

# Primary Music For Winter

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Listen to the music again, and ask the students to tell when they heard the two themes.

Note that Theme A is repeated.

3. The students can develop a series of movements to interpret the music.

Brainstorm ideas stressing the contrast between the two themes. (See Activity #2). It may be wise to discuss safety.

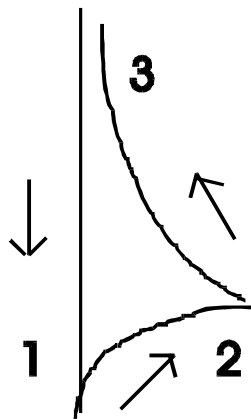
Remind the students that movement uses the whole body: head, arms, hands, etc.

These movements can be practised in small groups, pairs or individually.

The teacher can select volunteers to demonstrate their dance.

When the class has had sufficient time to practise, play the music while the whole class performs.

4. Teach students to conduct the music in a simple 3 beat pattern:



Point out that the first beat is always the strongest and is always indicated by a firm downward stroke.

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### Music Activities

1. Teach the students songs about Valentines Day. Friendship and happiness. *(see resource list)*
2. Teach the students the singing game to accompany “**Bluebird, Bluebird.**” *(See Appendix).*
3. Teach the song “**Happiness Runs.**” *(See Appendix).*

Point out that the song falls into Two distinct sections, and when the first section is repeated the format for the song is A B A.

Sing the song in this form, and when the students are really familiar with it, introduce them to two part singing by dividing them into two groups.

Sing sections A and B as before, but then have one group sing section A and the other group sing section B at the same time.

4. Develop creative movement to “**Happiness Runs.**”

As a whole group discuss appropriate movement for Section A. Remember to include arm and head movements, and to perform at different levels.

Movements for Section B should be quite different to provide a sharp contrast.

Have the class sing and perform the movements simultaneously.

For older students, the class can be divided into groups of eight. Each group creates its own series of movements for the two sections.

The whole class can sing while each group performs.

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2. Using finger paint paper, the students can fingerpaint an outline of a cat, or cats, sitting, lying down, running, etc.  
Fill in the outline with more fingerpaint.

Create a fur-like texture on the cat's body by drawing fur with fingers, nails, etc. Experiment to find the best effect.

When dry, these cats can be mounted on construction paper and displayed in the classroom or hallway.

3. Make a mosaic cat.

Use a template, similar to *Activity #2*, and cut out a cat shape from construction paper.

The teacher or classroom assistant should prepare coloured squares of construction paper, tissue paper and wall paper in various colours. The size of the squares can vary from 1 cm to 4 cm (1" to 2") depending on the age and ability of the students.

The students paste the squares onto the cat outline, making sure to cover the whole area. Some overlapping is desirable. Paper strips or pipe cleaners can be used for the whiskers. Foil scraps can be used to highlight the eyes.

Display completed cats on a bulletin board.

4. Paint a picture of your favourite kind of cat.

The cat can be sleeping, sitting, running, playing, jumping, etc. Make sure you include a very detailed background.

These pictures can be displayed in a cat gallery.