Move to Learn / Learn to Move
Movement and Music for Children

Hap Palmer - Songwriter, Singer, Musician, Early Childhood Consultant
Angela Leung - UCLA Teacher Creative Movement for Children, Professor Emerita

February 10, 2018
Workshop C09 8:30 – 9:45 am
Workshop D09 10:15 – 11:30 am
Southern California Kindergarten Conference
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Young children learn best by doing. Music and movement promote active involvement in developing vocabulary and mastering a wealth of skills and concepts. Many of the songs and activities from this session support preschool through third grade curriculum.

Building Vocabulary

Increasing a child's vocabulary is one of the many benefits of music and movement activities. Words that describe movement are a fundamental part of language. Therefore, to enhance a child's movement vocabulary is to enhance a child's overall vocabulary.

Examples of these words are included in “A Movement Vocabulary For Young Children” on page 10 of this handout. This vocabulary, including words that describe actions, space, energy and time, is incorporated in the lyrics and activities of many of Hap Palmer's songs.

Integrating Music and Movement With Academic Curriculum

Music and movement can support the academic curriculum from pre-school through third grade. The activities use a variety of sensory modalities to engage the learner and make learning fun.

For example the teaching of word families can be combined with movement skills by playing a freeze dance based on movements from the "-op" family. This activity reinforces phonics skills as children hop, pop, stop, mop, chop, flop, and bop with the music.

You can find many activities for reinforcing reading and math skills through music and movement in the Lyrics and Activities section at www.happalmer.com
**Teaching the Whole Child**

Music and Movement is a way of teaching the whole child:
- Cognitive
- Physical
- Emotional
- Social

As children improve vocabulary and language comprehension they also improve movement skills, developing coordination, balance, strength, and endurance. In this way, children are learning to move and moving to learn at the same time.

When a wide range of movement skills are applied to creative movement they expand the range of expressive possibilities enabling children to communicate through movement and respond to the mood and quality of literature, art, and music.

Music and movement activities also involve relating to others. Children share space and work individually, in partners, and in small groups. They share ideas, thoughts, and feelings through the mediums of music and creative dance.

Most of the activities are non-competitive and non-comparative. Each child can experience success at her/his level of development. Success and accomplishment lead to a healthy self-image.

An article by Jenifer Cooper from the NAEYC publication, *Teaching Young Children* (May 2016) points out that “integrating the performance arts—music, drama, and dance—into core subjects helps young children learn better across the curriculum. Arts-integrated teaching taps into children’s natural desire for active learning through the senses. By singing, dancing, imagining, and connecting their bodies and minds, children learn more deeply and meaningfully. Arts-integrated instruction techniques can boost learning in subjects other than the arts. Arts-integrated learning is not an extra or an add-on for early learning educators, but a valuable strategy to prepare young children for success in school.”

This workshop aims to provide an arts-integrated approach to learning through music and movement.
Song Titles and Recordings
We will do 14 to 15 songs from the following list:

1. What A Miracle
2. What Do The Animals Say?
3. ¿Qué Dicen Los Animales?
4. Growing
5. I'm A Pretzel
6. Five Little Monkeys
7. Let's All Clap Our Hands Together
8. Percival The Parrot
9. Open Shut Them
10. Shake Something
11. Colors In Motion
12. Magic Scarf
13. Rock & Roll Freeze Dance
14. Weekly Rap
15. Stepping Out
16. A Song About Slow And Fast
17. Sammy / I'm Glad I'm Me
18. Roller Coaster
19. Bluegrass Jamboree
20. Head, Shoulders, Knees And Toes
21. The Elephant
22. Bop 'Till We Drop
23. Rhyme Time Band
24. The Mice Go Marching
25. Goodbye My Friends

Note: We will do 14 to 15 songs from the above list. Many of the above songs are available for individual download on iTunes and from our website: www.happalmer.com
Source CD’s and Song Titles

Number of songs from each CD -- We will do 14 to 15 songs from the following list:

*Can a Cherry Pie Wave Goodbye* - 3
  *Let's All Clap Our Hands Together*
  *Stepping Out On The Town* (also in bilingual CD *Divirtámonos Aprendiendo*)
  *Weekly Rap*

*Can Cockatoos Count by Twos* - 3
  *Colors In Motion*
  *Magic Scarf*
  *Rhyme Time Band*

*Divirtámonos Aprendiendo (Bilingual)* - 5
  *Growing* (also in CD *So Big*)
  *Stepping Out On The Town* (also in CD *Can a Cherry Pie Wave Goodbye*)
  *What A Miracle* (also in CD’s *Peek A Boo; Walter the Waltzing Worm*)
  *Five Little Monkeys* (also in CD *So Big*)
  *Sammy / I'm Glad I'm Me* (also in CD *Early Childhood Classics*)

*Early Childhood Classics* - 4
  *The Elephant*
  *Head, Shoulders, Knees And Toes*
  *Open Shut Them*
  *Sammy / I'm Glad I'm Me* (also in bilingual CD *Divirtámonos Aprendiendo*)

*Learning In Two Languages* - 4
  *What Do The Animals Say?*
  *¿Qué dicen los animales?*
  *Percival The Parrot*
  *A Song About Slow And Fast*

*So Big* - 5
  *Bluegrass Jamboree*
  *Five Little Monkeys* (also in bilingual CD *Divirtámonos Aprendiendo*)
  *Growing* (also in bilingual CD *Divirtámonos Aprendiendo*)
  *I'm A Pretzel*
  *Rock & Roll Freeze Dance*

*Rhythms On Parade* - 2
  *The Mice Go Marching*
  *Roller Coaster*

*Jumbo Jet* - 2
  *Goodbye My Friends*
  *Everybody Dance*

Visit: [www.hap Palmer.com](http://www.hap Palmer.com) for complete catalog of music, free lyrics, and suggested activities with the songs.
What A Miracle
Words and Music: Hap Palmer

I have hands, I have hands
Watch me clap, watch me clap
Oh, what a miracle am I

I have feet, I have feet
Watch me stamp, watch me stamp
Oh, what a miracle am I

Chorus:
Oh, what a miracle, oh, what a miracle
Every little part of me
I'm something special, so very special
There's nobody quite like me

I have arms, I have arms
Watch me swing, watch me swing
Oh, what a miracle am I

I have legs, I have legs
They can bend and stretch, they can bend and stretch
Oh, what a miracle am I

Repeat Chorus

I have a spine, I have a spine
It can twist and bend, it can twist and bend
Oh, what a miracle am I

I have one foot, I have one foot
Watch me balance, watch me balance
Oh, what a miracle am I

Repeat Chorus

Action:
During the verses, children sing each "answer-back" phrase and move in the ways described. The chorus of the song is simple and repetitive. Have children sing as much as they can remember each time they hear it.

Follow-up:
What are some other ways you can move your hands? feet? arms? legs? spine?
Name a part of your body that was not used in this song?
What are some ways you could move this part?
Who can think of another part that was not named in this song?
Can you move two body parts at the same time?
Let's list the body parts and actions you have suggested and sing the song again using your ideas."
What Do The Animals Say?
Words and Music: Hap Palmer

Chorus:
What do the animals say?
This fine morning, this fine morning
What do the animals say?
Listen! Listen! Listen!

The cow says moo, moo, moo
The duck says quack, quack, quack, quack
The chickens all cackle: bak-bak, bak-bak, bak-bak
Oh, what a racket they make!
But the rabbit says nothing
It just listens, listens, listens!

Repeat Chorus

The cat says meow, meow, meow, meow
The crow says caw, caw, caw, caw
The wolves all howl aaaaoo - aaaaoo -
Oh, what a racket they make!
But the rabbit says nothing
It just listens, listens, listens!

Activities:
This is a song about the sounds animals make. It is an excellent activity to quiet and focus children. Each verse features three different animals and ends with the rabbit. The song builds to a crescendo with the chickens squawking and the wolves howling and then dramatically quiets when the rabbit perks up its ears and "listens, listens, listens."

Children receive the following directions:
- Make the sound of each animal as it is named.
- Each time you hear the word "rabbit," make rabbit ears by holding fingers up on each side of your head.
- Be very quiet!
- Listen and notice any sounds you hear.

The "rabbit" signal can be used throughout the day as a signal for children to be silent and listen.

Follow up 1:
Make rabbit ears and listen silently for 30 seconds. Name any sounds you hear during the quiet time.

Follow up 2:
Let’s name other animals that were not named in this song? (Examples: pig, dog, horse, snake.) Can you think of another animal that is very quiet? (Example: turtle)
Let’s sing this song again using the animals you have named.
Growing
Words and Music: Hap Palmer

Activity:
Sway from side to side with the music. Each time you hear the words "grow, grow, grow," lift your hands higher and higher in the air. With the first verse, make yourself small, and pretend you are a tiny little seed that slowly grows to a great big tree. During the second verse, act out the growth of a baby by crawling, walking, talking, and running.

Lyric:
Chorus:
There are so many things that grow, grow, grow
So many things that grow, grow, grow
There are flowers and trees and chimpanzees
Mice and rats and little kitty cats
There are monkeys and parrots, peas and carrots
And boys and girls all over the world

Now let's start with a tiny little seed
That slowly grows and becomes a tree
And the little twigs and branches become big limbs
With leaves that sway and rustle in the wind
With leaves that sway and rustle in the wind

Repeat Chorus

Now we all started out as a tiny little baby
And we grew a little bit and then we could crawl
And we grew a little more and then we could walk
And we grew a little more and then we could talk
And we grew a little more and we could run like the wind

Repeat Chorus

Follow Up
Let's see the tallest tree you can make ... the widest ...
Imagine you are an old tree becoming bent and twisted.
Make different shapes as you bend and twist in different directions.

Imagine you are an old brittle tree in the wind. ...
Your branches suddenly crack and fall!
Imagine you are a young and flexible tree - lots of bend nothing breaks.

What would your tree look like if it could walk? hop? run? what else?

Make one branch grow under or over a branch of another tree near you.
Make group shape and freeze
I’m A Pretzel
Words and Music: Hap Palmer

My hand is over my head
My shoulder is under my chin
My toes are touching my leg
And my wrist is in back of my spine

I twist a little here and bend a little there
Now I think you will agree I hardly look like me
I’m a pretzel, I’m a pretzel, but please don’t eat me up
I’m not a snack inside a sack on top of you T.V.
I’m a pretzel, I’m a pretzel, but please don’t eat me up
I’m just pretend oh yes my friend don't try to chew on me

My thumb is under my ear
My hand is holding my elbow
My arm is stuck on my leg
And my ankle is behind my knee

Follow Up:
Create other ways to make yourself into a pretzel.
Write children’s ideas on the board and sing this song using their ideas.
Try making pretzels with a partner

Percival The Parrot
Words and Music: Hap Palmer

Percival, the Parrot was playing hide and seek
Squawking in the jungle, talking in a tree
"Find my colored feathers; see my curving beak!"
From somewhere in the leaves he teased and said to me,
"Look front, back, side, side, up, down. Woah - then circle all around!"

I was looking hard but still I could not see
"Look a little faster," is what he said to me!
"Look Front, back, side, side, up, down and circle all around
Front, back, side, side, up, down and circle all around!"

Laughing with a shriek he grew a little bolder
"Try it once again and do it with your shoulder!"
Front, back, side, side, up, down and circle all around,
Front, back, side, side, up, down and circle all around!

"You make me laugh," he said. "From this branch I fear I'll slip!
Still I’d like to see you try it with your hips!"
Look front, back, side, side, up, down and circle all around,
Front, back, side, side, up, down and circle all around!

He laughed so hard he shook then slipped and tumbled down
Forgot to flap his wings and landed on the ground
When I picked him up and smoothed his ruffled feathers,
Cheerfully he chirped, "Let’s do it all together."
Front, back, side, side, up, down and circle all around
Front, back, side, side, up, down and circle all around!

**Activities:**
This activity builds understanding of vocabulary (prepositions and adverbs of place) and the mathematical concepts of sequence and pattern.

Children act out the story of Percival the Parrot who loves to play hide and seek. Gleefully hiding in the leaves, Percival challenges visitors to find him. Before playing the recording, it is helpful to talk through the story and familiarize children with the motions. The teacher or parent can say something such as:

Imagine you are walking in the jungle and you hear a parrot calling to you. "Hi there! How are you? My name is Percival." You hear Percival, but you can't see him. You try to find him by looking in every direction. You look front, back, side, side, up, down, and circle all around.

Even though you look in every direction you still can't see him. Percival finds this very amusing. He says, "Look a little faster." So you quickly look front, back, side, side, up, down, and circle all around.

Percival then decides to really have some fun. He says, "Try it with your shoulders." You move your shoulders front, back, side, side, up, down, and circle all around. Then he says, "Try it with your hips."

Percival finds this so funny and laughs so hard that he falls out of the tree and forgets to flap his wings. **THUMP!** He hits the ground! You pick him up and smooth his ruffled feathers. He cheerfully chirps, "Let's do it all together!" While holding Percival, you move your whole body front, back, side, side, up, down, and circle all around.

Now let's try this story with music.

During the verses, participants can do a side-to-side step touch pattern and then go through the directional pattern moving the body part named in each verse. During the 4 bar instrumental interlude between each verse, participants can jump and twist with the rhythmic beat.

*All Songs ©Hap-Pal Music / www.happalmer.com*
# A Movement Vocabulary for Young Children

## Body Parts

<table>
<thead>
<tr>
<th>Head</th>
<th>Elbows</th>
<th>Bones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face</td>
<td>Wrist</td>
<td>Joints</td>
</tr>
<tr>
<td>Chin</td>
<td>Hands</td>
<td>Heart</td>
</tr>
<tr>
<td>Nose</td>
<td>Fingers</td>
<td>Lungs</td>
</tr>
<tr>
<td>Neck</td>
<td>Legs</td>
<td>Breath</td>
</tr>
<tr>
<td>Shoulders</td>
<td>Knees</td>
<td>Spine</td>
</tr>
<tr>
<td>Chest</td>
<td>Ankles</td>
<td>Backbone</td>
</tr>
<tr>
<td>Stomach</td>
<td>Feet</td>
<td>Thumbs</td>
</tr>
<tr>
<td>Hips</td>
<td>Heels</td>
<td>Front</td>
</tr>
<tr>
<td>Back</td>
<td>Toes</td>
<td>Back</td>
</tr>
<tr>
<td>Arms</td>
<td>Muscles</td>
<td>Side</td>
</tr>
</tbody>
</table>

## Actions

<table>
<thead>
<tr>
<th>Walk</th>
<th>Turn</th>
<th>Clap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run</td>
<td>Stop, Still, Freeze</td>
<td>Rock</td>
</tr>
<tr>
<td>Jump</td>
<td>Bend, Curl, Flex</td>
<td>Sway</td>
</tr>
<tr>
<td>Hop</td>
<td>Stretch, Extend</td>
<td>Rise</td>
</tr>
<tr>
<td>Leap</td>
<td>Twist</td>
<td>Fall, Drop</td>
</tr>
<tr>
<td>Skip</td>
<td>Swing</td>
<td>Shake</td>
</tr>
<tr>
<td>Gallop</td>
<td>Push</td>
<td>Balance</td>
</tr>
<tr>
<td>Slide</td>
<td>Pull</td>
<td>Open</td>
</tr>
<tr>
<td>Crawl</td>
<td>Strike, Hit</td>
<td>Close</td>
</tr>
<tr>
<td>Roll</td>
<td>Stamp</td>
<td></td>
</tr>
</tbody>
</table>

## Space

<table>
<thead>
<tr>
<th>High</th>
<th>Through Space</th>
<th>Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle</td>
<td>Curved</td>
<td>Down</td>
</tr>
<tr>
<td>Low</td>
<td>Straight</td>
<td>Shape</td>
</tr>
<tr>
<td>Forward</td>
<td>Zig Zag</td>
<td>Wide</td>
</tr>
<tr>
<td>Backward</td>
<td>Right</td>
<td>Narrow</td>
</tr>
<tr>
<td>Sideward</td>
<td>Left</td>
<td>Round</td>
</tr>
<tr>
<td>Big, Tall, Large</td>
<td>Far</td>
<td>Flat</td>
</tr>
<tr>
<td>Little, Small</td>
<td>Near</td>
<td></td>
</tr>
<tr>
<td>In Your Own Space</td>
<td>Diagonal</td>
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</tbody>
</table>

## Qualities

<table>
<thead>
<tr>
<th>Heavy</th>
<th>Smooth</th>
<th>Fast, Quick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light</td>
<td>Tight, Tense</td>
<td>Slow</td>
</tr>
<tr>
<td>Sudden, Sharp</td>
<td>Loose, Relax</td>
<td></td>
</tr>
</tbody>
</table>
**Relationships**

<table>
<thead>
<tr>
<th>Over</th>
<th>Outside</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under</td>
<td>Through</td>
<td>Beside, By</td>
</tr>
<tr>
<td>On</td>
<td>Around</td>
<td>Between</td>
</tr>
<tr>
<td>Off</td>
<td>Together, Meet</td>
<td>Towards</td>
</tr>
<tr>
<td>Near</td>
<td>Apart</td>
<td>Away From</td>
</tr>
<tr>
<td>Far</td>
<td>Across</td>
<td>With A Partner</td>
</tr>
<tr>
<td>In Front</td>
<td>Lead</td>
<td>Alone, By Yourself</td>
</tr>
<tr>
<td>Behind</td>
<td>Follow</td>
<td>In A Group</td>
</tr>
<tr>
<td>Inside</td>
<td>Above</td>
<td></td>
</tr>
</tbody>
</table>

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**Why Kids Shouldn’t Sit Still in Class**

By DONNA DE LA CRUZ

MARCH 21, 2017 New York Times

Sit still. It’s the mantra of every classroom.

But that is changing as evidence builds that taking brief activity breaks during the day helps children learn and be more attentive in class, and a growing number of programs designed to promote movement are being adopted in schools.

“We need to recognize that children are movement-based,” said Brian Gatens, the superintendent of schools in Emerson, N.J. “In schools, we sometimes are pushing against human nature in asking them to sit still and be quiet all the time.”

“We fall into this trap that if kids are at their desks with their heads down and are silent and writing, we think they are learning,” Mr. Gatens added. “But what we have found is that the active time used to energize your brain makes all those still moments better,” or more productive.

A [2013 report from the Institute of Medicine](http://www.iom.edu) concluded that children who are more active “show greater attention, have faster cognitive processing speed and perform better on standardized academic tests than children who are less active.” And a [study released in January](http://www.lunduniversity.edu) by [Lund University](http://www.lunduniversity.edu) in Sweden shows that students, especially boys, who had daily physical education, did better in school.

“Daily physical activity is an opportunity for the average school to become a high-performing school,” said Jesper Fritz, a doctoral student at Lund University and physician at the Skane University Hospital in Malmo who was the study’s lead author.
“Activity helps the brain in so many ways,” said James F. Sallis, a professor of family medicine and public health at the University of California, San Diego, who has done research on the association between activity breaks and classroom behavior. “Activity stimulates more blood vessels in the brain to support more brain cells. And there is evidence that active kids do better on standardized tests and pay attention more in school.”

John Ratey, an associate professor of psychiatry at Harvard Medical School and the author of "Spark: The Revolutionary New Science of Exercise and the Brain,” said: “Movement activates all the brain cells kids are using to learn, it wakes up the brain.”

“But not all districts are embracing the trend of movement breaks.

“The bottom line is that with only six and a half hours during the day, our priority is academics,” said Tom Hernandez, the director of community relations for the Plainfield School District in Illinois, about 40 miles southwest of Chicago. He said that under state law, the schools provide daily physical education classes and that teachers in the district find ways to give students time during the day to refresh and recharge.

“Kids aren’t meant to sit still all day and take in information,” said Steve Boyle, one of the co-founders of the National Association of Physical Literacy, which aims to bring movement into schools. “Adults aren’t wired that way either.”

Mr. Boyle’s association has introduced a series of three- to five-minute videos called “BrainErgizers” that are being used in schools and Boys and Girls Clubs in 15 states and in Canada, Mexico, Ireland and Australia, he said. A version of the program is available to schools at no charge.

The program is designed so that three to five times a day, teachers can set aside a few minutes for their students to watch a video and follow the cues given by the instructors. In one typical video, the instructors are college students of all shapes and sizes at the University of Connecticut who do a quick warm-up and then lead kids through a mini workout involving movements from several sports: baseball, basketball and a triathlon. That’s followed by a cool-down.

“At the end of the week, kids have gotten an hour or more worth of movement, and it’s all done in the classroom with no special equipment,” Mr. Boyle said. “We’re not looking to replace gym classes, we’re aiming to give kids more minutes of movement per week. And by introducing sports into the videos, giving kids a chance to try sports they may not have ever tried before.”

Julie Goldstein, principal of the Breakthrough Magnet School in Hartford, Conn., said her school has been using BrainErgizers since the spring of 2015.

It’s easy for the teachers to implement, and “easy for the students to follow,” Mrs. Goldstein said. She said the program has “helped them focus and bring up their energy level in the classroom.”

Scott McQuigg, chief executive and a co-founder of GoNoodle, a classroom movement program used in more than 60,000 elementary schools in the United States credits Michelle Obama’s...
“Let’s Move” initiative with helping to bring movement and the health of children into the public consciousness.

“We call this the Movement movement,” Mr. McQuigg said. “If we invest three to five minutes for our kids to move in the classroom, we are actually going to optimize the next 45 minutes for learning. That small investment in time has such a big yield for teachers.”

GoNoodle, which offers free and paid videos, aims to entertain kids while they are moving, Mr. McQuigg said. GoNoodle and other “brain break” videos can be found on the website for “Let’s Move! Active Schools,” part of Mrs. Obama’s “Let’s Move!” initiative.

“We have purposely not gone after this as an exercise program,” Mr. McQuigg said. “This is a digital generation that expects to be entertained, and we think we can do more good around getting them to move if they are entertained.”

For example, GoNoodle videos have kids running alongside their desks through a virtual obstacle course or following along with dance moves.

Joseph E. Donnelly, professor of medicine and director of the Center for Physical Activity and Weight Management at the University of Kansas Medical Center, said one of the good things about kids being more physically active in classrooms is that everyone is moving at the same time.

“In physical education classes, there is a lot of standing around, a lot of minutes of kids waiting to do an activity, and sometimes kids are only moving for about 15 minutes during a 50-minute class,” said Dr. Donnelly, who co-authored a statement on the effects of physical activity and academic achievement in children that was published last year by the American College of Sports Medicine. “If you do movement in class a few times a day, that can add up to at least an extra 60 minutes more of movement per week.”

Lindsay DiStefano, an associate professor in the department of kinesiology at the University of Connecticut, said the country is due for a major shift toward appreciating the benefits of physical activity in the classroom.

“In 1961, President Kennedy said school kids needed physical activity to thrive, but in the past 20 years, the pendulum has totally shifted the opposite way because schools are feeling the pressure to have students do well on standardized tests,” Ms. DiStefano said. “We are not thinking about the child as an entire person, how physical activity helps them cope with the stresses of school and actually benefits them in the classroom.”