

# SINGING FUN 'N GAMES

San Angelo ISD, Texas

Clinician: Artie Almeida, Ed.D.



Join your colleagues and friends in lessons that will have your students singing joyfully, while addressing audiation, melody direction, intervals, steady beat, and phrases. These fun and challenging opportunities include both primary and intermediate level lessons to encourage musical growth in unique ways.

## 1. Little Melody Walk – Almeida

**Source:** *Sing! Sing! Sing!* (Book by Almeida)

**Focus:** *Steady Beat, Pitch Match, Vocal Technique, Expression*

**Process:** Teach refrain. Distribute inflatable microphones (purchase from US TOY) or use lummi sticks for pretend mikes. Children step around room to beat, with microphone held at side. On the word “sing” they stop, bring the microphone to their mouth and face the screen. If you cannot project the PPT of the song titles, print out the pages and make a ring-bound book of the pages to hold up as flash cards. At the end of each song, employ a ritard and a fermata to add expression. See addendum for notation.

## 2. Five Green and Speckled Frogs (Book by Priscilla Burris)

**Source:** *Singing Fun and Games!* (Book by Almeida)

**Focus:** Melody

**Process:** This precious book is out of print, but can still be found on Amazon, Barnes and Noble, etc. There are also numerous other versions of this children’s counting song available. First Experience: The teacher and children sing the book while 5 froggies take turns jumping into a kiddie pool. I found cute froggie hats at US Toy. Second Experience: All students are seated in a circle, around a “pond”, or “pool” made of surveyor’s tape. Consider using a piece of blue fabric for your pond. Each child has a ziptop bag with five jumping frog toys. Their toy froggies jump into the pool as dictated, while they sing the song. The jumping frog toys are available at [www.ustoy.com](http://www.ustoy.com). (Jumping Frog Toys, VL7. 36 in a package). There are a number of song downloads available on iTunes.

## 3. Swimming

**Source:** *Singing Fun and Games!* (Book by Almeida) I learned this song at Girl Scout Camp) ☺

**Focus:** *Melody, Audiation*

**Process:** Display visual and sing song for students, then invite students to sing the song with you. Be sure to emphasize that this is not a “take-away-the-words” song, but rather a “keep-them-in-your-head” song. Each projected slide highlights the new words to internalize, in an additive fashion.

4 bar intro Traditional, adapted by Artie Almeida

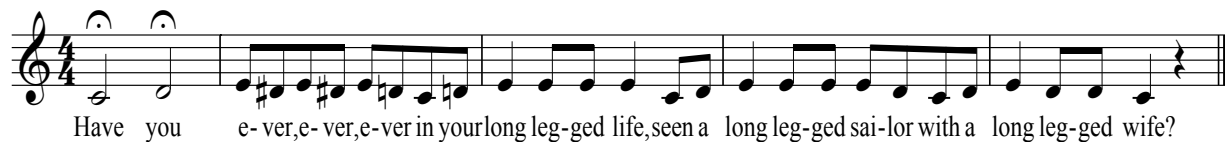
Swim - ming, swim - ming, in my swim - ming pool. When  
days are hot, when days are cold, in my swim - ming pool.  
Back - stroke, side - stroke, fan - cy div - ing too!  
Don't you wish you nev - er had an - y - thing else to do? (But)

#### 4. The Long-Legged Sailor

**Source:** *Singing Fun and Games!* (Book by Almeida)

**Focus:** Steady Beat, Tuneful Singing

**Process:** Sing entire song for children then ask them to join you on the second singing. Have students hold both hands apart on “long.” Then add “lap drumroll” on “Have you...” Next add patting the lap on “ever” and “wife.” Then teach entire body percussion pattern. In a subsequent lesson, change the word “sailor” to a creature, food, or body part. (e.g., long-legged cockroach, long-legged sandwich, long-legged stomach, etc.). Change partners numerous times.



#### 5. Seven Steps

**Source:** *Singing Fun and Games!* (Book by Almeida) I learned this action song from Bonnie Shea.

**Focus:** AB Form, Pitch Match, Steady Beat

**Process:** Teach song. Demo some sample moves for the solo sections. Make a circle. Choose first soloist to go into the circle. A section: Turn to right, step to half note beat and sing. B section: Soloist sings pattern and does a motion. All students echo the singing and the motion. On subsequent verses keep adding one more student at a time. The final lyric would be “This is one . . . (echo) etc. up to “This is seven” (echo) . . . then I sing “Please sit down!”

#### 6. The Cat Opera (Rossini): Kitty Responders

**Source:** Responder idea by Debbie Clifton, used with permission.

**Focus:** Vocal timbres, Opera, Duet, Melody Direction.

**Process:** Lead the class in listening, with teacher using boy/girl kitty responders to show the melody direction. Distribute cat responders to students and repeat the listening experience. There are a number of good YouTube videos of this piece.

*Practice! Practice! Practice for this one! ☺*



#### **Download all of today's visuals with the directions below:**

Go to [www.artiealmeida.com](http://www.artiealmeida.com)

Click on “Teacher Resources”

Click on “Teacher Downloads”

Scroll down to find the folder titled “San Angelo ISD”

#### **Contents:**

Four handouts

Four PDFs of Visuals

Stickman

Four Advocacy Documents:

100 Ways to Praise a Child

How to Make 2023 Epic

How Listening to Music Benefits Children

Benefits of Singing