

Musical Activities for Grades K-5

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MAGICAL MOMENTS

Through the Eyes
of the
Diverse Learner

Amy E. Brown



BPP-ABM

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Sing

Singing, a foundational component of general music education curricula and a cornerstone of Orff Schulwerk, incorporates quality repertoire to support other music-making objectives. Songs with foreign languages create a safe place in the elementary classroom to promote diversity and inclusivity for all students. Singing serves as an outlet for social-emotional well-being and as a support for memory and speech. Special education students can use singing to foster emotions.

Grades 2-3

Alouette

Canadian Folk Song

Arr. Amy Brown

A

Voice: A - lou - et - te, gen - tille a - lou - et - te, A - lou - et - te,

Wood Blocks: 4/4

Bass Xylophone: 4/4

B

V: 4 Fine Je te plu - mer - ai. Je te plu - mer - ai *le tete, Je te plu - mer - ai le tete,

WB: 4

BX: 4

V: 7 Et le tete, et la tete** A - lou - et, a - lou - et, Oh _____ D.C. al Fine

BX: 7

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Additional Lyrics	Translation
Je te plumerai *le bec	I will pluck your beak
... les yeux	... your eyes
... le cou	... your neck
... les ailes	... your wings
... les pattes	... your legs
... la queue	... your tail
... le dos	... your back

Materials Needed - small hand percussion; visuals; flash cards; lark visuals; popsicle sticks; barred instruments; digital timer (Supplemental Materials).]

Objectives - cumulative song; call and response; AB form
Song

- Using flash cards, teach pronunciation and translation for each body part.
 - Display lyrics for visual support.**

Teach A Section by imitation.

- Sing A Section; students play steady beat while they listen (pat, pat, clap, clap).
- All sing A Section with body percussion.

Teach B Section by imitation.

- Sing B Section while students point to appropriate body part.
- Students sing and point to appropriate body part.

Sing whole song.

- Point to appropriate body part representing each verse. Sing all added verses before singing “Oh_____”.
- Assign a small hand percussion instrument to each B Section (body part). Have all students find an instrument of similar timbre chosen for each B Section. One group of instruments plays steady beat When it's their turn.
- On return to A Section, students put down their instruments and return to body percussion. Next group gets ready to play instruments.
- All sing and play.

Orchestration

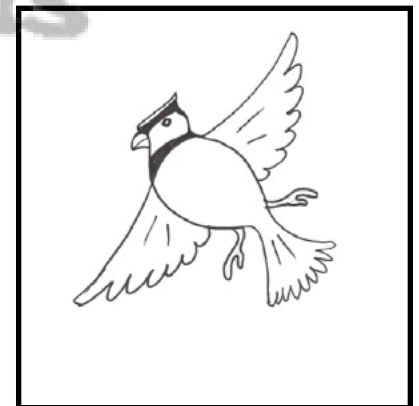
- Teach orchestration using body percussion.
 - Some students need to use feet to patschen and clap.**
- Bass xylophone - Patschen R, R, L-L, R.
- Woodblock - Clap *ta, ta, ti-ti, ta* and *ti-ti, ta, ti-ti, ta*.
- Transfer body percussion to instruments.
 - Some need to use toes or mouth to hold mallet.**
- All sing and play.

Extension

- Use blindfold, poster, and lark cutouts to play version of “Pin the Tail on the Donkey” (see complete instructions in Supplemental Materials).

Note Reading/Composition Activity

- Using popsicle sticks, have students work in eight groups, each creating 4-beat ostinato pattern.
 - Some need texture to identify note values. Time activity using digital timer.**
- Play each group ostinato in turn during first four measures of B Section of each verse. Class rattles instrument on “Oh_____”.
- All sing and play.



Say

Incorporating speech is one unique component of the Orff Schulwerk Approach. According to the Center for Disease Control (CDC), children learn speech through imitation as early as nine months.¹ A natural part of students' development, speech helps to reinforce speaking and listening standards. When teaching speech poems, expect students to say the words, even if only a few words here and there (especially helpful for English Language Learners (ELL)).

Deedle Deedle Dumping

Grades 1-3

Traditional

Arr. Amy Brown

The musical score is written for four parts: HD (Hand Drum), Tri. (Triangle), Maracas, and CD (Cubano Drum). The time signature is 4/4. The lyrics are: "Dee - dle, dee - dle dump - ling, my son John went to bed with his stock - ings on." The score includes a large watermark "Beatin' Path Publications".

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Objectives - speaking voice; rhythm; form; hand percussion technique

Materials Needed - lyrics visual; rhythm visual; triangle, maracas, hand drums, tubano drum

Song

- ♦ Teach lyrics by rote.
 - Use lyrics for visual support.

Orchestration

- ♦ Teach orchestration using body percussion.
 - Some students need to use feet to patschen and clap.
 - Some students need shoulder tap for aural support.



¹ Center for Disease Control (CDC) Milestone Moments Checklist. American Academy of Pediatrics. Retrieved from - https://www.cdc.gov/ncbddd/actearly/pdf/LTSAE-Checklist_COMPLIANT_30MCorrection_508.pdf

Dance

Dance and creative movement actively engage all students and provide socialization for those with special needs. Special Education classes often join general education classes for socialization activities involving dance and creative movement.

This chapter focuses on organized dance (specific steps, rather than student interpretation). Sometimes the challenge for students in organized dance involves actual dance directions and how they are processed. Start each dance in student's own space without music. Particularly with diverse learners, present material in simple steps, gradually putting them together.

Are You Ready for This?

Objectives - organized dance; locomotor vs non-locomotor movement; form

Materials Needed - form visual; plastic hoops; recording of *Are You Ready for This* (see playlists, page 39)

Formation - four groups facing front

- **Some students need extra space.**

Accommodations

- **Place pathway on floor using plastic hoops.**
- **Some students need designated pathway and extra personal space when traveling. Use designated color for starting hoop.**

Dance

Introduction - 24 beat

- ♦ Beats 1-24 - Bounce in place. Begin A Section after "Are you all ready for this?"

A Section - Repeat for 32 beats (half-beat pulse).

- ♦ Beats 1-4 - Right foot forward touch, Left foot forward touch.
 - **Some students need to sit and use hands in place of feet.**
- ♦ Beats 5-8 - Right foot side touch, Left foot side touch.
- ♦ Beats 9-12 - Right foot back touch, Left foot back touch.
- ♦ Beats 13-16 - Jump, Jump, Clap, Clap.
- ♦ Beats 17-32 - Repeat Beats 1-16.

B Section - Repeat for 32 beats.

- ♦ Beats 1-4 - Turn right for three beats, put hands in air on Beat Four, and say, "Hey."
 - **Students in plastic hoop turn within hoop.**
 - **Use visual to show left and right (colored hair tie on left hand).**
- ♦ Beats 5-8 - Turn left for three beats, put hands in air on Beat Four, and say, "Hey."
- ♦ Beats 9-12 - Turn right for three beats, put hands in air on Beat Four, and say, "Hey."
- ♦ Beats 13-16 - Turn left for three beats, put hands in air on Beat Four, and say "hey, hey!"
- ♦ Beats 17-32 - Repeat Beats 1-16

Play

“Play” relates to using barred percussion and small hand instruments in this chapter. Orff Schulwerk incorporates body percussion as preparation for playing instruments. The challenge for students with special needs are the multiple, simplified steps needed to get to the desired outcome. These activities address those concerns.

Nursery Rhyme Rondo

Grades 2-5

Amy Brown

V
Nurs - 'ry rhymes, nurs - 'ry rhymes. Can you guess this nurs - 'ry rhyme?

AX

Tr.

BX

CBX

5
V
We will move and act it out, and then you will know what it's all a - bout.

AX

Tr.

BX

CBX

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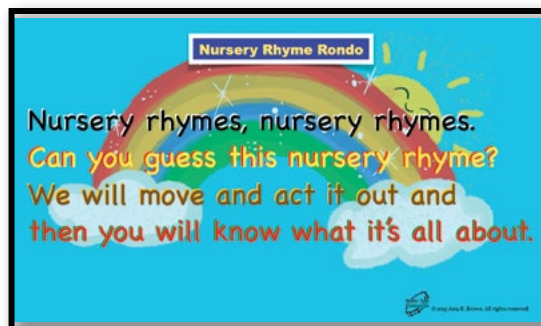
Objectives - Pentatonic (*do, re, mi, sol, la*); mallet technique; broken chord bordun; form

Materials Needed - barred instruments; nursery rhyme visuals; nursery rhyme cards; triangle; recorders

Song

A Section

- ♦ Teach song using solfege.
- ♦ Transfer to words.
 - Some students need visual for support.



Considerations and Suggested Accommodations	
Neurodivergent Disabilities <ul style="list-style-type: none"> ♦ Autism Spectrum Disorder (verbal and non-verbal) ♦ ADD/ADHD ♦ ODD ♦ Bipolar Disorder ♦ Anxiety/Depression (not Neurodivergent, but related) Intellectual Disabilities <ul style="list-style-type: none"> ♦ LD/SLD ♦ Down Syndrome 	<ul style="list-style-type: none"> ♦ Time activity using digital timer. (p. 7, 13, 15, 17, 19, 29, 31, 36) ♦ Display pictures/lyrics for visual support. (p. 7, 8, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 25, 30) ♦ Some students need to speak/move unmetered. (p. 16, 20, 26) ♦ Picture Exchange Communication System (PECS) (p. 15) ♦ Some students connect for circle games using high five/arm connection. (p. 11, 12) ♦ Remind students of proximity and personal space. (p. 11, 12, 17, 24, 28, 31) ♦ Allow some students to switch parts or have choice. (p. 13, 15, 17, 26, 31) ♦ Hold instruments/mallets/manipulative for some until ready to play. (p. 13, 19, 29) ♦ Some fingerplay only. (p. 13, 19, 31) ♦ Some students need fewer note choices, when composing. (p. 13, 19) ♦ Some students do best playing the subdivision of beat. (p. 16) ♦ Some students need simplicity to play. (p. 8, 13, 15, 17, 19, 35) ♦ Place pathway on the floor using plastic hoops (p. 22, 24, 26)
Physical Disabilities <ul style="list-style-type: none"> ♦ Cerebral Palsy ♦ Epilepsy ♦ Spina Bifida ♦ Spinal Cord Injuries ♦ Muscular Dystrophy ♦ Amputations/Malformations 	<ul style="list-style-type: none"> ♦ Some students need to use feet to pat and clap. (p. 7, 8, 11, 14, 16, 17, 19, 20, 28, 30, 35, 36) ♦ Some need to use toes or mouth or wrist strap to hold mallets/manipulatives. (p. 7, 9, 13, 15, 19, 20, 21, 26, 28, 29, 30, 32, 33, 34, 36) ♦ Some students need smaller instruments (soprano xylophone, one bass bar) placed in lap. (p. 8, 13, 19, 32, 34) ♦ Hold hands using rhythm stick, high five or rest hands on shoulder. (p. 11, 12, 24) ♦ Prepare for students in wheelchair or use teacher's chair with wheels. (p. 12, 28) ♦ Some students need painters tape on certain holes on recorder (p. 13, 31) ♦ Some need instruments/manipulatives held to their mouth (p. 13, 19, 31, 32) ♦ Some need alternative ways to play instruments (hand drum in lap) (p. 15, 17, 29, 35) ♦ Some need to be placed in a stationary spot. (p. 17, 26) ♦ Some students need to sit and use their hands in place of feet during movement. (p. 22, 24, 28)



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