly and going higher each time. The SMT will freely use change in pitch to indicate rising higher and falling. The SMT will lift penguin prop up following cues. Parents will bounce children and lift them up following SMT. During the verse about penguin gliding, the SMT will model swaying side to side with penguin prop. Extension: Includes verse about swimming or sliding. Back and forth rhythmic pattern imitation using ‘bababa’ syllables. Vocal exploration for sliding.

Notes (Transitions/Connection/Flow): G.: “Well flying for the penguin didn’t work very well. I am wondering what animal comes next...” A.: “I know...let’s move like crab!” Bounce movement, D major; A. leads. A. will model to be a crab before singing the song.

Title: Crab

Materials: Crab – Original Composition (see appendix B) by A.

Short Description of Procedure: Participants will pretend like a crab crawling to move forward/ backward/ side to side for younger children. For older children, SMT can adapt to do the crab walk. Also, you may use fingers for pretending to do crab walk. Adaptation: Participants will move around instead of crawling forward or backward while SMT sings the song. Extension: SMT will model having the crab and do the open and close. (Ascending and descending melody). Outro: SMT "Little crabs you were awesome dancing with me now we're going home and rest and stop!" (intone)

Notes (Transitions/Connection/Flow): M.: "Do you hear that? I think it's my friend the Catfish, he sounds sad! Let's go see what's wrong!" Mixolydian, Instrument play, vocalisation

Title: Catfish Blues

Materials: "Catfish" by Pinzino, n.d.-a; instruments DIY or available at home; Guitar for SMT

Short Description of Procedure: SMT will play the guitar and sing the song while the children improv on their various instruments (patting their legs, playing pencils on a table, homemade shaker eggs, etc.). SMT will also include a section for a vocal improvisation. Extension: Each dyad can have their own duet time. Adaptation: Children can just play along instead of vocalizing (instrumental duet).

Notes (Transitions/Connection/Flow): "We had so much fun under the sea today! Let's sing one more song before we say goodbye!"

Title: Under the Sea

Materials: Under the Sea by Menken, A. (Composer), & Ashman, H. (Lyricist). (1989).

Short Description of Procedure: Lead sing along with familiar children song with piano or guitar accompaniment.

Goodbye song: Same as previous sessions.

Session 6. We repeated a compilation/our most successful from Sessions 1-5

Session 7. Food

Hello song: Same as previous sessions.

Notes (Transitions/Connection/Flow): M.: "Today is going to be all about food! But before we make anything, we need to go grocery shopping!" Reaching high and low, asking the group what they want to buy. M. leads.

Title: Grocery Store Shopping Trip

Materials: "Let's Go On A Shopping Trip" by Pinzino, n.d.-a; toy food items or real food items from home.

Short Description of Procedure: SMT will sing through the song, including different food items that they will buy in the store. SMT will prompt kids to suggest what they should buy next. SMT will then demonstrate reaching high and low for the different items on the shelves and pushing the grocery cart. Extension: Group can be asked where the food item is and what they should do to get to it. SMT can play around with "reach reach reach uh oh! It's too high! Let's ask for help." The group can be seated so that reaching is in a smaller range. Intone on 5th scale degree for reaching and return to tonic when the item is grabbed.

Notes (Transitions/Connection/Flow): M.: finishes the song with "do we have everything?" A.: "Wait, but I want some watermelon. Let's go pick up some watermelons!" Chant, (heavy/ light), pretend play A. leads.

Title: Watermelon

Materials: Chant from <https://www.kidsparkz.com/preschool-sings-food.html> and Portman, 2025. Modified lyrics: Pick up a watermelon, put it in the basket, (I) Pick up a watermelon, put it in the basket, (I) Pick up a watermelon, put it in the basket, Way down yonder in the grocery bag.

Short Description of Procedure: SMT will start chanting (modified). SMT “Oh! Oh! This is a very heavy watermelon! Bom Bom Bom Bom Bom” (SMT will increase the dynamic and pretend the HEAVY watermelon). There is a small watermelon. “Let’s pick it up together! Da Da Da Da Da” Extension: SMT may ask “Do you want to pick up the big or a small watermelon?” and repeat with corresponding movement.

Notes (Transitions/Connection/Flow): A.: “Pheeeew! We got everything from the grocery. Let’s go home!” G.: “Guess what...I got some bubblegum at the grocery store!” Body awareness. G. leads.

Title: Bubblegum

Materials: Bubble Gum Chant – original chant by G. (see supplemental materials); Alternative source: Bubblegum chant – By David Landau. See <https://www.youtube.com/watch?v=ZizzobSIWkg> Landau, (n.d.). Scrub-a-dab (Dr. Cynthia Taggart; emerita professor, Michigan State University). The Scrub-a-dab song is a rhythmic chant in 7/8 (Lyrics: (Scrub-a-dab-ba-dah-dah)x3-Scrub-a-dab in the tub) that was modelled by Dr. Taggart during an early childhood music class.

Short Description of Procedure: The SMT will start the chant. The SMT will select a body part to include in the chant. On “icky, sticky” the SMT will model stretching the gum, pretending to get it off the chosen body part. The SMT will repeat the chant, changing the body part mentioned each time. The “icky, sticky” part could be extended to allow longer time for pretend play. Exchange back and forth with imitation of rhythmic patterns using “yak yak yak” as syllables. Transition to Scrub-a-dab to wash hands and body after playing with the bubblegum.

Notes (Transitions/Connection/Flow): G. ends with “We finally got rid of that sticky bubble gum!” G. will begin the transition, and M. will take over with scrub a dub, making sure that everyone is seated. Scrub a dub chant to wash hands before cooking. M.: “We got a lot of stuff from the grocery store. Let’s make some soup!” bound movement, pretend play. M. leads.

Title: Stir Soup

Materials: “Simple Melody” by Gordon et al., 1993. This music-based experience was also modelled by Dr. Cynthia Taggart; emerita professor, Michigan State University.

Short Description of Procedure: SMT will encourage the group to stir the soup with her in a bounded movement. She will sing the melody on lalala syllables as they stir and then ask different participants what they should put into the soup. SMT will then encourage the group to chop up the item (sing short chopping chant) and throw it into the soup and then continue stirring. Extension: SMT can play around with the idea of the soup getting thicker, having the group stir slower (note – do not slow down tempo just adjust to the perception of the pulsation).

Notes (Transitions/Connection/Flow): M.: “Our soup is finished! Let’s taste it! What food were you cooking over there A.?” A.: “I made porridge!” Chant, finger play/ASL, 2/4. A. leads.

Title: Pease Porridge hot

Materials: Pease Porridge hot – Traditional/Folk

Short Description of Procedure: SMT will count the numbers with C-D-E etc. up to the number nine (corresponding to the lyrics of the song 1, 2, 3.... nine days old). SMT will add on the ASL for “hot” and “cold” (model and imitation by participants).

Notes (Transitions/Connection/Flow): A.: Finished the chant with eating soup or porridge “I feel too salty from the soup or porridge! I need something sweet to eat!” G.: “I know! Let’s go pick some apples! Everyone stands up!” G. leads.

Title: Appletree

Materials: Here We Go Round the Appletree - from <https://www.kidsparkz.com/preschool-sings-food.html> and Portman, 2025; balls, shaker eggs, or real apples at home as props.

Short Description of Procedure: The SMT will start singing and moving freely like walking. The SMT will model free flow movement based on the different verses, changing from high to low as well. Use props like real apples or balls/shaker eggs at home. Sing on lalala to extend.

Notes (Transitions/Connection/Flow): G. will begin the transition and then M. will advise the group to sit down so they can roll their pizza dough. G.: “We cooked up some yummy applesauce! What else can we make?” M.: “Look! I found some pizza dough! Let’s roll it out” Pretend play. M. leads.

Title: Pizza

Materials: Tune from <https://www.kidsparkz.com/preschool-sings-food.html> and Portman, 2025; rolling pin at home or rhythm stick. Lyrics:

Roll, roll, roll your dough
Smoothly as can be
Roll it till it’s big and round
Then add some good toppings.

But before we do
We’ve gotta make it thin
So we throw it up in the air
and watch it as it spins.

Uh oh! Here it comes
Really really fast.
Look out! Look out! It’s falling now...
Right onto our head (change body part)

Short Description of Procedure: SMT will begin singing and rolling out the pizza dough on the floor. They will play with throwing the pizza in the air and then having it fall onto their head and other parts of the body. Extension: Group can pick the different toppings that they want to add. The “scrub a dub chant” can also be used to wash off the pizza that landed on them.

Notes (Transitions/Connection/Flow): M.: “Our pizza is done! But ouch! It’s too hot to pick up with our hands! What else can we use?” A.: “Some people use chopsticks!” Free flow dance, original song, low to high, C major. A. leads.

Title: Chopsticks

Materials: Chopsticks (Original song by A.-see Appendix B). Chopsticks if available at home.

Short Description of Procedure: SMT will sing the intro (Section A/Intro- Chopsticks! Chopsticks! What can I do with you? (saying) Aha~ I know, we can do a chopsticks dance!) to connect with the chopsticks dance! Section B: SMT will sing the melody on neutral syllable. Participants will dance with the chopsticks low to high. Outro: SMT rit. the singing. Adaptation: Participants will manipulate chopsticks while seated. Extension: SMT may ask “Do you want to dance low or high?”

Notes (Transitions/Connection/Flow): A.: "Wow! I still feel so full of all the food we ate!" G.: "Let's go for a walk!" pretend play, movement. G. leads.

Title: Going On a Walk

Materials: Going On a Walk (original song by G.- see appendix B)

Short Description of Procedure: The SMT will begin modelling walking in place. The SMT will begin singing. The SMT will demonstrate pretend play or movements for each verse. The application could be extended to include prompts for vocalisation or to allow participants to state what they see on their walk.

Notes (Transitions/Connection/Flow): G. will end with arriving at an ice cream shop M.: "ooh! I want a banana milkshake! Let's get the bananas ready!" M. will lead the transition and make sure everyone is standing up and to listen out for when to freeze! Free flow movement with freeze.

Title: Go Bananas

Materials: Song and Movements shown here: <https://www.facebook.com/watch/?v=227754374448390>. The song is by Scratch Garden, 2018; (freeze after each movement)

Peel banana, peel peel banana (x2)

Chop banana, chop chop banana (x2)

Crush banana, crush crush banana (x2)

Pour it in the blender

and blend banana, blend blend banana (x2)

Take a big drink (glug, glug) Oh! Do you feel the energy all the way from your toes to the top of your head?

Go Bananas, go go bananas! (x2)

Short Description of Procedure: SMT will begin singing and lead the group into different free flow movements such as peeling the banana, chopping them, blending them, etc. SMT will also prompt everyone to freeze and wait for the next thing. Extension: Children/parents can suggest what they should do to the bananas and show a movement for everyone else to follow. Adaptation: movements can be performed sitting down too for a smaller range of motion (but engage torso and entire upper body).

Notes (Transitions/Connection/Flow): M.: "Wow! Our banana milkshake was delicious! What are you going to have for dessert A.?" A.: "I feel like Mochi! Let's make some Mochi!" (practice the "hit" and "squeeze" movement before chant-introduce the Mochi). Pretend play, original song by A. (with Mochi visual pictures), D flat pentatonic. A. leads.

Title: Making Mochi

Materials: Toy ax or hammer. Making Mochi (original song by A. – see Appendix B).

Short Description of Procedure: SMT will practice the "hit" and the "squeeze/ stretch" the sticky rice as a transition then introduces the dessert with a chant with the visual pictures. Then, SMT will lead the "hitting" movement and sing the melody. SMT will demonstrate the "squeeze/ stretch" movement and sing the B section of melody. "Let's make the ___ flavour" Outro: "Let's eat the mochi together! one, two, three. Hmm, they are so delicious!" SMT may ask "What kind of flavour do you want to make together?" "What is your favourite flavour? Let's make it together!"

Notes (Transitions/Connection/Flow): A.: "We have tried a lot of fun food today. G., what is your favourite food?" G.: "My favourite is ____" (start singing). G. leads.

Title: I Like...

Materials: Let's Have Some Orange Juice – by Pinzino, n.d.-a *adapt to "I like ____"

Short Description of Procedure: The SMT will begin singing, replacing the lyrics with "I like to eat ____". The SMT will complete the verse with her selected food. The SMT will ask children and parents by name what their

favourite food is. The SMT will incorporate the children's preferences into the song. The application could be extended to include asking children how they would eat their chosen food and imitating that child's movement.

Notes (Transitions/Connection/Flow): "We had so much fun trying different foods today! Let's sing one more song before we say goodbye!"

Title: Traditional Song

Materials: Do you know the muffin man? Or I like to eat Apples and Bananas

Short Description of Procedure: Lead sing along with familiar children song with piano or guitar accompaniment.

Goodbye song: Same as previous sessions.

Session 8. Trees, Flowers, Planting

Hello song: Same as previous sessions.

Notes (Transitions/Connection/Flow): M.: "Today is going to be all about trees and flowers! Move along with me!" Lydian, movements/actions. M. leads.

Title: As it Fell Upon a Day

Materials: "As it Fell Upon a Day" by Pinzino, n.d.-a

Short Description of Procedure: SMT will begin singing the song. She will stop singing after each action is sung and sustain on the note, encouraging the group to do the movement/action with her (leaping, singing la la la, growing like a tree, etc.) Things like anticipation, synchronizing free flow movement to beat, and chirp chirp vocalisation can be implemented. Extension: After they go through the movements, SMT can sing the song again and ask the group how each thing should move. Adaptation: movements can be adapted for a smaller range of motion.

Notes (Transitions/Connection/Flow): M.: "It's such a beautiful day outside, let's look around!" G.: "Look at the leaves! They're falling off the trees like they do every year! Let's flutter like the leaves!" Mixolydian, scarf play. G. leads.

Title: Quaint Fancy

Materials: Quaint Fancy - Pinzino, n.d.-a; scarves or pillowcases

Short Description of Procedure: The SMT will start singing with adapted lyrics about leaves falling. The SMT will model freely moving from high to low to imitate leaves falling. The SMT will repeat the melody without words to allow children to continue movements. The SMT will then say: "It looks like our leaves are still moving". The SMT will sing the second verse, moving from low to high to imitate butterflies flying into the tree. The SMT will repeat the melody without words to continue the movement. The SMT could incorporate concepts of heavy (macro beat)/light (micro beat) movement or fast/slow movement as well.

Notes (Transitions/Connection/Flow): Guide participants to sit back down. G.: "the butterflies all landed in the tree!" A.: "Let's sit under the tree and watch these beautiful butterflies and trees!" E Major, swing side to side. A. leads.

Title: Tree Song

Materials: Tree Song from <https://www.bethsnotesplus.com/wp-content/uploads/2016/07/Tree-Song.png> with guitar/ keyboard (c.f., Thompson, 2025). Gather leaves if possible, from outside prior to session.

Short Description of Procedure: Participants will swing side to side while SMT sings the song with their parents' support. Free flow-pretending they are leaves falling and moving.

Notes (Transitions/Connection/Flow): A. will begin the transition and then M. will get the tambourine and take over. A.: "Now that we're all rested, let's go for a walk!" M.: "Look over there! I see a little mountain path, let's go!" Aeolian, peek-a-boo.

Title: The Modest Violet.

Materials: Fake or real flowers at home. "The Modest Violet" by Pinzino, n.d.-a; Tambourine

Short Description of Procedure: SMT will lead the group into walking up the mountain while using the tambourine to keep the beat. SMT will then sing the song and encourage the group to play hide and seek, asking participants where they are. Extension: They can play around while creeping up to each other quietly and then saying boo! or again, calling on each child and pretending they can't see them. Parents can also tickle the child once they are found.

Notes (Transitions/Connection/Flow): M.: "Whew! We finally made it up the mountain. Look! I see the moon coming out" G.: "It looks so pretty through all of the bamboo trees! And I can hear animals in the distance!" Mixolydian, vocalisation. G. leads.

Title: Bamboos in the Moonlight

Materials: Bamboos in the Moonlight - Pinzino, n.d.-a

Short Description of Procedure: The SMT will sing through the song. Each verse, the SMT will replace "cuckoo" with a different animal one might find in the woods. The SMT will model vocalisation using three-note patterns in stepwise movement and will prompt children and parents to repeat them. Animals: Cuckoo, Cricket, Frog, Owl; Children could select/identify different animals. For each animal, do rhythmic pattern imitation using the animal sound. Or, when appropriate vocal slide for voice exploration.

Notes (Transitions/Connection/Flow): G. will finish the vocalisation application and A. will lead the group to finger playing. G.: "We made it through the night and now the sun is coming up! Flowers really like the sun." A.: "Oh Look! Flowers are blooming!" Fingerplay, chant, number counting.

Title: Flower Fingerplay/A Bud

Materials: "Flower Fingerplay" by Warren, J. (2024) and on http://www.preschoolexpress.com/music_station04/music_station_may04.shtml with original rhythmic notation by A. (currently not available).

Short Description of Procedure: Participants will follow the finger playing with SMT while they chant. MT will model the open-closed-open-closed before start chanting. Adaptation: Participants will open and close their hand instead of counting with SMT. Extension: SMT may add one section for "flowers are everywhere!" Pretend to take a deep breath and blow the petals.

Notes (Transitions/Connection/Flow): M.: "Wow those flowers are so beautiful! Let's plant some of our own!" Pretend play-M. leads.

Title: Planting Flowers

Materials: "To Peanut, Peanut Butter, and Jelly" chant from Carrots are Orange (2024) and available at https://carrotsareorange.com/gardening-songs-for-kids/#Gardening_Songs_for_Kids

Short Description of Procedure: SMT will sing through the song and lead the group through the different steps in planting flowers. Pretend play to plant flowers. Extension: SMT can lead a few vocalisations with the sounds their actions would make or ask the group what they are planting/what they should plant next. Can also incorporate vocal pattern imitation or vocal slides using names of flowers.

Notes (Transitions/Connection/Flow): M.: “Now that our flowers have all grown, what should we do with them?” G.: “I know! We can pick some of our flowers and make a bouquet!” Related to previous application, connected to reinforce only picking flowers you planted. Pretend play, picking flowers, making a bouquet, including some counting skills. G. leads.

Title: Picking Flowers

Materials: Traditional. (n.d). *I Love The Mountains*. (c.f., The Learning Station, 2007). DIY flowers or cut-outs of flower pictures at home. Original song/lyrics by G. to the tune of the traditional song. Lyrics as follows:

As I was walking through my garden
I saw one flower I really wanted
So I gently picked it and happily I sang
La la la la, la la la la, la la la la la la la

(Continue singing and increase the number of flowers, two, three, etc.)

As I walking through my garden
I made a bouquet from the flowers I'd gotten
So I gave them to [add person] and happily I sang
La la la la, la la la la, la la la la la la la

Short Description of Procedure: The SMT will begin singing. The SMT will model pretend play movements, such as walking and picking flowers. “Flowers” may be imaginary or represented by DIY at home. The SMT will increase the number of flowers in each verse and will end with creating a bouquet.

Notes (Transitions/Connection/Flow): G.: “Let’s walk around outside again! Oh! It’s getting a little windy!” A.: “Oh no! Some leaves are falling down on me! let’s take them off!” Body awareness, original song by A.

Title: Leaves

Materials: Picture of leaves or actual leaves collected from outside. Leaves – original song by A. (currently not available). Lyrics:

The small leaf’s falling down when it turns brown.
They’re falling down from the tree when it turns brown.
They’re falling down on my head! let’s take them off (1,2,3)
I like leaves in fall.

Short Description of Procedure: Participants will pretend to take leaves off from different body parts. Pretend to hold a leaf while moving around in free flow. Answer question: “where do you want to balance a leaf?”. Blow leave in the air or throw them and blow while they are falling down. Count leaves.

Notes (Transitions/Connection/Flow): M.: “Wow! We really know the different parts of our body! But did you know that plants have different parts too? Let’s sing about them!” bound flow movement. M. leads.

Title: Parts of Plants

Materials: “Parts of the Plants” from <https://www.preschooleducation.com/sflower.shtml> to tune of “Head Shoulders Knees and Toes” and Preschool Education. (2005b).

Short Description of Procedure: SMT will sing about the different parts of the plants and lead the group into different free flowing movements (using the roots as their legs, moving from low to high for the water coming up

the stem, waving arms for leaves, etc.) while showing visuals of each part. Extension: SMT can pause before singing each verse and have the group shout out which part of the plant they're talking about or play around with sounds associated with each movement.

Notes (Transitions/Connection/Flow): M.: "Some little plants grow into big apple trees!" G.: "I know where we can find apple trees! Let's go to the orchard" Intone: let's walk! I see the orchard! There's a very special tree in the orchard." Free flow movement low to high, pretend play picking apples low to high. G. leads.

Title: Up in the Green Orchard

Materials: Up in the Green Orchard - Pinzino, n.d.-a and real apples at home (or pictures)

Short Description of Procedure: The SMT will sing through the song. The SMT will replace the names in the songs with the names of children in the group. After singing through the verse, the SMT will sing "reach up high" or "reach down low". The SMT will model free movement at different levels. The SMT will repeat the song a total of three times through the song in order to include all children's names. Extensions/Adaptations: the application could be extended to sing through on text and then sing through on melody only to allow more time for free movement before repeating with the words.

Notes (Transitions/Connection/Flow): G.: "Let's take all of our apples home!" A.: "Do you hear that? Listen to the bird!" Vocal pattern imitation. A. leads.

Title: Sing Little Birdie

Materials: Sing Little Birdie (Pinzino, n.d.-a)

Short Description of Procedure: Participants will explore vocal patterns with SMT while singing the song. -Sing little birdie sing, I sing..... You sing.....(vocal pattern imitation 3 notes up and down the scale). Will do 6 times in total. SMT will design 6 different small vocal expressions in the group. Outro: "Thank you for singing with me!" (D-D-E-G-F-F). Extension: SMT may ask one child "How does your bird sound?" "Can you make a sound of your bird, and we will follow you! / What's the sound of your bird then we will follow you!" Adaptation: Participants will wave or swing side to side while SMT sings the song!

Notes (Transitions/Connection/Flow): "Wow look at all the flowers we planted today! Let's skip through the meadow and sing one more song together before we say goodbye!"

Title: Traditional Song

Materials: Skip to my Lou

Short Description of Procedure: Lead sing along with familiar children song with piano or guitar accompaniment.

Goodbye song: Same as previous sessions.

Session 9. Weather, trees, flowers

Hello song: Same as previous sessions.

Notes (Transitions/Connection/Flow): G.: "Today we're going to sing about weather and nature! I like the rain and snow and sunshine! Let's pretend to be rain!" Structured Movement, introduction of weather, Major $\frac{3}{4}$. G. leads.

Title: I Like the Rain

Materials: I Like the Rain - Pinzino, n.d.-a, Ukulele

Short Description of Procedure: The SMT will sing and will model moving freely with hands and arms like rain. The SMT will sing about snow and will model acting cold. The SMT will sing about the sun and will model movement. The SMT will sing about wind and will model swaying and moving arms freely. The application could

be extended to include more types of weather or to allow children and/or parents to suggest a type of weather. Structured movement instruction: Rain, Snow, sun, wind. Also, SMT could ask children to model movements.

Notes (Transitions/Connection/Flow): G. will end the previous song with a verse about wind. A.: "Oh Listen to the wind! What is it whispering something!" A. leads.

Title: The wind

Materials: The wind (Valerio et al., 1998); scarves

Short Description of Procedure: Hold scarves and pretend we are moving around with the wind. Sing the lyrics and sing some verses on neutral syllable. Free flow movement up high, then middle, then low. Use whole body to move. Improvise the names of the participants into lyrics of the song "it is saying____"

Notes (Transitions/Connection/Flow): A.: "Oh! It's getting really cold!" M.: "I think the wind blew in a snowstorm! Look, I see snowflakes falling down." Chant, body awareness. M. leads.

Title: Snowflake

Materials: "Snowflake On My Nose" chant from <https://www.pinterest.co.uk/pin/545991154797910045/>

Sung to the tune of: Traditional. (n.d.). If you're happy and you know it [Song].

There's a snowflake on my nose, on my nose

There's a snowflake on my nose, on my nose

I caught this little flake

Now I give a little shake

There's a snowflake on my nose, on my nose

Other options: In my hand, behind my back, under my foot, on my hip, on my head, etc.

Short Description of Procedure: SMT will lead the group into pretending as if it's snowing (rubbing arms, "brrr"). She will then begin saying the chant, naming a different body each time that the snowflake lands on. They will be encouraged to move just that body part while SMT sings chant. Once the chant is over, they can wipe it off. Extension: The group can suggest new places where the snowflake has fallen and demonstrate how we should get it off. Parents can also tickle their child on each part.

Notes (Transitions/Connection/Flow): M.: "Look! It stopped snowing!" G.: "And now the sun is coming out!" Peekaboo, props for clouds (towels or pillows at home). G. leads.

Title: The Sun.

Materials: The Sun - Pinzino, n.d.-a. Towels/Pillow – optional at home.

Short Description of Procedure: The SMT will intone on "Let's be the sun!" The SMT will slowly move her hands away from her face, like clouds parting. The SMT will model moving hands in front of and away from face while vocalizing. Incorporate free flow prior to doing the peekaboo. The SMT will sing the song and will model movements. The parents will imitate the SMT's actions and will engage children in peekaboo. Extensions/Adaptations: The application could be adapted to include the use of props such as towels or small pillows as clouds. Intone: Where is (name of child)? And prompt child to say "here I am"

Notes (Transitions/Connection/Flow): G.: "Wow, it's such a pretty day out" A.: "See, there are lots of birds coming out and they are cute!" Vocal pattern imitation. A. leads.

Title: Sing little birdie

Materials: Sing Little Birdie from Pinzino, n.d.-a

Short Description of Procedure: Participants will explore imitation (or creative expression/make your own) vocal patterns with SMT while singing the song. -Sing little birdie sing, I sing..... You sing.....(vocal pattern imitation or creation) intone- repeat several times. Outro: "You did it, you were birdies singing with me!" (D-D-E-G-F-F)

Extension: SMT may ask one child “How does your bird sound?” “Can you make a sound of your bird, and we will follow you! / What’s the sound of your bird then we will follow you!” Adaptation: Participants will wave or swing side to side while SMT sings the song! Free flow of birds flying using total body and space around them (non-structured movement).

Notes (Transitions/Connection/Flow): M.: “You know what this weather is perfect for? Planting flowers!” pretend play. M. leads.

Title: Planting Flowers

Materials: “To peanut, peanut butter, and Jelly” chant from Carrots are Orange (2024) and available at https://carrotsareorange.com/gardening-songs-for-kids/#Gardening_Songs_for_Kids

Short Description of Procedure: SMT will sing through the song and lead the group through the different steps in planting flowers. Pretend play to plant flowers. Extension: SMT can lead a few vocalisations with the sounds their actions would make or ask the group what they are planting/what they should plant next. Can also incorporate vocal pattern imitation or vocal slides using names of flowers.

Notes (Transitions/Connection/Flow): M.: “Now that our flowers have all grown, what can we do with them?” G.: “Let’s pick some and make a bouquet” G. leads.

Title: Picking Flowers

See session 8 for materials and procedure.

Notes (Transitions/Connection/Flow): G.: “It’s a good thing we didn’t pick all those flowers! Look, some are just starting to bud” A.: “See, they are about to bloom!” fingerplay, chant, number counting. A. leads.

Title: Flower fingerplay/A bud

Materials: “Flower Fingerplay” by Warren, J. (2024) and on http://www.preschoolexpress.com/music_station04/music_station_may04.shtml with original rhythmic notation by A. (currently not available).

Short Description of Procedure: Participants will follow the finger playing with SMT while they chant. MT will model the open-closed-open-closed before start chanting. Adaptation: Participants will open and close their hand instead of counting with SMT. Extension: SMT may add one section for “flowers are everywhere!” Pretend to take a deep breath and blow the petals.

Notes (Transitions/Connection/Flow): M.: “Uh oh! The clouds are getting dark. I think it’s about to rain!” pretend play with free flow, different movements. M. leads.

Title: Let’s walk in the rain

Materials: “Let’s Walk in the Rain” by Pinzino, n.d.-a; Guitar; (items from home: umbrella, rain jacket, rain boots - optional).

Short Description of Procedure: SMT will begin singing the song, leading the group to walk through the rain and hold their umbrella. Each time through, the movement will be changed (jumping over puddles, splashing in the puddles, dancing, skipping, sticking tongue out). Extension: SMT can ask the group what they like to do in the rain so they can suggest new things everyone can do. SMT may also even reinforce counting by singing up the scale and counting the raindrops that are falling. Use heavy/strong movement with whole body for heavy rain.

Notes (Transitions/Connection/Flow): M.: “What else is special about springtime?” G.: “Animals like to play outside! Some animals only come out at night! Let’s pretend it’s nighttime so we can sing with them” G. leads.

Title: Bamboos in the Moonlight

Materials: Bamboos in the Moonlight - Pinzino, n.d.-a

Short Description of Procedure: The SMT will sing through the song. Each verse, the SMT will replace “cuckoo” with a different animal one might find in the woods. The SMT will model vocalisation using three-note patterns in stepwise movement and will prompt children and parents to repeat them. Animals: Cuckoo, Cricket, Frog, Owl; Children could select/identify different animals. For each animal, do rhythmic pattern imitation using the animal sound. Or, when appropriate vocal slide for voice exploration.

Notes (Transitions/Connection/Flow): “Oh, my goodness, I think another spring storm is coming. Look at all the clouds.”

Title: Clouds

Materials: Clouds from Pinzino, n.d.-a

Short Description of Procedure: SMT will model wave and swing like clouds in a group (with arms waving in free flow and including torso/entire body. Maybe take one section melody from the song on neutral syllable as an intro. SMT will start singing the song. SMT will stop the verse and sing the stop and wait “Then we stop and wait” (for 4 beats). SMT will say “Here comes wind and we go” (start singing). The stop and go will be repeated 4 times in total. Outro: SMT will Rit. the singing and fade away the sound. Adaptation: Participants will swing side to side while SMT sings the song (bound flow). Extension: SMT will ask “Do we keep going or stop?” to interact in the group. Add vocal slides for the wind for voice exploration. Add a fast/contrasting melodic section (section B) for fast wind. Alternate section A (the song) with section B (fast wind).

Notes (Transitions/Connection/Flow): “Now that the storm has passed, let’s sing one more song together before we say goodbye!”

Title: Traditional Song

Materials: Mr. Sun. Traditional. (1976). Mr. Sun [Song recorded by Raffi on Singable Songs for the Very Young]. Troubadour Records.

Short Description of Procedure: Lead sing along with familiar children song with piano or guitar accompaniment.

Goodbye song: Same as previous sessions.

Session 10. We repeated a compilation/our favourites (or those who elicited the most participant responses)

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Appendix B – Original Compositions

Airplane Chant. By G.

Chant $\text{♩} = 80$

Zoom zoom zoom! Go the air - planes in the sky!

2 Zoom zoom zoom! As they fly up high Uh oh it's get - ting bum - py

4 Uh oh, we'd bet - ter land Let's land on a friend Phew, we land - ed! Let's fly a - gain

7 Zoom zoom zoom! Go the air - planes fly - ing low

8 Zoom zoom zoom! As they fly to and fro Uh oh it's get - ting bum - py

10 Uh oh, we'd bet - ter land Let's land on a friend Phew, we land - ed! Let's fly a - gain

13 Zoom zoom zoom! The air - planes are so loud! Zoom! (Vocalization)

16 Zoom zoom zoom! The air - planes are so quiet! Zoom! (Vocalization)

Busy Day – By G.

Piano $\text{♩} = 80$

5

Bubblegum Chant – by G.

♩. = 80

Spoken in Rhythm

I was chew-ing bub-ble gum when out of the blue, my
 friend made me laugh, so I op-ened my mouth, and out my bub-ble-gum flew! It
 land-ed on my (Part of body) Ick - y Stick-y
 Ick - y stick - y bub-ble-gum get off of my (Part of body)

Dandelion – by A.

E-A-B-
 I V V

scarves (arms)

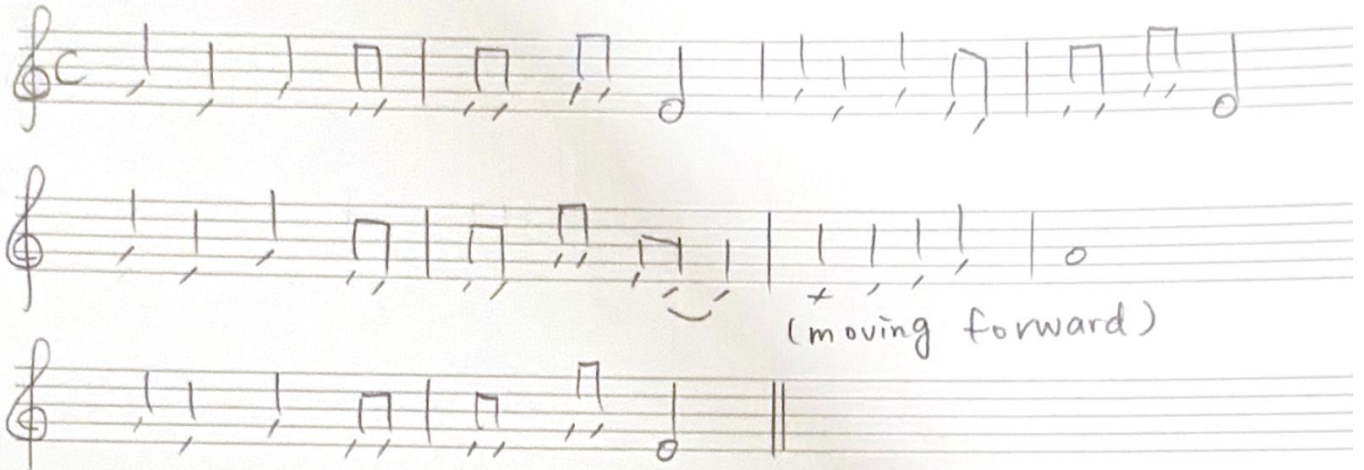
Dandelion free flow \$ EM

I can fly like Dandelion I can fly like a Dande-lion in the sky.
 fly high cue (x2) fly low cue (x2)

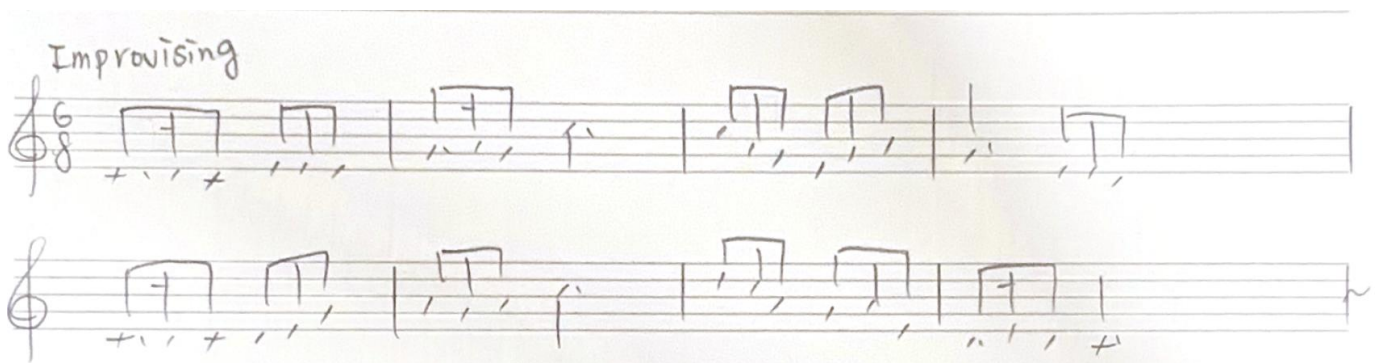
Starfish – by A.

Starfish, Starfish, I see you in the sea,
 Moving slowly, I see you smile at me.

Starfish - Chinese Pentatonic



B-section - fast movement on (lalala) – follow melody and also improvise



Lyrics:

Starfish! Starfish! I see you in the sea!
 Moving slowly! I see you wave at me! (La~)
 Moving slowly! I see you smile at me!
 Starfish! Starfish! I see you in the sea!
 Moving slowly! I see you high five (with mommy) me! (La~)
 Moving slowly! I see you smile at me!
 Starfish! Starfish! I see you in the sea!
 Moving slowly! I see you Picka Boo! (wiggle your fingers) (La~)
 Moving slowly! I see you smile at me!
 Starfish! Starfish! I see you in the sea!
 Moving slowly! I see you wave at me!
 Thank you today for playing with me! Bye starfish!

Making Mochi – by A.

chant + Melody

One melody for introduce Mochi movement: strike (Hit) squeeze, together sticky rice

Making Mochi-original song by Yenchun KU

chant
4/4
practice: Hit! Hit! Hit! Let's hit the squeeze! squeeze! ...

Mochi is a Japanese dessert. (sticky rice)
It is a rice cake made of mochigome.
It is in a round shape and has many flavours.
Mochi green, red bean red, peanut yellow, and sesame black.
Let's make (mochi green)

D^b pentatonic

Hit! Hit! Hit! Hit!

OR~ The mochigome is getting thicker and thicker. Let's squeeze it. (imagine holding a ball and squeeze)

squeeze! squeeze!

Let's make the green one.
red one
black one.

Beat the sticky rice.
stretch
squeeze the sticky rice.
teach it
transition

Let's eat the mochi together. (outro)
one, two, three. Hmm! Let's so delicious.

Making Mochi Lyrics:

Mochi is a Japanese dessert. It is a rice cake made of (sticky rice)
It looks round and has many flavours. Matcha green, red bean red, and sesame black.
Let's make the _____ (prompt to pick one...)

Chopsticks – by A.

Before we pick up the pizza. Let's do a dance chopsticks. (maybe use?!)

section B. Chopsticks. dance free-flow movement.

Handwritten musical notation for section B, consisting of four staves of rhythmic patterns. The notation includes various note values, rests, and dynamic markings such as "rubato." and "rit.".

section A.

Handwritten musical notation for section A, consisting of three staves with lyrics. The lyrics are: "chopsticks what can I do with you AHQ I know we can pick up the (eat up) pizza and eat and we are going to dance like this with chopsticks." The notation includes various note values, rests, and dynamic markings such as "rit." and "(eat with)".

A-B-A'-B' (Binary)

Some people using chopsticks.

Crab Song/Clack Round– by A.

Crab. D Major

melody for clack around.

I clack you clack .. (rubbato.)

Lyrics: Song composed by A.

Click! Clack! Click! Clack! Dancing like a crab!

(La the whole phrase click! Clack!)

(La the whole phrase click! Clack!)

Click! Clack! Click! Clack! Dancing like a crab!

(melody for clack clack around)

(La the whole phrase click! Clack!)

(La the whole phrase click! Clack!)

We cannot go backward but we're going home! Going home and rest stop!

Going for a Walk

Gabi Frens

Voice Lead $\text{♩} = 88$

Go - ing for a lit-tle walk In my neigh-bor-hood

3
Go - ing for a lit-tle walk in my neigh-bor - hood

5
First I got-ta find my shoes to go for a walk First I got-ta find my shoes

8 *Vocalize Instructions*
to go for a walk Put on one shoe Put on two shoes! Let's go go go go

12
Go-ing for a lit-tle walk In my neigh-bor-hood Go-ing for a lit-tle walk

15
in my neigh-bor - hood Next I got ta but-ton my coat to

17
stay warm on my walk Next I got ta but-ton my coat to

19
stay warm on my walk Let's but-ton one, but-ton two but-ton three but-ton four

22

 but-ton five! Let's go go go go Go-ing for a lit-tle walk

25

 In my neigh-bor-hood Go-ing for a lit-tle walk in my neigh-bor-hood

28

 I see trees on my walk Reach-ing up so high I see trees on my walk

31

 Reach-ing up so high Let's reach reach reach reach reach! Let's go go go go

35

 Go-ing for a lit-tle walk In my neigh-bor-hood Go-ing for a lit-tle walk

38

 in my neigh-bor-hood Wavehel-lo to all my friends as I walk on by

41

 Wavehel-lo to all my friends as I walk on by Let's wave hel-lo to (name) And


44

 wave hel-lo to (name) Let's go go go go Go-ing for a lit-tle walk

47

 In my neigh-bor-hood Go-ing for a lit-tle walk in my neigh-bor-hood

50 *End verse can be adapted for transition purposes*



I see a lit - tle farm-er's mark - et right ov-er there I see a lit - tle farm-er's mark - et

Detailed description: This block contains musical notation for measure 50. It features a treble clef and a key signature of one sharp (F#). The melody consists of eighth and quarter notes. The lyrics are: "I see a lit - tle farm-er's mark - et right ov-er there I see a lit - tle farm-er's mark - et".

53



right ov - er there! Let's buy some ap - ples and ba - na - nas!

Detailed description: This block contains musical notation for measure 53. It features a treble clef and a key signature of one sharp (F#). The melody consists of quarter and eighth notes. The lyrics are: "right ov - er there! Let's buy some ap - ples and ba - na - nas!".