



ARRIBA ABAJO LEARNING GUIDE



SING NOW WITH ME

This song introduces children to the solfège. With these activities, children will follow musical patterns and learn to hear the difference between musical notes, and between rhythms in words and melodies – a necessary skill to learn to read.

CONCEPTOS

- review shapes
- follow directions
- auditory discrimination
- one-to-one correspondence
- problem-solving skills



SEE THE
VIDEO



STREAM OR
DOWNLOAD
THE SONG

LET'S MARCH TO THE BEAT!

Sing the song "Sing Now With Me" several times and explain that all the music we listen to has a beat. You can give a few examples by singing songs and clapping the beat along with the leader.

After singing, make a large square in the room and place a chair on each corner. Depending on how many children are in the group, you can decide how far apart to place the chairs from each other.

Then, play a drum and ask the children to march around the square following the beat. Explain that every time you play a faster beat they should march faster. Every time you slow the beat down, children should slow down as well.

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DO RE MI GAMES

Sing the song "Sing Now with Me" several times and explain that all melodies are made of musical notes, "Do, Re, Mi, Fa, Sol, La, Ti, Do," also called the solfege.

Musicians also a letter notation to write about the notes. The way to write the scale in letter notation is C-D-E-F-G-A-B-C.

Use a xylophone to play the tunes while you sing them. Ask children to follow you by singing the musical scale.

Continue building your child's understanding of the musical scale with these games.

HIGHER OR LOWER?

First, demonstrate on a xylophone that notes can be high or low. Play a note that is at one end of the scale range and ask the children whether it is a high note or a low note. Play another note and ask them again. Once children are familiar with this exercise play a sequence of notes from the scale going up or down and ask the students whether the sequence you played is going higher or lower.

WHAT SOUND DOES WATER MAKE?

Place different glass cups on a table. If you have many children, divide them into groups of four or five. Give the children a pitcher with cold water. (You may add food coloring to make it more attractive.)

Instruct the children to add different amounts of water to each glass and use a metal stick or spoon to hit lightly against the glass. Children should experiment with different sounds. What happens to the sound when they add more water? What happens when they pour some water out?

Children will discover that they can create a higher or lower sound pitch based on how much water is in the glass. Give children the opportunity to present a melody they create to the rest of the class or other family members.

EXTEND

Rearrange the chairs to make different shapes, like a circle, rectangle, diamond or rhombus.

You can change instruments as well. This is a good opportunity to introduce children to different instruments from around the world.

CLAP YOUR NAME

Sing the song "Sing Now With Me" several times. Then explain that like this song has rhythm and so do words. Say out loud the names of several children in your class or family members. As you say the name out loud, clap each syllable with your. For example, the name "Thomas" has two syllables. Clap once as you say the first syllable "Tho," and again as you say the second syllable "mas."

Repeat several times with the same name and ask children to follow you clapping their hands as you say "Thomas" again, and then try other names. Once children feel success at clapping names following your lead, you can go to names with more than two syllables for older children, or give younger children more practice with names that have only one or two syllables.

THE RECYCLED PERCUSSION BAND

Give groups of children a bag with wooden spoons and different sized containers. You can use empty aluminum and tin cans, and various kinds of empty plastic containers, jars, tubs and other types of containers you find at home. You can also create shakers by putting rice or pasta into a container and closing the lid.

Invite children to cluster the containers into different arrangements and hit them with the wooden spoons, or shake them, to create their own rhythms.

Explain to children that instruments that are played by hitting or shaking are percussion instruments.

Allow children enough time to create different melodies. Always give children the opportunity to share their creations with friends or other family members. You may also want to record the melodies so children can hear their creations later.

BOOKS YOU MIGHT ENJOY

Arrorró, mi niño: Latino Lullabies and Gentle Games

Lulu Delacre

Collection of children's songs and finger plays from various Spanish-speaking countries.

Dooby Dooby Moo/ Dubi dubi muu

Doreen Cronin

Illustrations by Betsy Lewin

Humorous adventures of a group of barnyard animals secretly rehearsing for a talent show.

My Tata's Guitar/ La guitarra de mi tata

Ethriam Cash Brammer

Illustrations by Daniel Lechon

Two generations bond over musical memories when a young boy discovers his grandfather's guitar in his garage.

Drum Dream Girl: How One Girl's Courage Changed Music

Margarita Engle

True story of Millo Castro Zaldarriaga, who broke barriers to play the drum as a young Chinese-African- Cuban girl in 1930s Havana.

My Music/ Mi música

George Ancona

Nonfiction portrayal of three children learning to sing, dance, and play instruments in New Mexico.

CREDITS

This Learning Guide was developed in collaboration with master teacher Heidimarie Freund-West and singer-songwriter and teaching artist 123 Andrés. To see all of the Learning Guides and for more information about the guides, their authors and how to use them, please visit www.123andres.com/learning. Special thanks to the following families for their help in developing the guides: Louis and Carlos' family, the Montoya Cabrera family, Maria Kammaraad and her family, Brooke Belville and her family, the Kopacko family, the Carollo family, the Eschelbach family, and the Diaz Evans family. Art and layout by Alcides Urrutia.