

# 101 Ways to Enrich Your Teaching with the Arts

## ACTIVE LEARNING WITH THE ARTS

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A 46-page APPENDIX of resources from this workshop can be found at  
[www.clearwater.edu](http://www.clearwater.edu)

Click on Academics/Majors/Fine Arts – Music/Faculty – Dr. Pattye Casarow

### MUSIC

- Singing
- Playing
- Moving
- Listening
- Creating

### DRAMA

- Act out books
- Act out lessons

### VISUAL ART

- Painting
- Sculpture
- Drawing
- Collage
- Book illustrations

### LANGUAGE ARTS

- Poetry and rhyme
- Storytelling
- Literature

	CONTENT AREA	ART PROCESS	CONTENT TOPIC	ARTS ACTIVITY
1	Bible	Singing	Memorizing Scripture	Put Scripture text to song to make memorization easier and more memorable. For example, a friend of mine set Colossians 3:15 to music 30+ years ago. I still remember the words and the tune. See “Let the Peace of God Rule in Your Hearts.”
2	Social Studies	Singing Moving	Westward journey of 19 <sup>th</sup> century	“Old Brass Wagon” will get your students up and moving with a folk song and dance that was popular among the wagon trains of the 19 <sup>th</sup> century. Teach the song first, then add the movements.
3	Science	Storytelling Listening Singing Moving	Oceanic animals	Tell the story of “Old Stormalong and the Octopus” <i>Ocean (Sound of the Wild)</i> by Maurice Pledger is a phenomenal sound and pop-up book about oceanic animals and their natural sounds. Your students will LOVE this book.  Teach the folk song and movement to “Charlie over the Ocean.”
4	Language Arts	Singing Creating	Creative Writing	Songs can be used to stimulate creative writing projects. Songs like “Drill Ye Tarriers, Drill” tell a story. Sing the song and talk about the story. Allow students to create their own ideas for a story-writing project or have them choose from a list of writing prompts such as “Write another far-fetched tale that has to do with some mode of transportation.”
5	Mathematics	Painting	Measuring	Use DGA 12 to make egg paint like Giotto. This requires the students to carefully measure the water that goes into the paint recipe. Once the paint is made, the students can paint a picture of a nature scene.
6	Bible	Sculpture	Object(s) from any Bible lesson (e.g., animals of the ark, star over Bethlehem, Moses’ basket, etc.)	Rodin: Carving Clay (DGA 50) Using modeling clay, have the students sculpt a simple object that illustrates and reminds them of their Bible lesson.
7	Social Studies	Singing Drama	Gold Rush of the 19 <sup>th</sup> century	Sing and act out “Sweet Betsy from Pike.”

8	Science	Singing Playing Creating Moving	Ocean	Sing "Sea Shells." Have students compose a B section (rhythmic speech with instruments) that contains information about the ocean. Perform in Rondo form*. Another song about the ocean: "Scraping Up Sand"
9	Language Arts	Singing Creating	Vowel sounds (long or short) or letters of the alphabet	Sing "A, My Name is Abbie" or "Old MacDonald's Vowel Song." Have students create subsequent verses based upon your lesson with appropriate vowels and words. Read and sing <i>Old MacDonald's Funny Farm</i> (Rozanne L. Williams) for a fun extension.
10	Mathematics	Singing Moving	Multiplication tables	Sing and do movements for "Weevily Wheat."
11	Bible	Painting	Any Bible Lesson with "3" (Trinity, 3 wise men, 3 sacred objects in the Ark of the Covenant, Daniel praying 3 times a day, etc.)	Van Eyck: Triptych Panel (DGA 15) Have the students make a triptych panel and paint, draw, or color an illustration of the 3 of your Bible lesson.
12	Social Studies	Painting	Wild West and Cowboys	C. M. Russell: Western Sunset (DGA 56) Have students paint a sunset with a western view (include objects such as cacti, cowboy, horse, desert, mining shack, scraggly tree, tumbleweed, etc.)
13	Science	Listening Drawing	Animals	Students draw a picture of the corresponding animal as they listen to one of the 14 movements of Saint-Saens' <i>Carnival of the Animals</i> . See <b>Carnival of the Animals</b> in the Appendix. The picture book <i>Carnival of the Animals</i> , Saint-Saëns and Barrie C. Turner, can be used for a visual addition to this activity.
14	Language Arts	Playing Sculpting	Making a Book Come to Life	Make a children's book come to life by adding "found sounds" or percussion instruments in appropriate places as the book is read. <i>Drummer Hoff</i> (Barbara Emberley), <i>The Giraffe Made Her Laugh</i> (Rozanne L. Williams), <i>Listen to the Rain</i> (Martin and Archambault), or <i>Barnyard Song</i> (Rhonda G. Greene) are great books for this activity.  Judi Barrett's imaginary book <i>Cloudy with a Chance of Meatballs</i> came to life for Leila Davis Elementary School when the students worked together to make the larger-than-life food that came raining down on the town. They sculpted out of clay or paper mâché then painted the huge forms to make them look like real food.
15	Mathematics	Singing	Counting by 2's, 5', 10's	Sing "Math Categories" and count .
16	Bible	Singing Playing	Noah and the Flood	Sing and play "One More River." <i>Noah's Ark</i> by Peter Spier is a wonderfully illustrated book about Noah and his famous ark.
17	Social Studies	Singing Moving	Westward Journey of 19 <sup>th</sup> Century	Sing songs that the people of this time and place would have sung (These tunes easily found online.): <ul style="list-style-type: none"> <li>• "Clementine"</li> <li>• "I've Been Working on the Railroad"</li> <li>• "Home on the Range"</li> <li>• "Red River Valley"</li> <li>• "Shenandoah"</li> <li>• "Erie Canal"</li> </ul>
18	Science	Singing	Planets of Our Solar System	Sing "The Family of the Sun" (Tune: "The Farmer in the Dell")
19	Language Arts	Singing Creating	Rhyming Words	Sing "Who's That Yonder" and have students create new phrases that end with words that rhyme

\*Rondo form: A B A C A D A, etc. ("A" section is repeated between at least two different sections. Can have as many sections as wanted.)

20	Mathematics	Singing	Subtraction	<p>Several children’s songs deal with subtraction:</p> <ul style="list-style-type: none"> <li>• “Five Little Monkeys Jumping on the Bed”</li> <li>• “Ten in the Bed”</li> <li>• “Alice the Camel”</li> <li>• “Five Green and Speckled Frogs”</li> </ul> <p>Increase the challenge and use other subtraction problems other than -1. As an extension, use the children’s book <i>Five Little Monkeys Jumping on the Bed</i> by Eileen Christelow for a visual.</p>
21	Bible	Painting Drawing Singing Listening	Creation	<p>After studying about Creation and the amazing world our God created, have the students draw or paint large, colorful pictures that represent the lyrics of “What a Wonderful World.” Have them listen to Louis Armstrong’s famous rendition of this song as they create their scenes. When all the illustrations are complete have the children stand in a circle and hold up the picture that correlates with the music as it plays. This is a great activity for programs too. (See Appendix.)</p>
22	Social Studies	Listening	The Grand Canyon, The Navajo of the Grand Canyon	<p>Have the students listen to Grofé’s <i>Grand Canyon Suite</i> as you discuss the many wonders and Native American people (Navajo) of the Grand Canyon. Go to <a href="http://courses.wcupa.edu/frichmon/mue332/spring2002/dougballard/index.html">http://courses.wcupa.edu/frichmon/mue332/spring2002/dougballard/index.html</a> for many helpful resources.</p>
23	Science	Singing Creating	Any Science Topic: Health, Nutrition, The Body, Stars, The Organs, Magnets, Plants, Measuring, etc.	<p>Have the students select a tune from the following list or one of their favorites such as:</p> <ul style="list-style-type: none"> <li>• “Jingle Bells”</li> <li>• “Twinkle, Twinkle”</li> <li>• “Do Your Ears Hang Low”</li> <li>• “On Top of Old Smokey”</li> <li>• “Row, Row, Row Your Boat”</li> <li>• “Down in the Valley”</li> <li>• “Home on the Range”</li> <li>• “You Are My Sunshine”</li> </ul> <p>Have the students rewrite the words with lyrics describing the science topic:</p> <ol style="list-style-type: none"> <li>1. Brainstorm and list related words</li> <li>2. Arrange words to fit the rhythm of the tune (match the number of syllables in each line)</li> <li>3. Try to “make sense” with the words</li> <li>4. Try to rhyme the verses like the original song rhymes</li> <li>5. Perform for each other!</li> </ol>
24	Language Arts	Singing Listening Moving	Reading Fluency	<p>Display the words to songs sung in class on a chart or on sentence strips. Children read as they sing. Research has shown that children who can keep a steady beat have better reading fluency and flow. Using word cards, have the children move (according to the word displayed) to the beat of the music. Change the card at the end of phrases. See “20 Ways to Move to the Steady Beat.”</p>
25	Mathematics	Singing	Learning Geometric Shapes	<p>Students can easily learn the distinctive characteristics of the four basic shapes by singing the “Shape Song.”</p>
26	Bible	Singing	Missions Work around the World	<p>“Adopt” a missionary family or two each year. Have the class pray specifically for those missionaries and their needs. Learn about their country. Sing simple folk tunes in the native language. See “Ame, Ame” which is a folk song from Japan.</p>

27	Social Studies	Listening Singing	Multicultural Studies	Send a note home at the beginning of every year asking if any families represent other cultures. Invite them to send CD's of music representing those cultures. Sing songs from other cultures and countries. Start with folk songs the children of differing ethnicities in your class know. Invite their parents to come into class to teach the song with their authentic pronunciation. They might also be able to tell about the song's background. "Sakura" is a beautiful Korean folk song. Use the information in "Understanding Music from Other Parts of the World" to set the stage for multicultural music in your classroom.
28	Science	Listening Moving	Learning How to Read a Clock OR A Study of Timepieces (Clocks and Watches)	Using Zoltan Kodály's "Viennese Musical Clock" from the <i>Háry János Suite</i> , have the students move to the different sections.
29	Language Arts	Singing	Parts of Speech: Adverbs	Brian P. Cleary's book <i>Dearly, Nearly, Insincerely: What Is an Adverb?</i> is a fun book that helps to teach the functions of adverbs. See the Appendix for the score setting this book to music. Divide the class into groups of four and let each group take a verse and learn it. The coda can be sung or spoken in rhythm.
30	Mathematics	Singing Moving	Learning to Count	Many children's songs such as "One, Two, Buckle My Shoe" and "This Old Man" include counting. As children sing these songs, they are reinforcing their understanding of counting. Have the students hold up the correct number of fingers as they sing. Have them <b>think the song silently</b> (still holding up fingers) to encourage them to walk down the hall quietly.
31	Bible	Singing Children's Lit	God's Grace and Power to Change a Life	Read Linda Granfield's book <i>Amazing Grace: The Story of the Hymn</i> to your students. It tells the story of John Newton, slave trader, whose life changed completely after he was miraculously saved. Have the children sing "Amazing Grace" and share testimonies of their own or others' who have experienced significant change since salvation.
32	Social Studies	Singing Story Telling	States of the US	Sing "50 States in Rhyme" (Tune: "Turkey in the Straw") See the Appendix for several short and cute stories from various states. (See State Folk Stories.)
33	Science	Playing	Vibrations and Waves of Sound	Students can complete many experiments demonstrating the relationship of length to vibration to sound. <ul style="list-style-type: none"> <li>• Hit a tuning fork and place into a tub of water to "see" the vibration.</li> <li>• Rubber bands around a tissue box and the same length rubber band around a larger box show the difference in length and sound. Create a rubber-band box "cello" with wider and thinner "strings" to produce different pitches.</li> <li>• Cut drinking straws in various lengths and blow across them.</li> <li>• Blow across the mouth of pharmacy bottles holding different amounts of water.</li> <li>• Play "glasses" (glasses filled with differing amounts of water and rub their rims to make sound.)</li> <li>• Palm Pipes can be made and used to play melodies of familiar songs. (See <b>Palm Pipes</b> in Appendix.)</li> </ul>
34	Language Arts	Collage	Illustrate Story, Poem, or Book	Use DGA 58 Matisse: Story Color Collage to have the students make a collage illustrating a story, poem, or book they have read.
35	Mathematics	Singing	Multiplication Tables	Many classroom teachers have found the using piggyback songs to practice multiplication tables is very effective. (See Appendix.)
36	Bible	Singing Moving	Lesson on Trust, Cooperation, or Dependence	"Ti Ya Ya" is a fun singing game from Ukraine that requires trust and cooperation from the participants. "Wishy Washy" also requires trust and dependence on another person. (See Appendix.)

37	Social Studies	Creating Singing Drama	African American Culture	<i>Talking Eggs</i> by Robert D. San Souci can provide the libretto for an opera for your class. It could be sung by improvisation in only one class period, or it could be composed and presented in “real opera” format for the school or parents. Set design, costuming, lighting, and staging would be hands-on learning. The performers could be children in the class or puppets created by class members. A memorable operatic event taking a variety of forms could be the result – all from reading one book in class.
38	Science	Creating Rhythmic Speech	Characteristics of Organisms, Learning to Research	Have the whole class come up with a four-measure intro/summary statement about the topic in general that will serve as the A section. Then divide the class into small cooperative learning groups. Have a stack of pictures of different animals. Each group chooses one. Students work together to research facts about their animal using books, internet, and other resources. Children then create a four-measure rhythmic chant (like a rap) incorporating the facts they’ve learned about their animal. For performance, use the rondo form in which the intro/summary statement is the A section, another animal chant is the B section and so forth. The finished performance takes the sections in this order: A B A C A D A E A. etc.
39	Language Arts	Listening Playing Creating Singing	Comprehending, Interpreting, Evaluating, and Appreciating Texts	<i>Brown, Bear, Brown Bear, What Do You See?</i> and <i>Polar Bear, Polar Bear, What Do You Hear?</i> both by Bill Martin, Jr., are excellent books for having young children add sounds associated with words in the text. The children see the picture of an animal such as a lion and add a body percussion or instrumental sound, creating a sound composition as they go through the book. The words to <i>Brown Bear</i> can also be sung to the tune of “Twinkle, Twinkle Little Star.”
40	Mathematics	Singing Drama	Prediction	Use the story of “The Three Little Pigs” to practice prediction. Ask questions such as “What happens to the first house, thrown up quickly by the first pig, when it is blown on?” “How many houses are left standing?” etc. This can lead to the use of <i>The True Story of the Three Little Pigs</i> and the correlating song, “I Was Framed.” Add dramatization for even more fun!
41	Bible	Book Illustrations Drama Singing	Enhancing a story with illustrations	Read and observe the water color illustrations in <i>A Father’s Delight</i> . With simple props (baseball hats, baseball, etc.) let the students act out the story. Teach the students the chorus that goes with the book, “Who Is A God Like You?” (See Appendix.)
42	Social Studies	Creating Playing	South Africa	<i>At the Crossroads</i> by Rachel Isadora is an energetic tale of South African children waiting for their dads to come home from working in the mines. At one point in the story, the children make up a lively musical piece using some instruments they have. Students can be inspired to create their own composition using found sounds or instruments.
43	Science	Singing, Drawing Children’s Lit	Anatomical Studies	Have the students lie down on large sheets of paper and trace around their bodies. Then have them draw in the bones and connections mentioned in the traditional song, “Dry Bones.” Use Bob Barner’s book <i>Dem Bones</i> as an extension. They can sing “Dem Dry Bones” as they show their drawings. [Additional extensions: show several of DaVinci’s anatomical drawings and Dry Bones Activity Sheet. See Appendix.]
44	Language Arts	Creating Musical Poetry	Expression in Poetry	Poems can be presented as choral readings by the full class. By using the expressive musical elements of tempo, dynamics, high and low vocal registers, and thick versus thin textures, poetry can come alive. Use the book <i>Noisy Poems</i> by Jill Bennett. Add instruments or body percussion. Try replacing certain words with sounds that reflect that word or character.
45	Mathematics	Visual Art Drawing Creating	Patterns	Use great works of art to discuss patterns – patterns that create unity and variety. Use the Pattern Design Blend activity (PA 17) to allow students to create and experience their own patterns.

46	Bible	Singing	Prayer	Use "All Praise to Thee" as a prayer in song. This 500 year old song is beautiful both in unison and as a round. Students will enjoy hearing the lovely harmonies that happen almost effortlessly when they sing the song in a round.
47	Social Studies	Listening	Cuba	Born and raised in Cuba, Ernesto Lecuona (1895-1963) won international fame as a concert pianist, composer, and conducting. His piano music is an important and very significant contribution to 20 <sup>th</sup> -century music. Among the most famous are the six that comprise the <i>Andalucia Suite Espagnole</i> , which includes the very popular "Malagueña." As the students listen to "Malagueña," have them write facts about Cuba and the Cuban culture that they have learned.
48	Science	Listening	Seasons of the Year	Have the students make a list of what they would think a musical piece written to describe each season would sound like. Springtime, for example, would probably include words like birds singing, light and airy, peaceful, rain, flowers, etc. Have the students listen to "Spring" from Vivaldi's <i>The Four Seasons</i> concerto. As they listen, have them write descriptive words that remind them of spring. After the listening, have them compare and contrast their two lists. (See "Spring Sonnet" in Appendix.)
49	Language Arts	Singing Drama	Making Literature Come to Life	Have volunteers act out <i>The True Story of the 3 Little Pigs</i> by A. Wolf (aka Jon Scieszka). Add simple costumes and props. Sing the song "I Was Framed" as the intro and finale.
50	Mathematics	Drawing	Squares and Rectangles or Creating by Mathematical Formula	Piet Mondrian (DGA 61) worked hard to find just the right placement of lines to make squares and rectangles. He wanted to create a design that felt just right, with perfect harmony between lines and colors. Young children can create a Mondrian-style design on graph paper – the straight lines in place as a guide. Older students can use formulas to create a design with mathematical exactness.
51	Bible	Drama	Any Bible Lesson	Have the students act out the Bible lesson of the day. This can be a spontaneous "review" of the lesson, but will also be very effective as the students put the truths in their own words.
52	Social Studies	Listening	American History: Abraham Lincoln	<i>Lincoln Portrait</i> written by the American composer Aaron Copland is an orchestral work that also contains excerpts of Abraham Lincoln's great documents, including the Gettysburg Address. <i>Lincoln Portrait</i> was written as part of the World War II patriotic war effort in 1942. As the students listen, have them write down the names of tunes they recognize.
53	Science	Listening Playing	Weather - Storms	In a study about storms, have the students listen to Vivaldi's "Summer" from <i>The Four Seasons</i> or Grofé's "Cloudburst" from <i>The Grand Canyon Suite</i> . Both are musical depictions of storms. Have the students write descriptive words of the characteristics of storms that they have learned and also hear in the music. Have the students create their own "sound storm." (See Appendix.)
54	Language Arts	Children's Lit Moving Playing	Review Alphabet	Read in rhythm <i>Chicka, Chicka, Boom, Boom</i> (Bill Martin, Jr. and John Archambault) to the class several times. As they get more familiar with the book, let them say the letters as you read. You can also have cards with the alphabet letters and students hold up the corresponding letter at the appropriate time. Several phrases repeat throughout the book. The same movement or body percussion pattern could be performed each time the repeated words are read, reinforcing the concepts of same and different.

55	Mathematics	Creating Playing	Sound Frequencies	Mathematicians work with the components that determine the nature of the sound coming from a musical instrument. The set of resonant frequencies making up the spectrum of the sound is one of these components. "Wave equations" are used to determine how and why instruments make their distinctive sounds. Have students explore the sound of each of the four original instrument categories by making and performing on their own simple instruments. (See "Making Simple Rhythm Instruments" in Appendix.)
56	Bible	Drawing	Mary and Baby Jesus	Using DGA 23 have the students follow the directions to create an "antique" piece of Mary and Baby Jesus in the style of Raphael.
57	Social Studies	Singing Moving	American Cultural Heritage	The folk music of our culture is rich and diverse. Children of the 21 <sup>st</sup> century should learn the folk music that has enriched our country since its origin. Two great resources for songs are <i>Get America Singing</i> and <i>Get America Singing...Again!</i> (published by Hal Leonard). The series of folk songs and dances by New England Dance Masters ( <a href="http://www.dancingmasters.com/">http://www.dancingmasters.com/</a> ) provide hours of authentic folk music and movement that your students will enjoy tremendously.
58	Science	Listening	The Planets	When studying the planets, incorporate Gustav Holst's <i>The Planets</i> , a collection of orchestral pieces that describe each planet (except Earth and Pluto). "Mars, the Bringer of War" is a very exciting piece that connects Mars with war. Why? The planet's reddish color is caused by rust (iron oxide) in the soil. Because of the red planet's color reminded ancient astronomers of blood, they named the planet after their god of war. (Mars was the Roman god of war.) Mar's two moons also have names that relate to war: "Phobos" means "fear" and "Deimos" means "panic."
59	Language Arts Science	Creating Painting Drawing	Creative Writing Insects	Douglas Florian's <i>Insectlopedia</i> is a fun and creative book of poetry and paintings about insects. Use it as a creativity sparker for your students to write their own poem about an insect and then paint or draw an illustration to go with it. Combine everyone's poem and illustration into a class book to display for parents and visitors. Here's an example called <b>The Mosquitoes</b> :  <p style="text-align: center;">Mosquitoes are thin.  Mosquitoes are rude.  They feast on your skin  For take-out food.</p>
60	Mathematics	Moving	Multiples of 7	Teach "Lucky Seven" ( <i>Chimes of Dunkirk</i> ), following the instructions. When the students are comfortable with the song and movement, take the thinking up a notch and have them count the next group of 7 on each repeat. (1 2 3 4 5 6 7 the first time, 8 9 10 11 12 13 14 the second time, 15 16 17 18 19 20 21 the third time, etc.) They need to be thinking that they must stop on a number that is the next multiple of 7.
61	Bible	Singing	Prayer	Many hymns are prayers. Using them can be a wonderful corporate prayer by your class, where everyone is actively involved in the prayer. Use hymns like "Great Is Your Faithfulness," "Come Thou Fount," "In My Life," and "Holy, Holy, Holy."
62	Social Studies	Singing Children's Lit	American Studies: The National Anthem	<i>The Dawn's Early Light</i> by Steven Kroll can provide children a clearer understanding of the text of our national anthem. The story of the writing of the "Star-Spangled Banner" is not only a story of patriotism, but one of friendship too. All Americans should be able to sing the national anthem.

63	Science Social Studies	Singing Playing Painting	Sense of Hearing Mexico	The students will explore the sounds in the classroom to utilize their sense of hearing. Taking turns in small groups, the students will tap different items in the classroom to hear the differences in the sound. Categorize sounds by terms such as metal, plastic, wood, and so forth. Have all the students bring in a small to medium sized bucket or container (KFC bucket, Cool Whip or plastic ice cream container, etc.). Each child should also have two pencils for drum sticks. Students can paint their “drums” with bright colors, decorating them with a Latin flare. (Show examples.) As they paint, have them listen to the Christmas song by José Feliciano, “Feliz Navidad.” Talk about what Christmas in Mexico is like. When they are ready, have them sing and play rhythm patterns with the recording. (See Appendix.)
64	Language Arts	Listening Drawing	Creative Writing	Use the “Music, Art, and Writing Worksheet” (see Appendix) as the students listen to musical examples that are “classics” – such as “March” from the <i>Nutcracker</i> (Tchaikovsky), “Flight of the Bumble Bee” (Rimsky-Korsakov), “The Syncopated Clock” (Anderson), “Für Elise” (Beethoven), “Hoedown” from <i>Rodeo</i> (Copland), and “The Little Train of Caipira” (Villa-Lobos). You might to keep the title a secret at first to prevent leading the students initially.
65	Mathematics	Drawing	Solving Abstract Concepts	Solve abstract concepts through drawing and renderings. Illustrate mathematical problems in weight, balance, measurement, geometry, and their solutions.
66	Bible	Painting	Creation: Day 4	Use DGA 47 Van Gogh Starry Night to have the students create a painting depicting Day 4 of Creation in the style of Vincent van Gogh.
67	Social Studies	Listening Moving Singing	American Studies: Patriotism	“The Stars and Stripes Forever” is the best known and most often performed march written for band. It is so popular in the United States that it is often included in the list of American National Music and is called our official National March. This piece is easy for the children to march. The tempo is steady and in a simple 2 meter. Have them wave small flags as they march and teach the words to the trio section so they can sing along. (See Appendix.)
68	Science	Singing Moving	The Body	Teach “Heel and Toe Polka” ( <i>Chimes of Dunkirk</i> ). You can vary the repetitions with “Arm and Head,” “Hand and Elbow,” “Tummy and Hip,” etc. Let the children come up with two body parts that they will touch at that point in the song. Sing and move to “Chee Chee Cha” ( <i>Down in the Valley</i> ). Sing and move to “Razzama Tazzama” ( <i>Down in the Valley</i> ). Sing and move to “Looby Loo” (See Appendix.)
69	Language Arts	Poetry Listening	The Sonnet	Vivaldi used poetry to inspire his writing of <i>The Four Seasons</i> . See the Appendix for the “Spring Sonnet.” As the students listen to “Spring” have them identify the musical picture of the words of the sonnet. Extend the lesson by having the students write their own sonnet about their favorite season of the year.
70	Mathematics	Drawing Painting	Dividing Spaces	Divide spaces and areas to create optical designs, such as artists use in optical art. See Vasarély Dizzy Op Art (DGA 92) for instructions.
71	Bible	Drawing Painting	We Are Fearfully and Wonderfully Made; God Loves Us	When teaching how we are uniquely made by God and that He loves each of us, use Max Lucado’s book <i>Just in Case You Ever Wonder</i> to extend the lesson. Then use DGA p. 80 Kahlo Special Self-Portrait to guide the students in making a self portrait.

72	Social Studies	Singing Children's Lit Moving Drawing Painting	American Studies	<p>Check out the following illustrated books to incorporate into your American Studies:</p> <ul style="list-style-type: none"> <li>• <i>Purple Mountain Majesties: The Story of Katharine Lee Bates and "America the Beautiful"</i> by Barbara Younger</li> <li>• <i>This Land Is Your Land</i> by Woody Guthrie</li> <li>• <i>Woody Guthrie: Poet of the People</i> by Bonnie Christensen</li> </ul> <p>Have the children sing the song as you show the book. Then have them draw or paint their own landscape view of America, just as Katherine Lee Bates and Woody Guthrie did. Use DGA, Homer: Wilderness Watercolor, p. 43, for inspiration and instructions.</p> <p>"Jump Josie" (<i>Down in the Valley</i>) is a fun and simple singing game. You can change "O-hi-o" to any river you might be studying.</p>
73	Science	Moving Improvising	Review of Any Topic	<p>Teach "Black Joke" (<i>Chimes of Dunkirk</i>). The repeated phrase "Hey, ho, did-dle-y dum" has 6 syllables and the following rhythm:</p> <p>♩. ♩. ♪♪♪. .</p> <p>Have the students come up with facts about your topic that has 6 syllables and fits the rhythm pattern (for example: "Veins take blood to the heart.") Substitute the facts you've come up with for review as the students sing and move to the music.</p>
74	Language Arts	Singing Drama	Comprehending and Interpreting	<p>Teach "Old Roger Is Dead" and let the children sing and act out the text. (See Appendix.)</p>
75	Mathematics	Sculpture	Multiplication Tables	<p>Have the students create salt dough creatures that represent the concept of groups, and how many in a group for a hands-on manipulative. For example, the introduction of the fours can be achieved by creating four salt dough creatures, and twenty-four tiny characters. As each set of factors is acted out, as in <math>4 \times 6 = 24</math>, four large creatures each have six tiny friends in their group. Thus, four groups of six = twenty-four.</p>
76	Bible	Painting	Paintings of Biblical Subjects	<p>Go to <a href="http://www.vatican.va/various/cappelle/sistina_vr/index.html">http://www.vatican.va/various/cappelle/sistina_vr/index.html</a> to view a 360 degree panoramic view of the Sistine Chapel. The paintings by Michelangelo give graphic depictions of events such as Creation, the Fall of Man, The Flood, and Jonah. These visuals can help your students grasp a better understanding of these important biblical accounts. Use DGA 25 Michelangelo Lie-Down Painting art project so your students can experience painting a "ceiling" like the Sistine Chapel. (See "Sistine Chapel: Subjects of the Paintings" in the Appendix.)</p>
77	Social Studies	Singing Children's Lit	American Studies: Civil War, Slavery	<p>The painful and dark years of slavery in the early centuries of the United States created a beautiful genre of folk music – Negro Spirituals. <i>Follow the Drinking Gourd</i> by Jeanette Winter tells the story behind the song. It sounded like a simple folk song sung by slaves, but it was really a map to freedom – for hidden in the lyrics were directions to the escape route known as the Underground Railroad. The score for the song is included in the book.</p>
78	Science	Listening Moving	Animals	<p>Place the names of three animals from Saint-Saëns <i>Carnival of the Animals</i> on the board. Play one of the corresponding sections of the music and have the children decide which animal the music best portrays. Once the animal is correctly named, discuss the environment in which it lives. Then have the students move to the music, reflecting the animal's movements. See <b>Carnival of the Animals</b> in the Appendix. The illustrated book <i>Carnival of the Animals</i> by Saint-Saëns and Barrie C. Turner can be used for a visual addition to this activity.</p>
79	Language Arts	Drawing	Illustrated Glossary	<p>Each student keeps a glossary of new words, complete with drawings. With this booklet always nearby, he/she adds any unfamiliar term to the list. His/her own illustrations serve as reminders of word meanings.</p>

80	Mathematics	Cutting	Geometric Shapes	The kindergarten curriculum includes learning to identify geometric shapes. Heighten your students' awareness of geometric shapes by having the students observe them in the environment (doors, tables, books, windows, etc.) and recognize the differences and similarities in texture, size, and pattern. Then have them cut shapes out and glue them to the paper to make objects or pictures. They can use markers to add details. You can also use Braque Cubist Collage (DGA 68) to tie this activity to a great artist.
81	Bible	Singing	Christmas Story	Upper elementary students will enjoy singing "Glory to God" when talking about the response of the angels at the birth of Christ. Sing first in unison and then as a round when they are confident with the words and tune.
82	Social Studies	Visual Art Painting Drawing	Multicultural Studies	<i>Come Look with Me: World of Play</i> by Gladys S. Blizzard contains a collection of great works of art that are all related to child play around the world. Your students will see how children of differing cultures and times have entertained themselves. Each work of art includes critical thinking questions that ask the children to look deeply into the painting as well as imagine and expand on what they see. Close this activity with the students painting or drawing a picture of how they like to play and with whom they like to play.
83	Science	Drawing	Natural Forms and Structures	Have the students draw the forms and structures of animals, plants, environment, etc., whatever the topic of the science lesson. (See "Drawing Natural Forms and Structures in the Appendix.")
84	Language Arts	Drawing	Depicting Moods	Introduce mood words such as angry, frustrated, happy, sad, scared, nervous, etc. Read the children a story with several strong emotional states such as <i>The Gunnywolf</i> by A. Delaney. Practice drawing emotional faces using DGA Rembrandt Making Faces page 28. Then have the students draw pictures to denote the feelings of the little girl in the story – happy, scared, nervous, confident, relieved, then happy again. The results should depict the changes in the character's mood throughout the story.
85	Mathematics	Painting	Measuring	When teaching measuring (inches, centimeters, etc.) incorporate DGA 73, Duchamp Happy Accident String Drop. Rather than the students deciding their own lengths of string or yarn to cut, have a specified list of lengths for them to measure and cut.
86	Bible	Singing	Prayer before Lunch Time	Use "For Health and Strength" to allow the class to pray corporately before lunch time. Once they can sing this short tune confidently, divide into two, three, or four parts and sing as a round.
87	Social Studies	Listening Visual Art Children's Lit Moving	Russia	Visual and musical arts integrate beautifully in Modest Musorgsky's <i>Pictures at an Exhibition</i> . This Russian composer wrote a composition in honor of his artist friend who died suddenly at the age of 40. Both the music and the paintings are imbued with Russian flavor. Anna H. Celenza put the story in a children's picture book which allows your students to discover the story behind the music. "Sasha!" ( <i>Sashay the Donut</i> ) can be used to introduce the students to a Russian folk song and dance. This lively activity is a great "mixer" for students who don't know each other very well.
88	Science	Children's Lit Painting	Water Cycle	The water cycle is beautifully illustrated and poetically set in Thomas Locker's book <i>Water Dance</i> . End this lesson with the students drawing or painting their own illustration of one of the three natural forms of water.

89	Language Arts	Singing	Literacy	There are many books which are songs that have been illustrated or text that can be paired with known songs. Singing an illustrated book multiplies the benefit to students. Take a look at these books: <i>Cows in the Kitchen</i> by June Crebbin (sung to the tune of "Skip to My Lou"), <i>All the Pretty Little Horses</i> (Traditional), <i>Amazing Grace: The Story of the Hymn</i> (Linda Granfield), <i>The Erie Canal</i> (Traditional), <i>He's Got the Whole World in His Hands</i> (Kadir Nelson), and <i>Summertime</i> (George Gershwin).
90	Mathematics	Singing Moving	The Number Zero	"Circle Round the Zero" is from the African American culture. It's a singing game that your students will enjoy time and time again. (See Appendix.)
91	Bible	Drawing	Proverbs	The book of Proverbs is filled with analogies, parables, comparisons and contrasts. Have the students take a proverb and make a visual or "mind picture" of what the proverb is trying to teach.
92	Social Studies	Moving	American Studies: Alabama	Use the folk song "Alabama Gal" and the music and movement instructions from <i>Chimes of Dunkirk</i> to get the students up and moving. This is a simple folk dance with which even the younger grades can be successful.
93	Science	Singing Children's Lit	Astronomy	When teaching about the stars and constellations, use Jeanette Winter's book <i>Follow the Drinking Gourd</i> to show how the Underground Railroad of the Civil War used the North Star and the Big Dipper to show slaves the way to freedom. Add the spiritual "Follow the Drinking Gourd" to make the lesson even more memorable.
94	Language Arts	Drawing	Any Story, Book, or Plot	Have the class create a mural that illustrates the main events in a story, book, or plot. Let them include callout balloons that contain a character's words or thoughts.
95	Mathematics	Drawing	Story Problems	Make an abstract story problem come to life (particularly helpful for your visual learners) by having the students illustrate their math word problem in pictures. Use DGA 85, Rockwell Tell-a-Story Illustration to teach about the art of Normal Rockwell simultaneously.
96	Bible	Painting	Scripture Set to Art	Refer to great artists and show how they illustrated the Bible. For example: Rembrandt's "Descent from the Cross," Duccio's "Christ Entering Jerusalem," Giotto's "Life of Christ" series, Botticelli's "Adoration of the Magi," DaVinci's "The Last Supper," or Michelangelo's "Last Judgment" or "Creation." An artist's rendition of a biblical account will enhance your students' understanding.
97	Social Studies	Singing Listening	War	See "Music of the Wars" in the Appendix. This chart lists well known songs that were associated with seven different wars of the last 300 years. They can help retell the history of these great conflicts.
98	Science	Painting	Magnification	When teaching about magnification, have the students paint in the style of Georgia O'Keefe (DGA 86). Her up-close paintings of flowers give the impression of magnification. You might also want to have them paint common objects as they appear under a microscope.
99	Language Arts	Creating Drawing	Creative Writing: Poetry	Let the students write and illustrate their own poems. Encourage interpretations of feelings and ideas. You might choose to select a theme: "I wish..." or "If I could go anywhere in the world..."
100	Mathematics	Drawing Painting	Geometric Angles	When studying angles and angle degrees, have your upper elementary students do the art project in DGA 64 Stella Mixed Media Lines. When they are done, they can measure and chart the angle degrees that they have created.
101	Language Arts	Great Artists and Their Works	Literacy	James Mayhew has written and illustrated several children's books that make learning about the great artists and their styles an exciting adventure. Take a look at <i>Katie Meets the Impressionists</i> or <i>Katie and the Mona Lisa</i> for examples.

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## 20 WAYS TO MOVE TO THE STEADY BEAT

snap	click heels	windshield wipers	wink
scissors	march	clap	shrug shoulders
chicken wings	click tongue	knee slap	hula hoop
tap shoulders	pat lap	swim	robot
hammer	jump	nod head	chop

Make large flash cards of each word above. Using recordings of instrumental works, have the students move to the beat according to the card they see. Change the cards at phrase or section endings.

Musical suggestions:

Mozart's "Allegro" from *Eine Kleine Nachtmusik*

Leroy Anderson's "The Syncopated Clock" or "The Typewriter"

"Russian Dance" from *The Nutcracker* by Tchaikovsky

Copland's "Hoedown" from *Rodeo*

"Parade of the Wooden Soldiers" by Leon Jessel

## Let the Peace of God Rule in Your Hearts

Colossians 3:15

Donna Dinsmore

Let the peace of God rule in your hearts, let the peace of God rule in your hearts, to the

5 which al - so ye arc called in one bod - y: \_\_\_ and be ye \_\_\_ thank - ful.

# Dearly, Nearly, Insincerely

Patty Casarow

from the book *Dearly, Nearly, Insincerely* by Brian P. Cleary



Ad-verbs tell us when and how. Like quick-ly do your home-work now. They

3



of - ten help de - scribe the verbs. like pa-tient-ly plant — peas and herbs.

5



Ad - verbs will fre-quent-ly end in "L Y," as in vi-cious-ly, ul - tra-su-spi-cious-ly sly.

7



Ad-verbs add char-act-er, siz-zle, and fizz to your phrase or your sen-tence, what-ev-er it is!

9



Sharp-ly, my dad said to hand him a ra-zor. Light-ly, I asked him, "Did you see that la - ser?"

11



Frank-ly, this hot dog just could-n't be bet-ter. Sheep-ish-ly, Fred found he'd ruin-ed his sweat-cr.

13 Coda



And so are sleek-ly, u-ni-quely, brave-ly, bold-ly, cold-ly, meek-ly, bright-ly, slightly,

15



im - po - lite - ly - You'd say that these are ad - verbs, RIGHT-LY!

Verse 2:

If they tell us how, they're an "adverb of manner." Like, slowly this summer, my sister got tanner.  
Or, quietly sneak up to where she is sunning, And give her a squirt from the hose that is running.  
"Frequency adverbs" will tell us how often. Like, seldom have I seen a lovelier coffin.  
Always eat cookies, and never eat pine. Sometimes I'm nervous, but usually fine.  
Adverbs can help in explaining how much. As in, this is extremely delightful to touch.  
Or Johnny is somewhat afraid of the spider, And Mickey has hardly been touching his cider.

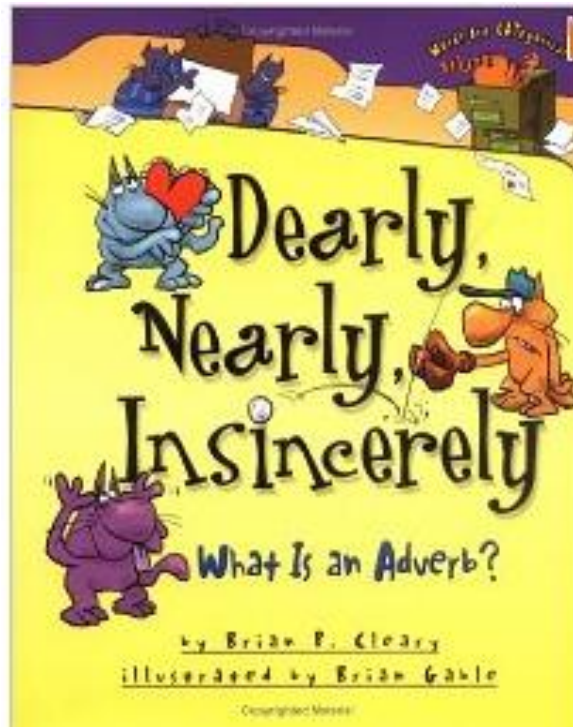
Verse 3:

They give us a time, a place, and a number, Like yesterday, over there, I was in slumber.  
First I was tired, then I was woozy, Next, I began feeling sleepy and snoozy.  
They modify adverbs, like, she sang quite nicely. Or he speaks so swiftly but very precisely.  
They modify verbs and adjectives, too, Like, slowly he ate, and she's really blue.  
Presently, pleasantly, properly praise. Speedily, sometimes quite greedily, graze.  
Curiously, furiously, strikingly strong, Helplessly lost and hopelessly wrong.

Verse 4:

Adverbs, you'll find, give the adjectives zip! As in foolishly frisky and famously hip.  
Bitterly angry, biting cold, Brilliantly burgundy, shockingly old.  
The adjective's "good," the adverb is "well." So now that you know that, you're able to tell  
That well's how you felt, and good was your day. Yes, well is a very deep subject, I'd say!  
Dearly, nearly, insincerely, Daily, weekly, monthly, yearly,  
Truly, deeply, sadly, badly, I tell you these are adverbs, gladly.

To Coda





## I Was Framed

9

framed! Yes, I was framed! I was-n't huf-fin' and a - puf-fin', I was

12

Last time  
to Coda

snif-fin' and a-snuf-fin'. All this fu-min' and a - fus-sin' real-ly added up to noth-in'. Cause the

15

Coda

truth of it all\_\_\_ is I was framed!

You  
The  
The  
The

Was -n't

19

howl-in' and a-growl-in', I was wheez-in' and a-sneez-in'. On-ly aim-in' to be pleas-in!! - A

# I Was Framed

3

22

3

per-fect-ly good rea-son. So the truth of it all — is I was framed. Yes, I was

Detailed description: This block contains the first system of musical notation, measures 22 to 24. It features a treble and bass clef with a key signature of one sharp (F#). Measure 22 starts with a triplet of eighth notes marked with 'x' and a double bar line. The lyrics 'per-fect-ly good rea-son. So the' are under the first two measures, 'truth of it all — is I was' under the next two, and 'framed. Yes, I was' under the final two. The bass line consists of simple chords and rests.

25

framed. Yes, I was framed. Hey, I was framed!

Detailed description: This block contains the second system of musical notation, measures 25 to 28. It continues the melody and bass line from the previous system. The lyrics 'framed. Yes, I was framed. Hey, I was framed!' are spread across the four measures. The system ends with a double bar line.



# Old Brass Wagon

Traditional Folk Song

2

Cir - cle to the left in my old brass wa - gon,  
Cir - cle to the right in my old brass wa - gon,  
In - to the center in my old brass wa - gon,

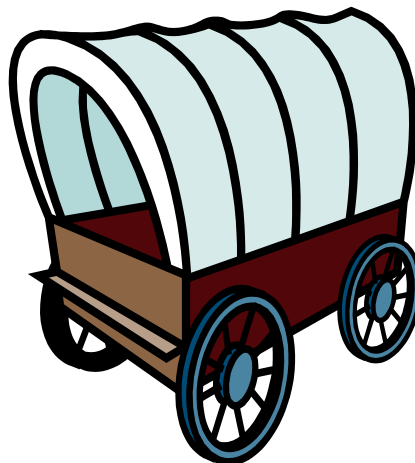
4

cir-cle to the left in my old brass wa-gon, cir-cle to the left in my old brass wa-gon,  
cir-cle to the right in my old brass wa-gon, cir-cle to the right in my old brass wa-gon,  
in - to the center in my old brass wa-gon, in - to the center in my old brass wa-gon,

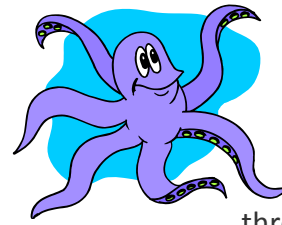
you're the one my dar - - - ling.  
you're the one my dar - - - ling.  
you're the one my dar - - - ling.

Back on out in my old brass wagon...  
Clap your hands in my old brass wagon...  
Tap your toe in my old brass wagon...  
Dosido in my old brass wagon...  
Two hand turn in my old brass wagon...  
Circle to the left in my old brass wagon...  
Circle to the right in my old brass wagon...

Circle of couples/partners. Simply do what the song says to do. This can be done with no partners if you omit the dosido and two hand turn movements.



## Old Stormalong and the Octopus



### A Rhode Island Tall Tale retold by S.E. Schlosser

One day Old Stormalong, the ultimate sailor, was sailing the Courser through the deepest part of the Atlantic Ocean when a particularly large wave knocked the anchor loose. The anchor plunged right down to the bottom before the sailors could reel her in, and it got caught on something. The big ship lurched to a halt and the sailors rushed hither and thither, back and forth trying to figure out how to shake the anchor loose.

Finally, Old Stormalong pushed the sailors aside and gave the anchor a tug himself. But that anchor was stuck firm, and the sailors begged Stormie not to pull at it again, because they were afraid that he would wrench a hole in the bottom of the world and all the water would spill out into space. So Old Stormalong he decided to go down to the depths to see if he could unhook the anchor from whatever it was tangled to.

Taking a knife between his teeth, Old Stormalong dove into the water. For a few minutes nothing happened. Then the waters below the massive ship began to bubble and churn. The waves grew higher and higher until the ship was tossed around like a rubber duck in the bathtub. Even the old sailors grew seasick and clutched the rail, groaning aloud. After a few minutes the waves started to calm, and then Old Stormalong popped his head out of the water. "She's good to go, boys. Hoist anchor!" he shouted.

Old Stormalong climbed aboard while his men hoisted the giant anchor. As soon as they caught their breath, the sailors asked their captain why the anchor had gotten stuck on the bottom. "It was a giant octopus playing games down in one of the canyons," Old Stormie explained. "It took a-hold of the anchor with four legs and was using the other four to hold onto the bottom of the sea."

"How did you get the anchor loose?" asked the first mate. "Well, I just arm-wrestled the old whale-bait until it shouted for mercy and then tied its arms into pretzel knots. It will take the better part of the month for all the knots to come undone."

### MUSIC OF THE WARS

Music can help retell history. Each war had music associated with it. The following chart can be the start of a research projects to help students learn more about military history.

Revolutionary War	"Yankee Doodle" "Chester" from <i>New England Triptych</i> by W. Schuman (A hymn adopted as a Revolutionary War marching song)
War of 1812	"Battle of New Orleans" "Star Spangled Banner"
Civil War	"Dixie" "Ring the Banjo" "Beautiful Dreamer" "When Johnny Comes Marching Home Again" "Battle Hymn of the Republic" "Aura Lee" "Oh! Susanna"
World War I	"Caisson Song" "Over There" "It's a Long, Long Way to Tipperary"
World War II	"Don't Sit under the Apple Tree with Anyone Else But Me" "Boogie Woogie Bugle Boy" "Sentimental Journey"
Vietnam War	"Where Have All the Flowers Gone?" "If I Had a Hammer"
Hostages in Iran, 1979	"Tie a Yellow Ribbon 'Round the Old Oak Tree"
Operation Desert Storm, 1991	"God Bless the U.S.A."

# Ti Ya Ya

Ukraine Traditional

Ti ya ya, ti ya ya, ti ya ya, O. Ti ya ya, ti ya ya, ti ya ya,

7 ti ya ya, O. Ti ya ya, ti ya ya, ti ya ya, ti ya ya. Ti ya ya,

14 ti ya ya, Ya O, Ya. Ya, O, Ya, O. Ti ya ya,

22 ti ya ya, Ya O, Ya. Ya, O, Ya, O, Ti ya ya.

30 ti ya ya, Ya O, Ya. Ya, O, Ya, O, Ti ya ya.

## Movement Instructions:

*Ti ya ya* = lean slightly to the right or the left

*O* = lean backwards, tilting head back and chin up

*Ya* = lean forward, bowing head down

<b><i>Ti ya ya, ti ya ya, ti ya ya, O.</i></b>	Keeping feet on the ground at all time, with knees slightly bent: lean to the right (measure 1), to the left (m. 2), to the right (m. 3), and lean backwards tilting head back and chin up (m. 4).
<b><i>Ti ya ya, ti ya ya, ti ya ya, O.</i></b>	Lean to the right, to the left, to the right, lean back (same as m. 1-4).
<b><i>Ti ya ya, ti ya ya, ti ya ya, ti ya ya,</i></b>	Lean to the right, to the left, to the right, and to the left.
<b><i>Ti ya ya, ti ya ya, Ya O, Ya.</i></b>	Lean to the right, to the left, lean in ( <i>Ya</i> ), lean out ( <i>O</i> ), and lean in ( <i>Ya</i> ).

<i>Ya, O, Ya O,</i>	Lean in, lean out, lean in, and lean out
<i>Ti ya ya, ti ya ya, Ya O, Ya.</i>	Lean to the right, to the left, lean in ( <i>Ya</i> ), lean out ( <i>O</i> ), and lean in ( <i>Ya</i> ).
<i>Ya, O, Ya, O,</i>	Lean in, lean out, lean in, and lean out
<i>Ti ya ya, ti ya ya, Ya O, Ya.</i>	Lean to the right, to the left, lean in ( <i>Ya</i> ), lean out ( <i>O</i> ), and lean in ( <i>Ya</i> ).

This balancing game has a delightful way of drawing the group into closer trust and cooperation. The singing will encourage a gentle swaying from side to side, front to back.

Reminders for the participants:

- Space feet slightly apart
- Do not move feet during the game
- Bend knees slightly
- Be responsible for your own balance

Progressions of Complexity:

1. Children stand in a circle without joining hands. With hands behind their backs they learn the pattern of swaying to the music independently.
2. Children join hands in a circle. This helps cue everyone to the correct leaning directions. Emphasize that everyone is responsible for their own balance. Hands are joined lightly.
3. Children form a basket by reaching behind the neighbor on the left and the neighbor on the right, taking hands with the neighbor one away from them. Forming a basket requires everyone to move in closer together. Remind each child to maintain his or her own balance without any pulling. Try speeding it up the last time through.



## What a Wonderful World

Divide up the following list so that someone draws and colors or paints a picture to represent each phrase. As the students work, play Louis Armstrong's classic performance of this song. After the artwork is done, have the students hold up their drawing for all to see as the music is played.

1. A picture of trees with green leaves
2. A picture of red roses
3. A picture of flowers blooming
4. A picture of you and a friend
5. A picture of "thinking to yourself"
6. A picture of a wonderful world
7. A picture of blue sky
8. A picture of white clouds
9. A picture of a bright, sunny day
10. A picture of a dark night
11. A picture of you thinking about yourself
12. A picture of a wonderful world
13. A picture of the colors of the rainbow
14. A picture of the rainbow in the sky
15. A picture of faces of different types of people
16. A picture of different kinds of people walking past each other
17. A picture of friends shaking hands
18. A picture of friends saying "How do you do?"
19. Write the words, "I Love You," and decorate the paper around them
20. A picture of a baby crying
21. A picture of a child growing
22. A picture of your school
23. A picture of you thinking to yourself
24. A picture of a wonderful world
25. A picture of thinking to yourself
26. A picture of a wonderful world
27. Write the words, "Oh, Yes," and decorate the paper around the words



**“Viennese Musical Clock”  
Zoltan Kodály**



<b>Form</b>	<b>Introduction, A B A C A D A Coda (Rondo)</b>
Introduction	Like a clock face, begin with both arms at 12:00, move right arm clockwise with the beat from there back around to 12:00, making a full circle.
A Section	March in place to the beat using stiff arms and legs like the mechanical movements of figures moving on a clock.
B Section	With arms at sides, rock left and right on the accented beat.
C Section	Tap a pretend watch on the beat, first on one arm, then on the other, changing arms/watches as you wish.
D Section	Clasp hands in front and swing them left and right like a pendulum on the accented beat.
Coda	Like a clock face, begin with both arms at 12:00, move right arm clockwise with the beat from there back around to 12:00, making a full circle.