

Objectives

- Explore free movement and directional beat keeping.
- Utilize bilateral hand motions and naming conventions.
- Identify different colors and shapes, while engaging in symbolic play.

Arizona Early Learning Standards Addressed

1. **Language and Literacy:** Follows directions that involve a series of actions and makes relevant responses to questions or comments from others
2. **Mathematics:** Recognizes basic geometric shapes

Materials

- 2–4 colorful scarves per child
- Musical accompaniment (sung or prerecorded sound)

Activity 1

1. Children take two scarves, one in each hand. Begin a familiar children's song, using both hands to act out various story representations. Utilize hand motions together, separately, and alternating.
Wave hands left and right for "wipers on the bus go swish, swish, swish!"
Make arm circles for "the wheels on the bus go round and round!"
2. As the song progresses, encourage the children to contribute to the narrative. Together, children and teachers can invent and reinvent the actions that take place.
"What happens next on the bus?"
"How else could we move our scarves?"

Music and Context

United States | Children's Songs

By utilizing songs that children already know, educators create a safe and reassuring space for musical exploration in a developmentally appropriate way. Songs with storytelling components allow children to contribute their voices to the narrative while encouraging independence.

Musical Selections

1. "The Wheels on the Bus"
2. "Mulberry Bush"

Asia | Folk Songs

While folk music from this region is diverse, several Asian cultures utilize pentatonic (five-note) melodies and steady beat. Because tonal languages can be difficult for non-native pronunciations, it is also appropriate to sing melodies on "du" or with an English translation. Creating a time for symbolic play through music encourages creativity.

Musical Selections

1. "Arirang" from Korea
2. "Ai Hai Yo" from China



Engaging in symbolic play (naming their scarf and deciding what kind of animal it is) allows Prekindergarten students to use their imaginations.

MUSICAL PLAY THROUGH SCARVES

Math and Visual Arts

Activity 2

1. Lay one scarf in front of you and ask children to do the same. Encourage children to verbally identify the color(s) and shape of their scarves.
"What shape do we have? I have a square."
2. Continue to fold the scarf up into a rectangle, in half to a square again, and diagonally to a triangle. In between each fold, have the children identify the shapes.
3. Invent a scarf animal and ask the children what animal they have.
"My yellow triangle is a baby alligator. His name is Frank and Frank likes to eat fish and blueberries."
"What kind of animal do you have?"
"Does your animal have a name?"
"What does your animal like to eat?"
4. Place your scarf animal over different body parts while singing a slow folk song and rocking the animals to sleep (see musical selections below). Utilize both side-to-side and front-back midline crossing.

Assessment

1. Verbal identifications and language development.
Are they contributing to the narrative development?
Are they able to identify their colors and shapes?
Are they engaging in symbolic play?
2. Beat keeping and bilateral coordination
Are they moving their scarves to the beat?
Are they moving their arms together, separately and alternately?
Are they able to fold their scarves independently?



Prekindergarten students pick out their scarves to participate in a musical activity.



Prekindergarten students explore free movement using scarves.

ADDITIONAL RESOURCES

Musical Selections

TOOL KIT II

Musical Selections, Suggested Videos or Citations, Lyrics (when available)

“The Wheels on the Bus” from the United States

The wheels on the bus go round and round, round and round, round and round. The wheels on the bus go round and round. All through the town.

The musical notation is written on two staves in 2/4 time with a key signature of one sharp (F#). The melody is simple and repetitive, with lyrics written below the notes.

“Here We Go Round the Mulberry Bush” from the United States

Here we go 'round the mul-ber-ry bush, the mul-ber-ry bush, the mul-ber-ry bush, Here we go 'round the mul-ber-ry bush, so ear-ly in the morn-ing.

The musical notation is written on two staves in 6/8 time with a key signature of one flat (Bb). The melody is simple and repetitive, with lyrics written below the notes.

Lyrics:

This is the way we bounce our scarves.

This is the way we wave our scarves.

This is the way we circle our scarves.

This is the way we scrunch our scarves.

This is the way we throw our scarves.

ADDITIONAL RESOURCES

Musical Selections

“Arirang” from Korea



A - ri rang a - ri rang a - ra__ re__ yo. A - ri rang Go__ kye__ lo__

Naw - maw kan - da. Na - lul bu - ri - go ga - shi-nun nim__

un__ Shim - ni do__ mok__ ga__ saw__ bal byung nan - da

“Ai Hai Yo” from China



Ai hai yo, ai hai yo, ai hai yo hai yo.

Long hur tai yang dur tu di. Sheen nian yi jin dao lai

Jia jia sheen fu nong tian__ hao__ shou chung.

English translation:

Ai hai yo, ai hai yo, ai hai yo hai yo.

Little dragons in the sun. A new year has begun.

In our homes and fields, we will have a good year.



Shukla, Patty. “The Wheels on the Bus—Kids’ Song (with Patty Shukla)”. YouTube video, 2:50. Posted [April 2013]. <https://www.youtube.com/watch?v=SgXZX3mo6cE>.