

Booklet workshops

Stichting Méér Muziek in de Klas

More Music in the Classroom foundation

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Reading guide

- All of the sheet music attached is background information for the teachers – it's not meant for the students.
- All of the following lessons are just suggestions, you can adapt the lessons to your specific needs and target group.
- You don't have to give these lessons in this order. It's a random order and you can just pick the lesson that you like and use it.

Let's Play Football

Title of the song	Let's Play Football Original: Ban hunga bala - tango
For whom	Primary school (preferably 8-12 years old)
Learning outcome	The students are able to sing Let's Play Football, use the right body percussion and improvise movements – and relate it to their favorite sports – during the song.
Initial situation	The group is standing in a big circle. It's the first time they'll hear the song.
Duration of the activity	15 minutes (with variations + 10 minutes)
Materials	Powerpoint presentation
Musical aspects	Listening, singing, movement
Plan	<p><u>Opening</u></p> <ol style="list-style-type: none"> 1. Form a circle with the students. Ask who ever played football. <p><u>Part 1</u></p> <ol style="list-style-type: none"> 1. Teacher ask students to imitate the movements. 2. Initiate the body percussion of part A. Make sure you emphasize the stomp. To help the students, you can say 'right' when you stomp your right feet and 'left' when you stomp your left feet. 3. Make sure the students continue with the body percussion. 4. Start singing the song over the body percussion. Tell the students this is the first part of the song. 5. Make everyone stop moving and sing the song acapella. After that, ask the students to repeat after you. 6. Sing the song together once without movements. 7. Add the body percussion to the lyrics. <p><u>Part 2</u></p> <ol style="list-style-type: none"> 1. Continue with the 2nd part of the song (part B). 2. Initiate the body percussion of part A. Make sure you emphasize 'right' and 'left' with the first movements. Also say 'clap', 'snap' and 'clap'. (If the students have difficulty with the body percussion, split it into two parts). 3. Repeat the body percussion a few time. 4. Stop the movements and sing the second part of the song acapella. After that, ask the students to repeat after you. 5. Sing the song together once without movements. 6. Add the body percussion to the lyrics. 7. As a last step, add part A to part B and sing the whole song together.

	<p><u>Part 3</u></p> <ol style="list-style-type: none"> 1. Ask the students to open their hands besides their bodies. Then raise your raise hand and ask them to imitate you. Drop your right (open) hand on top of the hand of the person next to you. 2. Explain the students that instead of stomping and slapping, we replace it for a clap that circles around the group. Emphasize that the clap = the pulse. So it's not about clapping fast, it's about clapping in the right rhythm. 3. Add the lyrics of part A to this. 4. Replace clapping for an actual football. The ball has to go to the person next to you. Make sure they understand the timing of passing the ball is crucial and has to be the same moment.
Variation	<p><u>Matching movements</u></p> <ol style="list-style-type: none"> 1. Ask the students what playing football looks like. For example: 'Does anyone know what playing football looks like? What kind of movement do you make when you kick the ball?' 2. Add the movement to the music. Start singing the song and add the movement to the word 'football'. <p><u>Replace football for another type of sports</u></p> <ol style="list-style-type: none"> 1. Ask the students for input for another type of sports. For example: 'Anyone who ever played another sport than football?' 2. Ask the students how it looks when you play that type of sport. For example: What does that look like?
Body percussion	<p>Part A (two bars, repeat 4x)</p> <ol style="list-style-type: none"> 1. Stomp your right feet 2. Slap your thighs three times 3. Stomp your left feet 4. Slap your thighs three times <p>Part B (two bars, repeat 4x)</p> <ol style="list-style-type: none"> 1. Lift your right leg and slap your left hand on your calves 2. Lift your left leg and slap your right hand on your calves 3. Clap once 4. Snap your fingers once 5. Clap once
Lyrics	<p>Let's play football Let's kick a football in the yard Let's play football Let's kick a football in the yard</p> <p>Be very careful, what a good pass</p>



Oh pay attention, don't shatter the glass
Hey! Make sure you don't kick it too far
Be very careful not to dent the car

Sheet music

Let's Play Football
Ban Hunga Bala

♩ = 127

A



lets play foot-ball let's kick a foot-bal in the yard. Let's play foot-ball
Let's kick a foot-bal in the yard. Let's play foot-ball. Let's kick a foot-ball in the
yard. Let's play foot-ball Let's kick a foot-ball in the yard.

B



be ve - ry care-ful what a good pass oh pay a - ten-tion don't
shat-ter the glass Hey! make sure you don't kick it too far
be ve - ry care-ful not to dent the car

Cup Composing

Title of the activity	Cup Composing
For whom	Primary school and secondary school
Learning outcome	At the end of the lesson the children can compose their one musical piece, by listening to examples and by working together.
Initial situation	The children don't need any experience with composing. The children need to use their creativity and they learn to work together.
Duration of the activity	45 minutes
Materials	<ul style="list-style-type: none"> - Plastic cups - Little sticks - Music video
Musical aspects	Improvising, making music, listening, collaboration, presentation
Links	Link to the music video: https://www.youtube.com/watch?v=RlzIFLLpAI
Plan	<ol style="list-style-type: none"> 1. Form a circle (sitting on a chair or on the ground) 2. Give every child a cup and a stick. 3. Start making sounds with the cup and encourage the children to play along. Make unpredictable sounds, you can also stop making a sound to see if the children are paying attention. 4. Play a rhythm and let the children listen. Then the children will repeat the rhythm after you. Do this a couple of times. You can make the rhythm longer and/or more difficult. 5. Go around the circle and let every child start a rhythm. The other children will repeat the rhythm. 6. You're going to show the music video. You can ask the children a question. For example: 'Which sounds or movement can you remember or show us after the video?' 7. Show the music video. 8. Let the children explain or show the movements or sound that they saw and heard in the video. 9. Form little groups with 3 to 4 children. 10. The children are going to compose their one music piece. <ol style="list-style-type: none"> a. Give the children a couple of criteria. You can find the criteria for the different ages in the next subtitle. 11. Let the children work together. 12. When the time is up or when the children are done, you can start with the presentation.

	<p>13. Let the different groups show their piece right after each other without a break. When every group has played their music piece, everyone gives a big round of applause.</p>
<p>Variations</p>	<p>Criteria primary school: Length: 20 to 60 seconds; Structure: beginning, middle end; Presentation: alone or together; Time to compose: 10 minutes.</p> <p>Criteria secondary school: Length: 30 to 60 seconds; Structure: beginning, middle end; Presentation: <u>alone</u> or together; Time to compose: 20 minutes.</p>

Top Dog

Song Title	Top Dog Music and lyrics: Jeroen Schipper
For whom	6 - 9 years old It is possible to make this song easier/harder for your group with the variations and ideas below.
Learning outcome	The students learn different oppositions by singing the song Top Dog.
Initial situation	The students don't know the song yet.
Duration of the activity	30 minutes
Necessary materials	Whiteboard/piece of paper.
Music	Top dog with lyrics: https://www.youtube.com/watch?v=aVt11vrdABU Top dog without lyrics (karaoke version): https://www.youtube.com/watch?v=EuO3AdrydVY&t=8s
Plan	<p>Musical Aspects: singing, listening, reading and notate. Focus Aspect: listening.</p> <p>Lesson:</p> <ol style="list-style-type: none"> 1. Introduction of the lesson: name a few words of the song. For example: low, happy and no. Ask the students what the opposites of these words are. 2. Let the students listen to the song by playing it or sing it with the YouTube link. Ask the students to listen very attentive to the lyrics of the first verse and let them count on their fingers how many oppositions they hear. Check the correct number: 8 oppositions in total (or 7 if they don't see A and B as an opposite). 3. After playing the song ask the students which words they remembered and put them all on the whiteboard. 4. Then listen to the song piece by piece. Start with the firsts verse and put all the words in the right order. Then do this with the other verses. At the end you have all oppositions on the board and this will help the students to remember the opposites and sing the song. 5. Teach the chorus of the song to the students. Repeat only this part of the song a few times. You can sing this step by step, as a teacher. Or play the song with the YouTube link. 6. Sing the entire song with the students. You could use the karaoke version of Top Dog for this purpose.

	<p>7. Form two groups. One group on the left side of the class, the other on the right. The left group will sing every first words of the oppositions (A for example) and the right group will answer with the opposition (B).</p> <p>8. Repeat step 7, now the group on the right will start.</p>
<p>Variations and other ideas</p>	<p>For younger students you can use pictures for the oppositions. There are different things that you can do with these pictures:</p> <ul style="list-style-type: none"> • Students need to place the pictures in the right order. • Every student has a pictogram and needs to show this when they sing his/her word. • Use the pictures instead of the words to help the students remember and sing the lyrics of the song. <p>Let the students make their own movements on the song. Ask them, what kind of movement could we make when we sing: sad, high, yes.</p> <p>Play with the speed and dynamics of the song. Sing it slow/fast, loud/quiet.</p> <p>Let the students think of their own oppositions in pairs of two. They can write a second verse for the song. If you want to make it even more difficult you can add the rhyme pattern (AABBCCDD) to the assignment for the students. Now they can do their own 'battle'.</p>
<p>Lyrics</p>	<p>I say A, I say B I say land, I say sea I say high, I say low I say yes, then I say no I say black, I say white I say day, I say night I say good, I say bad I say happy, I say sad</p> <p>I'm right. You're wrong. I'm right. You're wrong. I disagree! So What! I'm right. You're wrong. I'm right. You're wrong. I disagree! So What! I'm right. You're wrong. I'm right. You're wrong. I disagree! So What! I'm right. You're wrong. I'm right. You're wrong. Top dog, that's me!</p> <p>I say up, I say down I say smile, I say frown I say this, I say that I say skinny, I say fat I say girls, I say boys I say quiet, I say noise I say don't, I say do I say me, then I say you!</p>

I'm right. You're wrong. I'm right. You're wrong. I disagree! So What!
 I'm right. You're wrong. I'm right. You're wrong. I disagree! So What!
 I'm right. You're wrong. I'm right. You're wrong. I disagree! So What!
 I'm right. You're wrong. I'm right. You're wrong. Top dog, that's me!

Sheet Music

B7 E B7

La la la la la la la la I say A I say land I say
 La la la la la la la I say B I say sea

A B7 E B7 E B7

high I say yes I say black I say day I say
 I say low Then I say no I say white I say night

A B7 E B7 E B7

good I say hap-py! I'm right I'm right I dis-a-gree!
 I say bad I say sad. You're wrong. You're wrong So what!

B7 E

I'm right I'm right I dis-a-gree! I'm right I'm right
 You're wrong. You're wrong So what! You're wrong. You're wrong

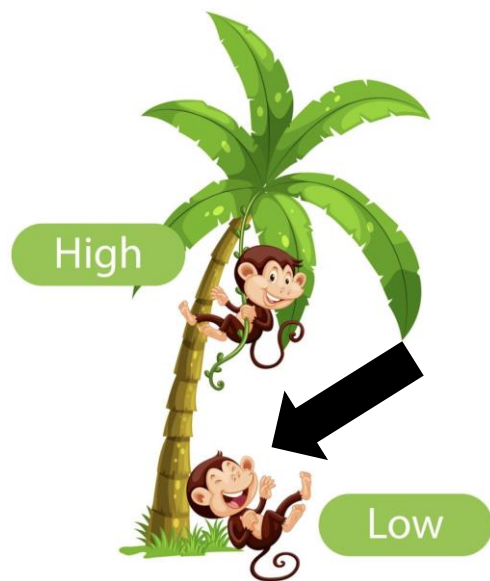
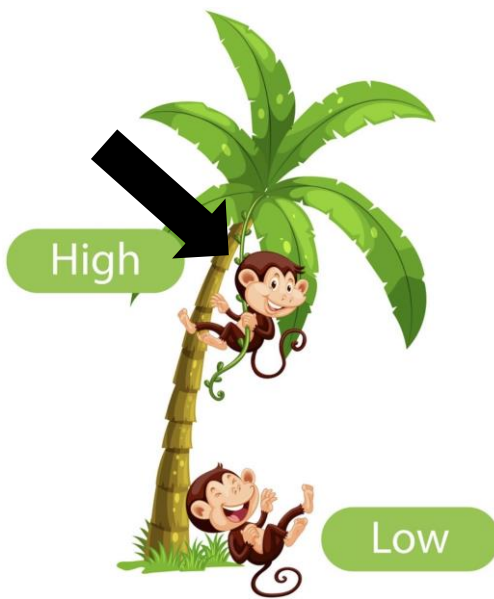
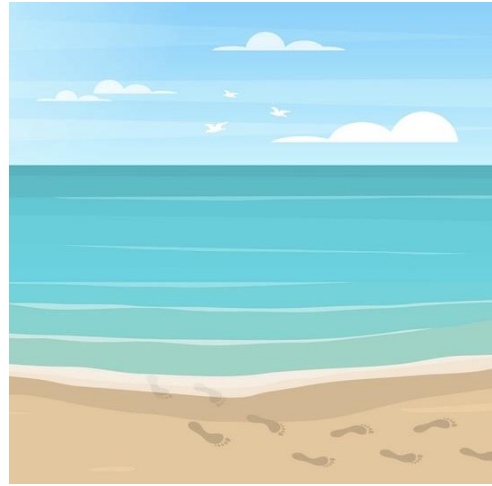
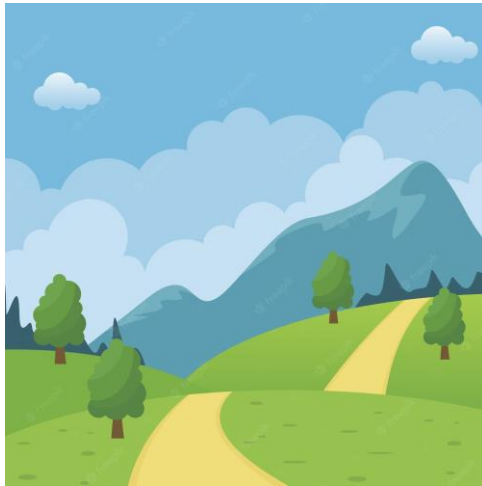
B7 E B7 E

I dis-a-gree! I'm right I'm right Top dog! That's me!
 So what! You're wrong. You're wrong That's me!

A

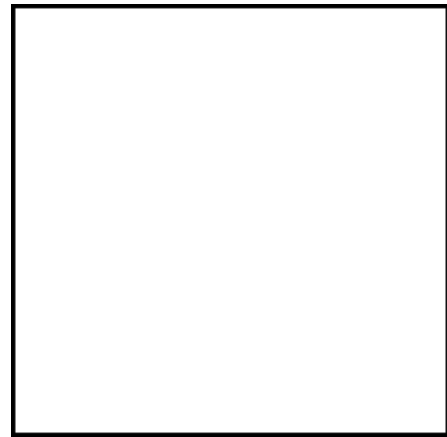
B

The pictures
of all
oppositions in
the right
order.



YES!

No!





happy




sad



Give Me One

Title of the activity	Give Me One
For whom	Children age 8 and up.
Learning outcome	<p>At the end of the lesson all of the children know the different rhythmical responses to the commands.</p> <p>At the end of the lesson some of the children have practiced with being the leader of the exercise.</p> <p>The aims of the exercise are focus and improving rhythmical skill.</p>
Initial situation	The children don't need any specific knowledge or skills.
Duration of the activity	This lesson takes about 15 minutes.
Materials	<ul style="list-style-type: none"> - For the teacher: the sheet music of the exercise (see below). - Optional: a table per child.
Musical aspects	Making music, improvising (optional)
Link	<p>See the instruction video:</p> <p>https://youtube.com/shorts/mo16wot76K4?feature=share</p>
Plan	<ol style="list-style-type: none"> 1. Get the attention of the children by clapping in your hands. 2. Say the first command: 'give me one' in a clear voice. Show the children the response: boom clap boom. You have to choose what sound you want to use for the boom: a slap on the legs for example, or a slap on the table. The clap is a clap with the hands. Practice it a few times to get the rhythm right. 3. Add the second command: 'give me two' and show the children the response: boom boom clap boom. Practice it a few times. 4. Vary between the commands: 'give me one' and 'give me two' to see if the children can react with the correct rhythmical responses. 5. Add the third command: 'give me three' and show the children the response: boom boom boom clap, boom boom boom clap, boom boom boom clap, boom. Ask the children if there is something peculiar about this third command. Answer: it's three booms and three times the whole pattern, so the number three is an important clue. 6. Practice all three commands and responses. You can also change the order (give me one, give me three, give me two etc.) to see if the children can react to your instructions. 7. Introduce the last command: 'break down' and show the children the response: boom clap boom boom clap, boom clap boom boom clap

	<p>ssshhhht. Ask them if they see similarities between break down and one of the other commands.</p> <p>8. Practice all commands in order and then with a changing order.</p> <p>9. See if one of the children wants to be the leader of the group and call the commands. The leader doesn't have to perform the rhythms, that makes it easier for the leader.</p>								
Variation	<ul style="list-style-type: none"> - Ask different children to be the leader of the exercise. - Vary with the boom: it can be a slap on the table, slap on the thighs, slap on the breast, on a chair etc. - You can perform the exercise with instruments: boom could be a slap on a drum for example, the clap will stay a clap. - Let the children think of a new rhythm for break down, they can compose their own rhythm. It has to be a rhythm that lasts 8 counts. - Break down can also be performed as an ostinato (continuous rhythm pattern without the sssht) by one group, while another group performs the commands. When you get to the command break down both groups know that they have to perform break down two times before they end with the sssht. - You can add a competitive element: when a child doesn't respond with the correct rhythm it has to stop the exercise. The last children to stay in the game are the winners. 								
Sheet music	<div style="display: flex; align-items: center;">  <table border="1" data-bbox="817 1182 1364 1440"> <tr> <td>Give me one:</td> <td>Boom clap boom</td> </tr> <tr> <td>Give me two:</td> <td>Boom boom clap boom</td> </tr> <tr> <td>Give me three:</td> <td>Boom boom boom clap, Boom boom boom clap, Boom boom boom clap boom</td> </tr> <tr> <td>Breakdown:</td> <td>Boom clap boom boom clap Boom clap boom boom clap Sssssshhhht!</td> </tr> </table> </div>	Give me one:	Boom clap boom	Give me two:	Boom boom clap boom	Give me three:	Boom boom boom clap, Boom boom boom clap, Boom boom boom clap boom	Breakdown:	Boom clap boom boom clap Boom clap boom boom clap Sssssshhhht!
Give me one:	Boom clap boom								
Give me two:	Boom boom clap boom								
Give me three:	Boom boom boom clap, Boom boom boom clap, Boom boom boom clap boom								
Breakdown:	Boom clap boom boom clap Boom clap boom boom clap Sssssshhhht!								

Give me one

Give me one: Boom clap boom Give me two: Boom boom clap boom Give me three

2 Boom boom boom clap boom boom boom clap boom boom boom clap boom Break down:

4 Boom clap boom boom clap boom clap boom boom clap ssh


Kèrèkèntenchi

Titel of the activity	Kèrèkèntenchi Zouk antiano
For whom	Young child (4-8) and older child (8-12)
Learning outcome	Students can sing the song correctly, accompanied by the movements.
Initial situation	Students do not yet know the song. They are sitting on chairs, standing in a circle and are actively participating in the lesson.
Duration of the activity	20 minutes
Materials	Music box
Link to Spotify/iTunes	With vocals: (Dutch) https://open.spotify.com/track/1MrtKPRHFHRE2mjT2e6L8K?si=b3af22e270694e2d Without vocals: https://open.spotify.com/track/113M05zHDIRoyVlhri5Af9?si=f8d7bd7c3fc740e7
Plan	We start off by singing and showing them the song and its fun components. During the first time singing the song at 'how shall we dance' we just sing and pick one person who will show the rest of the students how we will dance. During the second 'how shall we dance' the chosen one will demonstrate how we will dance. The rest starts copying this movement when we start singing 'we dance like this'. The same goes for 'how shall we eat?'. After this the kids can stand up and copy the movements, they can sing along if they like. After doing this a few times, when the kids are singing along it is time to involve the kids more by letting them pick the movements.
Variation	Divide the class into two groups. With this we can create a movement battle. Every time a new movement needs to be chosen, pick two kids, one from each group. The rest of the group will follow along with their leader. Alternatively, you can put two kids in front of the group, if they dare, and the rest of the kids choose who they want to follow. Transition idea: Before you start, let the kids form a snake behind you and move through the classroom. End back in the circle and start marching. Sing the intro part of the song while marching and repeat this a few times, ask the kids to join in and repeat until they all can sing along. Face towards each other and ask the kids: 'how does a snake move'? They show you and directly you start singing: 'How do we move, kerekenten, kerekentenchi' while, with an open hand pointing at a kid who is demonstrating the movement. At the 'we move like this' give the whole class a sign to join in and sing and move together. Repeat this with their favourite animals and think of other things to move or dance to, you can modify the song, so it fits the asked question.

	You could substitute the verbs 'dance' and 'eat' for different verbs that the children can think of. Example: how do we swim? How do we sleep? Etcetera. The children sing the new verbs and again think of a movement to accompany the verb.
Lyrics	<p>La laa la la la, La la la laa, la la la laaaa la La laa la la la, la la la laaaa laa</p> <p>How shall we dance? Kèrèkenten-kèrèkèntenchi How shall we dance? Kèrèkenten-kèrèkèntenchi We dance like this! Kèrèkenten-kèrèkèntenchi We dance like this! Kèrèkenten-kèrèkèntenchi</p> <p>How shall we eat? Kèrèkenten-kèrèkèntenchi How shall we eat? Kèrèkenten-kèrèkèntenchi We eat like this! Kèrèkenten-kèrèkèntenchi We eat like this! Kèrèkenten-kèrèkèntenchi</p> <p>We have been taught these manners We have been taught these manners We have been taught these manners, manners We have been taught these manners.</p> <p>2X</p>

The Rain

Title	The Rain
For whom	4+
Learning outcome	At the end of the lesson, the children can perform the sounds of a rainstorm with body percussion.
Initial situation	The children don't know the body percussion of the storm but they all know about different weather types.
Duration of the activity	10-15 minutes
Materials	<ul style="list-style-type: none"> - Powerpoint or whiteboard to draw on (for pictograms) - Your own body
Link to a Powerpoint slide with the pictograms	https://docs.google.com/presentation/d/1SF-3qxSMZgIHf5ryihGOpfJGSxCr4XMKcbu4Y6TwF0A/edit?usp=sharing
Plan	<ol style="list-style-type: none"> 1. Start rubbing your hands together. Let the children do it with you. 2. Tell the children we are going to make a thunderstorm with our own bodies. The rubbing sounds like the wind. 3. Let the children snap their fingers. This is light rain. 4. After that, the rain gets louder. The body percussion of the heavy rain is slapping on your legs. 5. When there is a real storm, there's also thunder and lightning. To create the sound of a thunder, jump! 6. A thunderstorm usually isn't one boom. It sounds more like boomboomboombaboom. We can try to jump after each other instead of at the same time. Let the teacher point at children to show in what order the children can jump. Follow the circle and try to go faster and create the sound of a real thunderstorm. 7. After the thunder, let the heavy rain become light rain, then back to wind and lastly introduce the sun. When the sun is shining, everybody is silent. 8. Do the thunderstorm once again and introduce the pictures in combination with the body percussion. 9. Let a child be the weather boy or girl. They can point at a picture and the rest of the class will do body percussion.
Variation and extra's	<p>For young children you could start with the pictures to introduce the body sounds instead of starting with the body sounds.</p> <p>You can suggest the body sounds that are used in the description above</p>

	<p>but you could also let the children come up with their own sounds for the pictures.</p> <p>Some movements can be difficult for the younger children. When you notice some movements/bodysounds are too difficult, let them think of another movement/bodysound that can represent the specific sound.</p> <p>You can also add some sounds. When the wind is blowing, you can ask the children to actually blow or whistle a little.</p> <p>When there is thunder, you can ask the children what sound the lightning makes. You can add that right after the sound of a thunder.</p> <p>When you have children age 9 and up, you can make the sounds of the storm more realistic. You can start the movements at one part in the circle. When the teacher makes eye contact with the children, they can take over the body percussion the teacher is doing. Keep doing that until you make eye contact with the teacher while he/ she is doing another movement. When you use this method, the rain will slowly get louder because the children are switching body percussion one by one. It will sound like a real thunderstorm!</p>
<p>Example of images</p>	



We Are Marching

Name of the song	We Are Marching Original: Den un solo ta kanando – marcha, ritmo kombiná Music and lyrics: Richard Simon
For whom	Young child (4-8) and older child (8-12)
Learning outcome	Students can sing the song 'We Are Marching' correctly, accompanied by the movements.
Initial situation	Students do not yet know the song. They are sitting on chairs and are actively participating in the lesson.
Duration of the activity	10-15 minutes
Link to karaoke	Karaoke: https://open.spotify.com/track/6jW8j18hnymdt0r8oomxhE?si=4c9bb53ec2034c22 Track with voice (Dutch and Papiamento): https://open.spotify.com/track/0ES1Qby6o0MPQMBCbat46D?si=893dd65f3ab54135
Plan	<ol style="list-style-type: none"> 1. Teacher says: "We are going to sing a song. March behind me like tiny ants and repeat what I sing, do, or say when I put my hands up! " 2. A long line is formed, and the teacher walks around the classroom with all the children behind them. In the end the teacher and students gather in a circle formation and keep marching to the beat. 3. The teacher recites the part: 'Left right to the beat, do this all day on repeat!' The second time the teacher puts his/her hands up and the kids sing that part. Repeat. 4. Teacher starts singing: We are marching to the ocean.....and tackle away. When the Left-Right part starts, teacher stands still, all the kids face each other and are standing in a circle. Sing "left right, keep your business....sweating away Hey!". 5. The students are instructed to clap left and right as soon as they hear the words 'left' and 'right' in the song. 6. The teacher recites the text of the chorus, and the students repeat it. If this goes well, the rest of the lyrics are taught in this manner. With younger children it is possible to only let the kids sing "Left-Right". 7. The students may now sing along with the chorus each time, also they listen carefully to the verses while they march in the circle. They are asked these questions to answer after listening, to improve focus and participation: <ul style="list-style-type: none"> - Where are they marching to in the first part (the ocean) and where are they marching to in the second part (jungle). - What animals are marching in a line in the song? 8. The song is repeated.

	<p>Young child: May try to sing the verses "Couplet" along. Older child: Teacher sings the verse in small parts; students repeat what the teacher has sung.</p> <p>Variation:</p> <ol style="list-style-type: none"> 9. Teacher asks students if they can think of any other movements to go with the lyrics "left-right". They may also think of a movement at the "hey!". 10. The teacher mentions that left and right is a contradiction (opposite), and asks if the students know of any other opposites which can be depicted by a movement? (high/low, loud/quiet, up/down) 11. The teacher and students sing the chorus with the added contradictions and their movements. 12. Students stand in a formation with an inner and outer circle. The students walk in opposite directions during the verse and turn in the opposite direction for each phrase. 13. If there is time left, students are divided into two groups at the last chorus and one half sings the chorus and the other half sings 'And we're marching to the sea, left right to the beat, do this all day on repeat.' These groups can be switched.
<p>Lyrics</p>	<p>We are marching to the ocean, in a line like tiny ants. We'll be happy when we get there, we can jump in and tackle away!</p> <p>Left right! Keep your business on it's so hot today, Left right! Keep your business sweating away, hey! Left right! Keep your business on it's so hot today, Left right! Keep your business sweating away, hey!</p> <p>We are marching through the jungle, on a sunny afternoon. We'll be happy when we get there, play around and just enjoy the day!</p> <p>Left right! Keep your business on it's so hot today, Left right! Keep your business sweating away, hey! Left right! Keep your business on it's so hot today, Left right! Keep your business sweating away, hey!</p> <p>And we're walking to the sea. Left right to the beat, Do this all day on repeat!</p>

Hummy

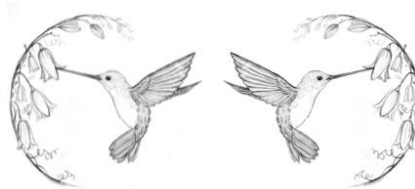
Title of the song	Hummy Original: Blenchi – polka Music: Rudy Plaate Lyrics: Virginia ‘Pòpi’ Boogaard - Muzo
For whom	Age 4 – 10 years old
Learning outcome	At the end of the lesson the children know the lyrics of the song. At the end of the lesson the children can do the choreography of the song or do their one move.
Initial situation	The children don't need to know the song.
Duration of the activity	This lesson takes about 30 minutes.
Materials	<ul style="list-style-type: none"> - The online version of the song (Spotify of YouTube); - Pictures that fit the song; - Music box; - Instruction video for the dance.
Musical aspects	Dancing, singing, improvising
Link to Spotify	Link to the karaoke version: https://open.spotify.com/track/76jCOdb39Feo432ZruFWXn?si=3c93c27603d84258
Plan	<ol style="list-style-type: none"> 1. Start the song and (as a teacher) sing along, include the choreography/ dance and invite all the students to join. 2. Ask the students what the song is about. After that, repeat the dancing and the singing. 3. Check the answers with the students. 4. Show the pictures to the students. Ask them to listen to the song again and put the pictures in the correct order. 5. Check the answers after listening. Now the song is translated into pictures. This will help the students to remember and understand the lyrics. 6. Sing the song together with the students and with the graphic score. 7. Add the dance. Learn the dance just adding it while you are singing. The students know the lyrics, so they just need to add the dance. It is a challenge to sing and dance at the same time but practice makes perfect! 8. When the students are able to sing the song and do the choreography the, you can sing faster. The teacher is the conductor, so you oversee the speed. Start at the normal speed and speed up slowly. 9. The students can play the conductor as well.

	<p>10. To finish of the lesson, you can sing the song and let the students make up their own dance.</p> <p>Variations:</p> <p>Younger students:</p> <ul style="list-style-type: none"> - Just do the dance, do not learn the lyrics. - Let the students create their own dance moves or a basic choreography. <p>Older students:</p> <ul style="list-style-type: none"> - Let the students conduct the tempo in smaller groups, this way the students can go several times. - Add a body percussion. Let the students make their own body percussion. They can play their percussion all at the same time or they give them their own moment of fame.
Lyrics	<p>Hummy, the hummingbird, Sipping nectar have you heard? Hummy, the hummingbird, Nectar oh so sweet.</p> <p>Hummy the hummingbird, Sipping here, sipping there, Hummy, the hummingbird, Sipping everywhere.</p> <p>With a swoop he flies to the left, he flies to right, he flies to the back. With a swoop he flies to the left, whoosh an off he goes.</p> <p>Zum zuum, zum zuum, zum zuum, zuuum</p>
Pictures and lyrics	<p>Hummy, the hummingbird Sipping nectar, have you heard?</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Hummy, the hummingbird Nectar, oh so sweet.</p>



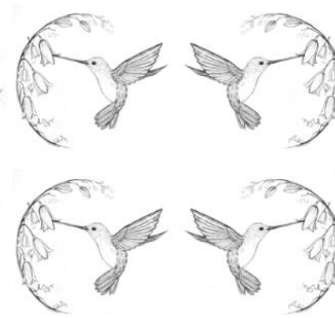
Hummy, the hummingbird

Sipping here, sipping there



Hummy, the hummingbird.

Sipping everywhere.



Fruitmarket

Title of the song	Fruit Market Music and lyrics: Jeroen Schipper
For whom	Age 6 to 12
Learning outcome	At the end of the lesson the children can sing the song. The focus is on the melody, the rhythm and the text of the different fruits.
Initial situation	The children don't know the song yet. You can discuss the different kinds of fruits that the children can think of and ask them their favorite fruits.
Duration of the activity	30 minutes
Materials	<ul style="list-style-type: none"> - (Laminated) papers with pictures of fruit on it - A board to write on - A box of speaker for the music - Video of the body percussion (teacher)
Link to the music and powerpoint presentation(s) for the pictures	<p>Fruit Market with pictures and singing voice: https://www.youtube.com/watch?v=oNcGcAzp5ZU</p> <p>Fruit Market karaoke: https://www.youtube.com/watch?v=yYNUU8VPp_I</p> <p>If the link doesn't work, you can find a karaoke version at the attachment Powerpoint presentation verse 1 + chorus: https://docs.google.com/presentation/d/11UOTvi6NINLogy7rrzRpFBKmkwm-jVSVnh5y-yCq1Zg/edit?usp=sharing</p>
Plan	<ol style="list-style-type: none"> 1. The teacher sings the song and asks the children beforehand to listen what the song is about. 2. The teacher sings the song and asks the children to remember as many fruits as possible. → You can write the fruits down so the children can check if they've found every fruit. → Write or draw them in the right order, so it's visual for the children. 3. The teacher sings the song and asks if we have found all the fruits in the song. 4. Which fruit is most mentioned? And how many times? 5. Give the children a card with a picture of fruit on it. We are going to sing the song again. When you hear your fruit, stand up! 6. We have laminated pictures of the fruit, the children have to put

	<p>them in the right order according to the song. → The children are visualizing the lyrics of the song.</p> <p>7. Now we know which fruit we sing about: can we move and sing at the same time? Let's try body percussion for the chorus.</p> <ol style="list-style-type: none"> a. Teacher gives an example for 'papaya' by stamping on the ground three times, three slaps on the legs with 'banana', cross your arms and slap three times for 'nectarine' and clap your hands two times for 'mango'. Kiwi is rubbing your hands above your head and coconut is three stamps on the ground (see instruction video). <p>8. The children can sing the chorus together with the teacher with the fruit pictures. → Point at the fruit that you're singing about.</p> <p>9. We can try the same with the verse(s)</p> <ol style="list-style-type: none"> a. Put the pictures in the right order b. Sing together
Variation	<p>You can let the children help choose the body percussion movements. The song is quite long to teach in one lesson. You could split the song up and divide it in two lessons. Use the first verse and the chorus in the first lesson. In the second lesson you can repeat parts of lesson one and add the second verse.</p>



Fruitmarket

Muziek en tekst:
Jeroen Schipper

Intro

3

A1 Ap - ples, a - pri - cots and cher - ries. Dates and grapes and tan - ge - rines

7

 Rasp and goose and black and blue-ber-ries O - ran - ges and man - da - rines Pa -

11

B pa - ya... ba-na-na, nec-ta - rine, man-go Pa - pa - ya... ba-na-na, nec-ta - rine, man-go Pa -

15

 pa - ya... ba-na-na, nec-ta - rine, man-go Ki-wi, ki-wi, co-co - nut

19


 Ki - wi, ki - wi, co - co - nut

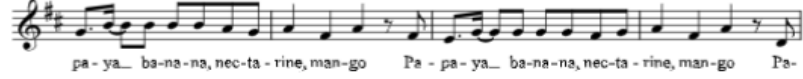
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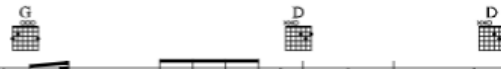

A2 Le - mons, limes and lus - cious ly - chees Jui - cy jack - fruit just for you

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Fruit images



