

Changing a Fairy Tale and/or Folk Tale into Magic
Camille E. Smith

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OVERVIEW

Creative art lies inside each and every one of us. While some have grown up believing that they are not “creative”, it is an innate talent – there is not one person alive who is not creative. We create our life every day as we go along – we make choices, we see various aspects of our reality – all this is creative.

The arts of painting, sculpting, acting, and music all require stepping outside of ourselves – out of our habitual patterns, or habitual thoughts, to let our creativity, our inner self, express itself. As we focus on the task at hand, the mind chatter quiets itself, and a certain joy comes over us as we give ourselves to the dance, or to the creativity of art.

So in our lives, the attitude, focus, concentration or “presence of being” that one learns in art can be carried over to our daily experience. The focus, attention, devotion, the love... all of these are part and parcel of creativity...of creating our daily reality, right here and right now, using the tools we have around us.

This curriculum unit will be introduced over an eight-week period. This unit will give the students an opportunity to develop their self-esteem through song, dance and/or playing musical instruments. The skills that the students will be learning under this curriculum unit will be history/social studies, mathematics, expressive art, language arts and science.

The purpose of this unit is to provide elementary school students Pre-Kindergarten to First Grade an opportunity to showcase their various talents in a musical and it can also be adopted for all types of learners. A musical is described as a lighthearted or serious movie or play that singing, music and dance is an important element in developing a story and portraying the emotions of the characters according to the dictionary of the Microsoft Encarta 2002.

This unit will enable each student in your class to learn about a musical by reading a fairy tale and folk tale and to describe what is taking place within the story. Your students except in a pre-kindergarten level will also learn the election process in helping make the decision for the story to be presented. In a pre-kindergarten level it will be the teachers decision to allow the maximum numbers of students to be used. You will need a story that has lots of characters in it such as “The Turnip”, “Chicken Little”, “Henny Penny”, or the “Gingerbread Boy”. These stories have many characters in them so that you can utilize the majority of your students.

The goals that I planned to use in this curriculum are 1) to develop communication skills and 2) self-esteem. They will develop these goals by following simple directions, learning to make independent choices, respond to varying tempos, depict a theme through movement, use direction and position technology and to sing a variety of songs or phrase. The goals can be reached through the objectives that are planned for the lesson below.

RATIONALE

Jean Piaget (1896-1980) believed a child learns in different periods of their age that my unit represents. The sensorimotor period where motor activities and physical senses provide the primary needs of learning. The preoperational period is where they learn symbolic functioning-they can use one thing to symbolize something else that would mean pretending. Under this period with language development the student will learn to center on their own need to communicate and assume that those around them will understand what they are saying. In the concrete operational period the children move from the pre-kindergarten age to the elementary school where they become adept in performing intellectual skills. They become more able to classify more than on variable, to rank order items in logical series, to understand the concept of mass and liquid. The last period is the formal operational period that is found in a child of eleven years old. This period is when a child can form abstract ideas, to formulate and test hypothesis. When using my curriculum we will be using the preoperational and concrete since the curriculum is geared for the pre-kindergarten to first grade.

Another theorist is John Dewey (1859-1952) who believed that the whole students: the physical, social and moral as well as intellectual attributes help in teaching the student. He believed children could learn from the real world around them and that means using materials for activities in and out of the classroom that would bring about the democracy process in social studies, this is what I state in this curriculum.

In musical theater a student will learn the various elements that is incorporated in a musical. They will learn that a musical comes from a “book” or story. The music that they hear in a musical is called a score and the words are known as lyrics. If they were watching a movie or cartoon the scene they are looking at is known as a set and the dance number done by a singer in a video is known as choreography. At the end of this curriculum unit your student will realize that when they have put all these elements together they will have put on a musical.

The first two lessons will coincide with each other and will help to introduce a musical. These lessons also will introduce a variety of vocabulary words that will be heard in either one or both of Cinderella. The vocabulary words list for all lessons will be found at the end of the appendices. You could use as many as the words depending on the grade level you teach and the development of your students.

OBJECTIVES

The objectives that your student will acquire over this unit are social, cognitive and physical. Your students will acquire various positive goals from these objectives to help them with their self-esteem.

Under the social objectives your student will be able to participate in-group play, contribute ideas during play, working and playing cooperatively. They will learn how to be a leader and followers role, solving interpersonal problems and recognizing own and others feelings. Your students will also learn how to play roles and recreate experiences.

The cognitive objectives that your student will acquire will be to follow simple directions, use directions and position terminology. They will also learn to recognize parts of a movie and/or musical, sequencing, ordering, patterns, same/difference, understand language, listening and recalling and retelling events.

By viewing a movie they will be able to develop their visual skills. There are various visual skills that your student will acquire by viewing a movie. They will learn visual attending: the ability to watch something for an extended period of time. Visual discrimination: the ability to perceive differences and likeness in shapes, colors, and textures. Visual memory: the ability to recall. They will be able to recognize characters in a story, name the animals on a farm as well as the sound they make, dramatize a story through puppets. They will be able to listen to books with interest and understand the story, and recognize signs, symbols and words. Your student will also be able to use their imagination, create new things from available materials.

Using music when telling a fairytale and/or folktales your students will be able to develop their hand-eye small muscle coordination and their large muscle coordination. They will learn to recognize and use musical elements, rhythm, tempo and percussion instruments such as drums, guiro block, sand blocks, tambourines, and rhythm sticks.

They will also learn how to sing, recognize and use movements' elements: rhythm, tempo, direction, recognize and reproduce patterns and to create patterns using their percussion instruments. For their gross motor skills they will be able to learn body awareness and various dance movements. Under the gross movements your student will learn that there are various types of movements as well. They will do axial movement especially when they are pulling the turnip. They are stationary but making the movement of bending, pulling, turning and rising. They also will do a locomotor movement where they will be moving on stage from one point to another.

STRATEGIES

When presenting this unit to the students there will be teacher direct as well as students' participation. Each lesson will have an activity for your students to perform in order to arrive at your finish product. Lesson one and two should be presented back to back consecutive days, so your students will not forget what they saw previously. Lesson three will take one to two days depending how much interest the children have in the lesson. Lesson four and five will be done continuously in retelling the story and dramatizing the story with puppets. Lesson six will be done for a few days so that the students will be able to understand what a pattern is. Lesson seven and Lesson eight will be done over a few days as well so your students will get use to the pattern and the music they will tap on their percussion instruments. Lesson nine will also be done over several days with the phrase or poem being placed on your wall or board. Lesson ten and Lesson

eleven will be continuous throughout from this point on. This is the part of the main stay for your production number. Lesson twelve and thirteen will take @ a week to complete. This is mainly painting and allowing it to dry completely. Lesson fourteen is two steps from your final completion. Your practice should take at least two weeks doing the play @ fifteen to twenty minutes per day. You should also do a whole performance practice at least one day after school with your parent's permission. Lesson fifteen is the design of your costumes for your musical. Lesson sixteen is your final production and should be done in an auditorium or multipurpose room and invite the parents/relatives to view the performance. If you are planning to video tape the production you will also need permission from the parents/guardians to tape your production.

CLASSROOM ACTIVITIES

LESSON I AND LESSON II

Observation of the movies Cinderella (animation) and 1990 Brandy version

Begin with viewing the animated version of Cinderella. After the movies ask questions about the movie. Next you and your students will view the second Cinderella-the Brandy version. The viewing of these movies should be back to back since the questions presented will give a variety of answers to either the first, second or both movies together. Questions and answers will help develop comprehension skills as well as the expected goal outcome of same and/or difference. Questions and answers are as follow. The numbers that are in the parenthesis refer to movie one, two or both.

QUESTIONS

- a. Who talks to Cinderella first? (1)
- b. Where does she meet the prince? (2)
- c. What does she leave behind for the prince to find? (1, 2)
- d. Who gives her a dress and a carriage to go to the ball? (1, 2)
- e. What animals live on the farm? (1)
- f. Where does the first Cinderella meet the prince? (1)
- g. Does she know that he is the prince when she bumps into him? (2)
- h. What time does she have to leave the ball? (1, 2)
- i. Who gets the key for Cinderella? (1)

- j. Which Cinderella sings to the animals when feeding them? (1)
- k. What almost runs her down? (2)
- l. How do the king and/or queen announce the ball? (1, 2)
- m. Who changes the dress for Cinderella to go to the ball? (1)
- n. What makes the carriage, the horses, coachman and footman? (1, 2)
- o. Who is holding on to the key? (1, 2)

ANSWERS

- a. Blue jays or birds (1)
- b. In the village with her family (2)
- c. A glass slipper (1,2)
- d. Fairy godmother (1,2)
- e. Mice, chickens, pig, horse, dog, cat (1)
- f. At the ball (1,2)
- g. No (2)
- h. 12:00 o'clock/midnight (1,2)
- i. The mice (1)
- j. First movie-animation (1)
- k. The prince carriage from the palace (2)
- l. The king sends invitation to all eligible women (1)
The king and queen give a declaration (2)
- m. The mice and the birds (1)
- n. Pumpkin is the carriage (1, 2)
Mice are the horse, coachman is the horse and the dog is the footman (1)
Mice are the horse, coachman and footman (2)
- o. Wicked stepmother (1,2)

After reviewing the questions you will explain that musical theater will have a beginning, middle and end and can tell a story through music and dance. He or she will also explain what animation is. Your children will be able to color the picture of Cinderella and the prince. Another activity you could use is to make cards showing scenes from the animation video and have the children sequence them. Examples could be Cinderella cleaning the house, going to the ball, trying on the glass slipper and riding in the pumpkin coach. This would help them understand the book part of a musical. You could also have a matching activity: dog-footman, mice-horse, pumpkin-coach and Cinderella dressed in rags-Cinderella dressed for the ball.

LESSON III

Props Boxes

With the prop box you will use materials from both plays that the students can freely explore what they have learned. Review discussion and questions about characters of both movies. Suggestive materials for prop box: long gloves, slippers (plastic), satin pillow, tiara, crown, white horse, cape, broom, picture of a castle, wand and keys.

LESSON IV

Tell the story of “The Turnip” by Janina Domanska

You will read the story of The Turnip to your students. During the story ask your students what are they trying to pull-up. After the story have been read, have your students will give the sequence of the events, which comes first, second, third, etc. You will also show and place pictures of puppets similar to each character in the story on the board or wall. This will help your students with the sequence of the story. Review the vocabulary words from the story. You will find the pictures of the characters found in the appendices to review the sequence of events and to place them on the board. Check for comprehension and understanding for each student. You may add other intervention strategies as needed.

LESSON V

Puppets to dramatize “The Turnip”

You will reread the story of “The Turnip” along with the pictures of the characters in the story. At this time introduce the word pattern. Use the example of the characters pulling the turnip and explain that the pattern is adding the characters doing the activity over and over again. After rereading the story, select puppets to give to your students to dramatize the story. This will help them to remember the sequence of the story. As the students are acting out their puppet character they will use the animals sounds of their particular characters. Once the story has been done with your first group of students, redo the story with the remainder of your students who did not participate the first time around.

LESSON VI

Introduction of a Pattern

You will introduce a pattern by using pictures of the percussion instruments that will be used in your song and dance number. You will use various percussion instruments to illustrate the song that will be played during your story. You will clap the tempo that you will want your students to follow. You will then have your students clap the tempo out also. You will then tap the tempo on the percussion instruments to allow the students to hear the pattern. The students will then play the pattern on the percussion instruments. As in lesson five you will allow all the children to experience using the percussion instruments that you have selected to use in your musical. Review the pattern used in the story of “The Turnip”.

LESSON VII

Introduction of Music-Rhythm Patterns

Your students will continue to play the percussion instruments using the pattern of percussion instruments on the board. Using the percussion instruments flash cards will allow the students to follow along with the music. The music can be played behind them in order to establish the tempo of your song. I have selected music dealing with the farm since the story occurs on the farm. I have arranged for a professional musician to do the overture and change the lyrics of the song to suit my needs with the characters I have selected to go along with my play. In the appendices will be the name of the original song that I used for part of my overture.

LESSON VIII

Puppets with Percussion Instruments

You will reread the story of “The Turnip” selecting the students to play the actual characters in the story with their designated puppets. This will allow your students to become comfortable with the roles that they were chosen for. You will then add the percussion instruments and the students who will use them to the story that you are about to reread. I would suggest that this be done at least

two other times with your students adding the animal sounds along with the percussion instruments that you are using. You will do this with your students until both groups feel comfortable in what they are doing.

LESSON IX

Introduction of the Phrase or Poem

Your students will be introduced to the phrase or poem they will use when pulling on the turnip. The phrase or poem should go along with the music you have selected. The phrase or poem should be short so they will be able to repeat the words. This should also be printed on the blackboard so your students will be able to identify the alphabet and perhaps the words of their phrase or poem. The phrase or poem should also be sent home to the parents/guardians so they can also help the students learn the poem. The phrase that I have selected goes to the tune of “Did You Ever See A Lassie” and you will find the words that I made up in the appendices.

LESSON X

Introduction of Dance Steps

Your students will be introduced to the word choreography and explain that this means to dance to a certain step as well as to music. Your step pattern should consist of simple steps to be done while they are saying the phrase or poem with the percussion music. Your student will do a simple step to get on stage as the narrator reads the story each character will then pick up the steps of the previous character. Eventually all the characters will be doing the same step. Your students should be able to recognize this as another pattern but using dance as a pattern. This dance should be repetitive so everyone associated with the musical will be able to do the dance.

Another dance step can be added at the end to show that celebration has occurred from the “book” or story. The music that I have selected to celebrate the turnip coming up from the ground was Russian since the story originally took place in a Russia. The dance step is part of the words to a song and was to be used with rhythm sticks but I have eliminated the sticks and the students are doing the step pattern only. There is an instrumental version to this particular song and I changed the words to fit the students’ ability that are in your class.

LESSON XI

Putting it all together

Once your students have learned the characters, music, dance and percussion instruments, your students will then begin to perform the musical. You will introduce the beginning song or overture in order to begin putting everyone on stage. The students who are playing the percussion instruments will go first and place near the rear of your stage. Your main characters will also come on during the overture and will sit down near the front of your stage. As the narrator begins the story, the characters in the story will move to the front, repeat the phrase or poem and begin doing the dance step that was selected. As each character comes forward they will repeat the dance and say the phrase or poem along with the other character. Since there are only three human characters in the story, the other characters should be making animal noises softly along with the music to help keep the story moving. This lesson will be repeated over several days to help your students be familiarizing with the musical.

LESSON XII AND LESSON XIII

Set Design

You and your students will decide as a class on what scene you will want to display. Since the story takes place on a farm perhaps a scene outside a barn showing a garden where the turnip and other vegetables are growing. You will not need to show all the vegetables but just the signs suggesting where vegetables have been planted. In front will be the turnip that has grown so large the students will pretend to pull the turnip out as in the story. You will make the outline of the scene and have your students paint the colors inside of the outline. The turnip should be made from cardboard and painted the color of the turnip. The turnip will be placed in front of your background scene. The painting of the background scene as well as the turnip will take several days to do. The decision-making should be one day so the students will have an opportunity to select what should be included in the background scene. A graph should be used to help your students understand the election process by placing each of their name under the combination of a scene. So these two lessons will be combined: the election process first and the actual set design of the scene.

LESSON XIV

Practice of “The Turnip”

Once the scene has been dried thoroughly, you can begin to practice in front of the scene. Your students will be required to line up according to their character as well as the percussion instruments you will be using in the musical. This will take some time to do because everyone will try to be first on your simple stage. They will need to understand that everyone can't be first on the stage and they will need to follow the directions that you are giving. Each of your students should be so familiar with the story they could repeat the story back to you with the correct sequence, who comes first, second, third and so on. Your students may not be ready to perform without the use of the puppets so running through the story with the puppets in front of the scene may help them get used to it. I would suggest doing with the puppets at least once so your students would feel comfortable about being on stage. You will need to make that determination because you alone will know if your students are ready to do the musical without the puppets. If you feel your students are ready to perform the story without the puppets, you can begin to practice the musical without the puppets. Depending on how well your students do without the puppets will determine how many times you would want your students to practice. The practice could take at least one week during class time for @ fifteen- twenty minutes per day.

LESSON XV

Costumes

The cost of the costumes for the characters in the story could be very inexpensive. You can use materials that you have in your classroom to make very simple costumes for the characters in your story. The characters in the story will only need to have costumes unless you wanted your musicians to have a costume also. I foresee the only costume you may require would be for the human characters in the story. You would need to have the farmer (grandfather) to look like an old farmer-suggestion would be overall, boots, shirt and a cowboy hat. The farmer's wife (grandmother) would perhaps have a long dress with an apron, a shawl and perhaps some kind of hat also. Their grandson also a farmer would be just like the grandfather. The animals in the story can all be found on a farm so perhaps some kind of hat, facemask and a tail to determine the animal. If you wanted to spend money you can get some of the facemask at a party city store or a toy store. If you wanted to use the materials that you have in your class or in your school you can use construction paper, felt, pipe cleaners, newspapers and any

other materials you might have to decorate their costumes. With construction paper you can make a simple headband with the picture of the animal they are to represent on the sides of the headband. You will be able to use the puppets pattern that can be found in the appendices to make the headbands. For the dog you could make long floppy ears on the headband and perhaps a tail from felt. For the cat you can make short ears on the headband and make a tail also from felt. In the appendices you could use the animals patterns to make all the animals characters. The audience should be able to tell what each animal is by not just with the costumes but with the animals sounds they are making. I would suggest that once you have the costumes done you should do the musical with the costumes on so your students will get used to having them on when they perform.

LESSON XVI

Final Production

Now that you and your students have done all the lessons for the musical you and your students will hopefully be able to perform in front of their parents/guardians and relatives. You will ask that your students stay after school to practice the musical from the beginning to the end at least a couple of times. Perhaps @ fifteen minutes should be the amount of time require to do the musical. You can also ask a couple of your parents of help with the production especially behind the scene since you will be the narrator in the story. Have them come in during your practice so they can see how they can help you with your students. One parent can stand at each end of the stage to help get the students on to the stage during the overture in the right order and the other parent to make sure they are sitting in the correct order on the stage to perform the story. Hopefully most of your parents will want to help in the production of the musical whether it is just helping making the costumes or coming in to help with the dance routines.

STANDARDS

In presenting this unit some of the content standards that are used by the Pittsburgh Public Schools will be met for the grade levels of pre-kindergarten to first grade. The skills and goals are a continuing concept that is presented throughout their school year. Since a pre-kindergarten is not able to read as yet the student will be able to exchange information orally, understand spoken instructions, asking and answering questions (6) and to listen to and understand

complex oral message (7) under the reading, writing, speaking and listening standard. Under the family and consumer science standard the student will demonstrate a basic understanding of the stages and their interdependence (4). Under the mathematics standard the students will use numbers, words and graphics to represent practical situations (1). They will apply the concepts of patterns, functions and relations to solve theoretical and practical problems (3). They also will be able to evaluate, infer and draw appropriate conclusions from charts, tables and graphs, showing the relationships between data and real-world situations (6). They will also use decisions and predictions based upon the information available (7). Under the arts and humanities the students will be able to express how they feel about visual and performing arts and literature and understand the material (2). They also will produce, perform or exhibit their work in the visual arts, music, dance or theater, and describe the meanings their work has for them (4). Under the wellness and fitness standard the students will demonstrate individual development in motor fitness and physical fitness, including aerobic fitness and skills in lifetime sports and outdoor activities, to promote lifelong physical activity (5). They also will demonstrate leadership skills and the ability to work cooperatively in team sports or other developmentally appropriate games (6). Under the citizenship standard the student will describe the development and operations of political and government systems (3).

EVALUATION

In presenting this production number, the biggest problem that I had was to find the correct music to use with this play. I eventually found a music that would work but had a professional musician change it so all the animals in the play would be included.

I also found when working on the overture a problem arose when trying to record a small version of each song that I was using in my play to connect without hearing the pause of the tape recorder. I eventually went with the best quality I could get without a professional touch.

I recorded the story on tape with pauses to allow the students a chance to get on stage. This allowed me to be out front to make sure everything and everyone were in its place. This also allowed me to help demonstrate the dance step to the younger children who still had trouble getting the dance pattern down.

Overall I was very pleased with the production and the performance of the students. The students did their very best in the short time that we worked on this production and were very excited in the end on their performance.

ANNOTATED BIBLIOGRAPHY RESOURCES

Dewey, J., (1916) Democracy and Education. New York NY: Macmillan.
This book was about Dewey's theory in Education.

Feeney, S., Moravcik, E., (1995). Discovering Me; My World. Circle Pines MN: American Guidance Service, Inc.
This curriculum is an integrated curriculum through social studies topics and geared for early childhood grades.

Hamilton, D. S., Fleming, B. M. (1990). Resources for Creative Teaching in Early Childhood Education (2nd ed.). Orlando FL: Harcourt Brace Javanovich College Publishers.
This book offers various curriculum ideas to be used in a classroom.

Jones, C., McGee, L. (1991). Showkits. Palo Alto CA: Monday Morning Books, Inc.
This book provides a play, activities for the play and costume patterns.

Kislan, R. (1995). The Musical. New York: Applause.
This book talks about the various elements of a musical and the leaders in the musical theater.

Liebert, R. M., Poulos, R., W., and others (1973). Educational Psychology: A Contemporary View. Del Mar CA: Communications Research Machines.
This book illustrated how children learn and there are various stages a child goes through.

McIntyre, K. (1989). Learning Resource Units for Young Children: A Curriculum For Preschool Children. Pittsburgh PA: Pittsburgh Public School.
This is a curriculum units designed to be used in Pittsburgh Public School Head Start.

Mussel, P., H., Conger, J., J., Kaman, J., (1969) Child Development and Personality.

(3rd ed). New York, NY: Harper and Row Publishers.

This book gives a contemporary view of child psychology and the theorist of that time.

Trencher, B. (1976). Child's Play. Atlanta GA: Humanics Limited.

This book provides activities and materials to facilitate creative play.

Van Marsh, M., Rinehart, C., Savage, E. (1983). The Spectrum of MUSIC with Related Arts. New York NY: Macmillan Publishing Co.

This book provides lessons to be used in a music class.

MUSIC RESOURCE

Russian Folk song—Trepak—Nutcracker Suite

This song is originally from a Russia Folk song and is to be used with rhythm sticks.

Scelsa, G. (1994). Down on the Farm “ We All Live Together”-Volume

3

Appendix A

MATERIALS USED IN THE UNIT

Bed sheet
Washable paints
Paintbrushes
Paint jars
3 sided science project boards
Exacto knife
Construction paper
Oak tag
Farm animal shapes
Staples
Stapler
Small canvas boards
Videotapes of animated Cinderella and 1990 Cinderella version
Percussion instruments picture
Percussion instruments
Xerox paper
Sweatbands
Felt
Popsicle sticks
Tacky glue
Long gloves
Slippers (plastic)
Satan pillow
Crown
Tiara
White horse
Cape
Broom
Picture of a castle
Wand
Keys

Appendix B

THE MUSIC THAT I USED IN THE PRODUCTION OF THE PLAY

**DOWN ON THE FARM-ORIGINALLY PERFORMED BY GREG
SCELSA “WE ALL LIVE TOGETHER”-VOLUME 3**

THE ANIMALS THAT ARE IN THE ORIGINAL SONG ARE:

**ROOSTER
COW
PIG**

**DOG
HORSE
TURKEY**

DONKEY

**I CHANGED THE LYRICS TO FIT ALL THE ANIMALS THAT ARE IN
“THE TURNIP”**

**DOG
CAT
COW**

**HEN
PIG
ROOSTER
BIRD**

**SHEEP
GEESE
DUCK**

**I HAD A PROFESSIONAL MUSICAN CHANGE THE LYRICS AND
ADDED THE SOUND OF EACH OF THOSE ANIMALS TO THE SONG**

**THE SONG THAT THE STUDENTS USED TO HELP PULL THE
TURNIP IS AS FOLLOWS:**

THE TURNIP

SUNG TO “DID YOU EVER SEE A LASSIE”

**IT’S TIME TO PULL THE TURNIP,
THE TURNIP, THE TURNIP.**

**IT'S TIME TO PULL THE TURNIP,
SO LET'S TRY IN NOW.**

**WE PULL IT, WE PULL IT,
WE PULL IT, WE PULL IT.
IT'S TIME TO PULL THE TURNIP,
SO GIVE A BIG PULL.**

**OTHER STORIES THAT CAN BE TURNED INTO A MUSICAL WITH
MANY CHARACTERS**

Henny Penny by William Stobbs

The Gingerbread Boy

Nanny Goat and The Seven Little Kids

Stone Soup

Appendix C

DEAR PARENTS/GUARDIANS

THIS WILL BE THE MUSIC/SONG THAT YOUR CHILD WILL BE DANCING TO. DON'T WORRY ABOUT THE MUSIC SECTION, THE CHILDREN ARE LEARNING THE STEPS TO THE MUSIC IN CLASS.

TAP AND CIRCLE, TAP AND CIRCLE,
TAP AND CIRCLE, AROUND AND AROUND.
SIDE TO SIDE.

TAP AND SLIDE, TAP AND SLIDE,
TAP AND SLIDE, SLIDE, SLIDE.

TAP AND SLIDE, TAP AND SLIDE,
TAP AND SLIDE, SLIDE, SLIDE.

TAP AND UP, TAP AND DOWN,
TAP, TAP UP. TAP, TAP DOWN. (REPEAT)

TAP, TAP.

TAP, TAP.

GET READY TO TURN AROUND.

THIS MAY CHANGE BUT I BELIEVE THESE ARE THE STEPS THAT WE WILL USE. IF THERE ARE ANY CHANGES TO THE ROUTINE I WILL LET YOU KNOW.

Appendix D

VOCABULARY WORDS

These vocabulary words will be used with Lesson I and Lesson II

Animation	sequence
Begin	middle
End	musical
Choreography	characters
Ball	palace
Declaration	image
Invitation	eligible
Kindness	respect
Shelter	fabulous
Coachman	footman
Waltz	majesty
Medieval	orchestra
Ballroom	common
Carriage	

These vocabulary words will be used throughout the remainder of the lessons

Vegetables	garden
Turnip	seeds
Water	sun
Hoe	rake
Herbs	puppetry
Dramatic	illustrate
Pattern	visualize
Tempo	percussion
Instruments	plant
Barn	pretend
Imagination	outline
Election	combination
Musicians'	rhythm
Guiro block	rhythm sticks
Tambourines	phrase
Poem	