

Tool Kit II**Imaginative Narratives: Musical Play through Scarves and Beanbags****Objective**

- Explore bilateral free and steady beat keeping.
- Dramatize narratives through language and movement.

Arizona Science Standards Addressed**• Approaches to Learning**

Children sustain attention and increased ability to pay attention over time and use their imagination to generate new ideas and suggestions.

• Social Studies

Children sort objects by one or more attributes (size, color, shape, etc.) and use and respond to positional terms (between, behind, under, above, etc.).

• Fine Arts

Children sing and move to familiar songs/chants, make up their own movements to familiar songs/chants, and dramatize familiar stories showing imagination and interest.

Materials

- 2-4 colorful scarves per child
- 1 beanbag per child
- 1 parachute

Assessment**• Coordination Development**

Are the children in control of their bodies? Are they able to utilize different movement prompts?

• Language Development

Are the children able to correctly name movement prompts and body parts? Are they able to start, stop, and take turns?

Music and Context**Europe and Latin America | Lullabies**

The lullaby is an international music genre that occurs in most cultures around the world. While the intention behind lullabies varies (i.e., to soothe infants to sleep, to aid in the development of pre-language skills, and/or to share cultural information), lullabies feature specific musical traits, such as a slower tempo (speed), quieter dynamics (loudness), and a high level of lyrical repetition. Many folk songs can be converted to lullabies.

Musical Selections

1. “Sulla Lulla” (Norway)
2. “My Bonnie Lies over the Ocean” (Scotland)
3. “La Linda Manita” (Puerto Rico)

Asia and the Americas | Folk Songs

Folk songs are among the oldest forms of music making. Traditionally passed down orally, they often exist in a variety of regional, national, and international variations. Throughout the world, folk music is diverse.

Musical Selections

4. “Billa Boo” (Malaysia)
5. “Row, Row, Row Your Boat” / “Vamos a remar en un botecito” (The Americas)



Prekindergarten children participate in imaginative play with scarves and a stretchy band.



Musical Play through Scarves and Beanbags

1. "Sulla Lulla" (Norway)

Sul - la, lul - la, sul - la, lul - la. Sul - la, lul - la, lei - - a.

Lyrics

Sulla, lulla, sulla, lulla.

Sulla, lulla, leia.

Translation: Old Norwegian syllables that represent a soothing song

2. "My Bonnie Lies over the Ocean" (Scotland)

My bon-nie lies o - ver the o-cean. My bon-nie lies o - ver the sea. My
Oh, blow ye winds o - ver the o-cean. Oh, blow ye winds o - ver the sea. Oh,

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bon-nie lies o - ver the o-cean. Please bring back my bon-nie to me. Bring back,
blow ye winds o - ver the o-cean. And bring back my bon-nie to me.

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bring back, oh, bring back my bon-nie to me, to me. Bring back, bring back, oh,

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bring back my bon - - nie to me.

Lyrics

My bonnie lies over the ocean. My bonnie lies over the sea.
 My bonnie lies over the ocean. Please bring back my bonnie to me.
 Bring back, bring back, oh, bring back my bonnie to me, to me.
 Bring back, bring back, oh, bring back my bonnie to me.

Oh, blow ye winds over the ocean. Oh, blow ye winds over the sea.
 Oh, blow ye winds over the ocean, and bring back my bonnie to me.
 Bring back, bring back, oh, bring back my bonnie to me, to me.
 Bring back, bring back, oh, bring back my bonnie to me.

3. “La Linda Manita” (Puerto Rico)

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La lin - da ma - ni - ta, que tie - ne el be -

bé, qué lin - da, qué bel - la, qué pre - cio - sa es.

Lyrics

La linda manita, que tiene el bebé
 Qué linda, qué bella, qué preciosa es.

Translation: The cute little hand that the baby has. How cute, how beautiful, how precious it is.

Game

1. Lay one scarf flat and create a thin rectangle by folding the bottom two corners of the scarf up and in half two times.
2. Place a beanbag in the center of the folded scarf.
3. Using two hands, grab either end of the scarf to create a hammock for the beanbag.
4. Rock the beanbag back and forth and side to side through the duration of the song.
5. At the completion of the song, move both hands close together and then pull them apart quickly in order to launch the beanbag.

Suggestions for Scaffolding

- Vary the speed (tempo) of the song and the direction of the movement.
- Encourage students to catch the beanbags as they fall.
- Allow a student to give the call when to launch the beanbag.
- Aim for different heights and levels when launching the beanbag in correlation with the loudness of the song.

**Children must change hand positions to accomplish this.*

4. “Billa Boo” (Malaysia)

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Bil - la boo, bil - la boo, bil - la, bil - la, bil - la boo.

Lyrics

Billa boo. Billa boo. Billa, billa, billa boo.
Billa boo. Billa boo. Billa, billa, billa boo.

Game

Making Soup – Prior to the activity, encourage the children to think about soup and what sorts of food they would like to put into a soup.

1. While seated in a circle, have each student create an imaginary spoon out of a scarf.
2. Stir a very large imaginary bowl of soup at high, medium, and low spaces while singing a song.
3. Ask each child, by taking turns, what to add to the soup, if to chop the food item, and how to stir (slow/medium/fast, etc.). If they say “chop,” chant:
Chop, chop, chippity chop. (With one arm out straight, perform chopping motions down it with the other hand.)
Cut off the bottom. (Chop near the outstretched hand.)
Cut off the top. (Chop near the shoulder.)
What we have left (cross arms to shoulders), we put in our pot. (Release arms in front.)
Chop, chop, chippity chop. (With one arm out straight, perform chopping motions down it with the other hand.)
4. For each food item, have the child throw her or his beanbag into the center of the circle.
5. Be sure to periodically “taste” the soup.

Suggestions for Scaffolding

- Increase the complexity and/or theme of the soup based on the children's vocabulary and knowledge of food items.
- Change the stirring motion (direction, tempo, etc.) based on the children's suggestions.

5. "Row, Row, Row Your Boat" / "Vamos a remar en un botecito" (The Americas)

Row, row, row your boat
Va - mos a re - mar,
gently down the stream
en un bo - te - cito.
Mer - ri - ly, mer - ri - ly,
Rá pi - do, rá - pi - do,
Cal - ma, cal - ma,

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mer - ri - ly, mer - ri - ly, life is but a dream.
rá - pi - do, rá - pi - do, life is but a dream.
cal - ma, cal - ma, life is but a dream.

Lyrics**In English**

Row, row, row your boat gently down the stream.
Merrily, merrily, merrily, life is but a dream.

In Spanish

Vamos a remar, en un botecito.
Rápido, rápido, rápido, rápido, en un botecito. / Calma, calma, calma, calma, en un botecito.

Game

1. Using the parachute, sing "Row, Row, Row Your Boat" in English and Spanish, varying the speed of the imaginary water.

Row, row, row your boat gently down the stream. (**Parachute goes up and down.**)
Merrily, merrily, merrily, life is but a dream. (**Shake parachute fast or slow.**)
2. Place beanbags in the center of the parachute. For slow water, try to ensure that all the beanbags stay on the parachute; for fast water, try to knock all of the beanbags off the parachute.

Suggestions for Scaffolding

- Increase/decrease the number of beanbags.
- Perform actions while seated, standing, and/or moving in a circle.