



Pre-school is for exploring, Patrick Ware

Pre-school is a pretty special place. For the pre-school age student every day brings a new experience and new prospects to expand their world. I cannot state strongly enough how important it is for us to provide a wealth of opportunities for our students to explore and create.

I see a circle

PL Ware

The musical score is written in 4/4 time. The vocal line (treble clef) has lyrics: "I see a cir - cle and I see a - noth - er one. I see a cir - cle up high. and I see a - noth - er one. Repeat ad lib". The accompaniment consists of two parts: "Bass Xylo" (treble clef) and "BX" (treble clef). Both accompaniment parts use a simple rhythmic pattern of quarter notes and rests.

I see a circle

A way to proceed

- Discuss the qualities of the shape with students
- Invite students to make the shape
- Sing the song taking notice of shapes that students have made
- Give students the opportunity to work in shared space

Follow the leader

A way to proceed

- Have students form lines of 4 or 5
- Encourage the first student in line to lead their line throughout the shared space
- After the words "leader here you" the leader is to make a shape that is copied by the others in the line
- Change leaders after 1 or 2 times through the song
- On the last verse students go their own way

Follow the leader

PL Ware

Musical score for 'Follow the leader' in 4/4 time. The score is divided into two systems. The first system includes a vocal line and a Bass Xylophone line. The second system includes a vocal line and a Bass Xylophone line. The lyrics are: 'Fol - low the lea-der where-ev-ver they go. Fol - low the lea-der to and fro. Be your own lea-der where-ev-er you go. Be your own lea-der as you go.' and 'Fol - low the lea-der where-ev-er they go. Get rea-dy for the shape. Now lea-der here you go! Be your own lea-der where-ev-er you go. Get rea-dy for the shape. Now lea-der here you go!'.

Passing Song

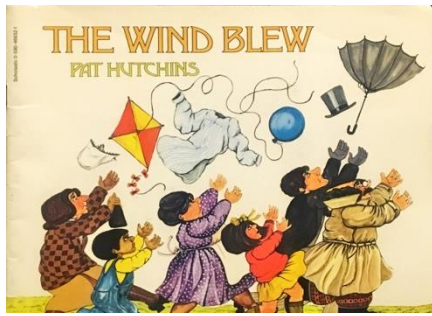
PL Ware

Musical score for 'Passing Song' in 2/4 time. The score includes a vocal line and a Bass Xylophone line. The lyrics are: 'Pass me care-ful-ly to a friend. Help me share my song. shh. Be - gin.'

Passing Song

A way to proceed

- Have students sit in a circle
- Teach the song
- After demonstrating how you would like students to work with the instrument, allow them to explore the instrument
- Establish a set amount of time students can explore (2 measures, 4 measures or 8 measures)
- Repeat the song until all have had an opportunity



The Wind Blew
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The Wind Blew

A way to proceed

- This experience takes multiple lessons to build
 - The instrumental accompaniment
 - Use the Passing Song or similar activity to explore instrument sounds
 - Free experimentation is as valuable as metered play
 - Their experimentation should end with correct technique
 - The movement
 - Explore shared space
 - Use Follow the Leader or a similar activity to work on following
 - Encourage safety as well as musicality and creativity
 - If you have the resources use props, if not, don't worry about it
- The culmination
 - Read the book
 - Discuss the characters
 - Assign students to groups
 - Whenever possible allow rotations so that all students can do all things
 - If you know you won't have time for rotations tell student in the beginning
 - Depending on the size of you class you may not have enough students to cover all parts and instruments
 - Take students through the story
- Draw connections between the story and the class presentation (ballet)
- Celebrate your work