



Music and Movement in the Early Years

Part 1 - Singing
Part 2 - Movement

Presented by
John Crever
Feierabend Association Endorsed Teacher Trainer

Excerpted from *First Steps in Music for Preschool and Beyond*
by John M. Feierabend



Excerpted from John Feierabend's book:

First Steps in Music for Preschool and Beyond©



Music and Movement in the Early Years

The First Steps in Music curriculum is designed to prepare children to become musical by being Tuneful, Beatful, and Artful. First Steps in Music for Infants and Toddlers provides developmentally appropriate activities well suited for children under three years old and their caregivers. First Steps in Music for Preschool and Beyond provides activities for children as young as three but is appropriate for any aged child that needs further development in their tuneful, beatful, and artful abilities. Folk songs, rhymes, and classical music are the primary source materials used to develop their musical minds and abilities. Created by Dr. John Feierabend, this pedagogical approach contains everything you need to lead a music class for preschool and early elementary students, including Echo Songs, Call-and-Response Songs, Simple Songs, SongTales, Action Songs, Circle Games, Beat Motion Activities, and more. Ample time will be spent on exploring complete lesson plans for a three-year curriculum. Participants who successfully complete this course will receive an official certificate of completion from the Feierabend Association for Music Education.



John Crever, d.b.a Music-ade, LLC
Endorsed Teacher Trainer
Feierabend Association of Music Education



John Crever is a musician and educator with over 30 years of classroom music teaching, performance, coaching, production, arts management, and community organizing experience. John comes to us today as a Feierabend Association for Music Education Endorsed Teacher Trainer. John hopes to inspire other music teachers to strive to provide a rich music literacy curriculum to all our learners today.

AGENDA

- Who's a Musical Person - Tuneful, Beatful, Artful
 - Demonstration Lesson
- Recap of the First Steps in Music 8-part Workout to Grow Musical People
 - Lesson Planning & Implementation

First Steps in Music

AN 8-PART MUSIC READINESS CURRICULUM FOR 3-8 YEAR OLD CHILDREN

SINGING/TONAL ACTIVITY CATEGORIES

- 1. Pitch Exploration/Vocal Warm-up** (Discovering the sensation of the singing voice)
 - Vocal glissandos
- 2. Fragment Singing** (Developing independent singing)
 - Echo Songs
 - Call and Response Songs
- 3. Simple Songs** (Developing independent singing and musical syntax)
 - 3-4 Note Songs
 - Expanded Range
- 4. Arioso** (Developing original musical thinking)
 - Spontaneous created songs by the child
- 5. SongTales** (Developing expressive sensitivity through listening)
 - Ballads for children

MOVEMENT ACTIVITIES CATEGORIES

- 6. Movement Exploration/Warm-up**
(Developing expressive sensitivity through movement)
 - Movement with and without classical music accompaniment
- 7. Movement for Form and Expression**
(Singing/speaking and moving with formal structure and expression)
 - Non-Locomotor (finger plays, action songs, circle games, with recorded music)
 - Locomotor (circle games, with recorded music)
- 8. Beat Motion Activities**
(Developing competencies in maintaining the beat in groups of 2 and 3)
 - Child-Initiated Beat Motions
 - Non-Locomotor
 - Locomotor
 - Teacher-Initiated Beat Motions
 - Non-Locomotor
 - Locomotor

.....

Cowboy Joe

Cowboy Joe was a bold young man,
He dreamed of rustling cattle, most of
all.

He wanted to see if the cows would
come

When he let out his cowboy call.
yee-haa

He practiced all day from morning to
night,

And he practiced both summer and
fall.

He knew some day he'd have his
chance

To try out his cowboy call.
yee-haa

Well, finally one day, it was proudly
announced

That his ma and pa and all,
Were takin' a trip to his grandfather's
ranch

Where he could try out his cowboy
call.
yee-haa

He jumped for joy and grabbed his
gear

And he ran back down the hall.

He hopped into the car and was ready
to go

To let out his cowboy call.
yee-haa

When he arrived at the ranch he was
happy to see

That the cows were not in the stall.
He dashed to the field where they
quietly grazed

And he let out his cowboy call.
yee-haa

Well they all did come right up to the
fence

And he sure felt ten feet tall.

"I'm Cowboy Joe. See how the cows
come

When I let out my cowboy call."
yee-haa

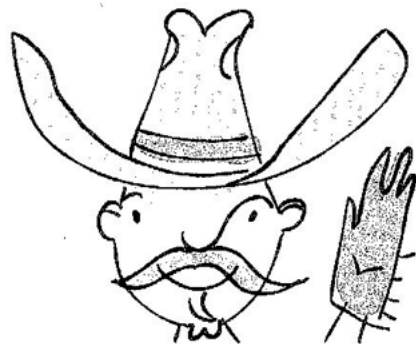
Now, that was really some day for
Cowboy Joe

And he sure did have a ball.

Now he's wantin' to try bigger and
better things;

So he's practicing his elephant call.
(?)

— John M. Feierabend



2. Fragment Singing–Echo Song



No More Pie



No more pie...

Pie's too sweet...

I want a piece of meat...

Meat's too red.

I want a piece of bread...

Bread's too brown...

I think I'll go to town...

Town's too far...

I think I'll take a car...

Car won't go...

I fell and stubbed my toe...

Toe gives me pain...

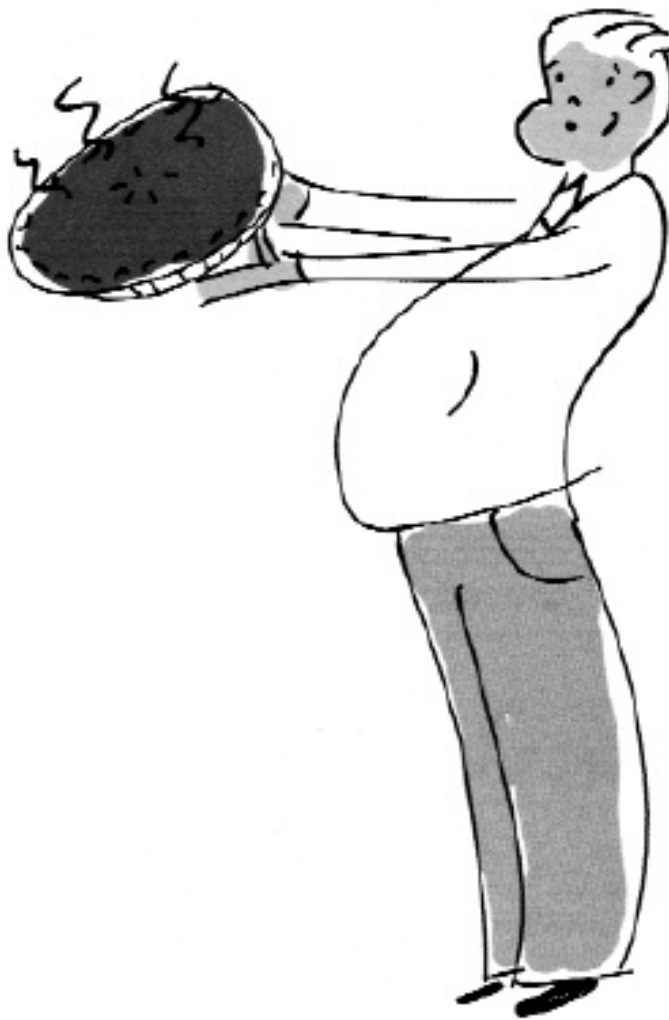
I think I'll take a train...

Train had a wreck...

I fell and hurt my neck...

Oh, my...

No more pie...



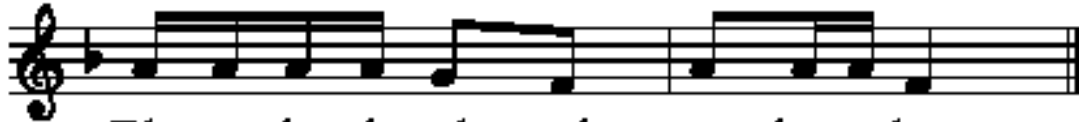
3. Simple Songs



Frog in the Meadow



Frog in the mead - ow, Can't get him out.



Take a lit - tle stick and stir him a - bout.

Pitter, Patter



Pit-ter, pat-ter, pit-ter, pat-ter, Lis-ten to the rain.



Pit-ter, pat-ter, pit-ter, pat-ter, On my win-dow pane.



5. SongTales



The Crabfish

There was a lit-tle man and he had a lit-tle wife And he
loved her as much as he loved his life. Mash a
row dow dow dow did - dle all the day, Mash a
row dow dow dow did - dle all the day.

Verse 2

One hour in the night, his wife grew sick,
And all that she wanted was a little crabfish.

Refrain

Verse 3

So up he arose and put on his clothes,
And down to the seaside he followed his nose.

Refrain

Verse 4

“O fisherman. O fisherman, can you tell me,
Have you a little crabfish you could sell to me?”

Refrain



Verse 5

“O yes, O yes. I have one, two, and three,
And the best of them I will sell to thee.”

Refrain

Verse 6

So he caught him and bought him and put him in a dish,
And he said, “Oh, wife, put your nose to this.”

Refrain

Verse 7

Then his wife just to smell him popped up from her clothes,
And the crabfish popped up and grabbed her by the nose.

Refrain

Verse 8

“Oh, help, dear husband; come hither, do you hear?”
But the crabfish had already grabbed him by the ear.

Refrain

Verse 9

And so my friends, if for a crabfish you thirst;
Please try to remember to cook him first.

Refrain



6. Movement Exploration Portfolio

Laban Themes adapted by John M. Feierabend

1. Awareness of Body Parts and Whole

- 1.1 Whole body movements
- 1.2 Isolated body parts
- 1.3 Leading with a part
- 1.4 Initiating with a part

2. Awareness of Time

- 2.1 Quick/slow movement
- 2.2 Clock time

3. Awareness of Space

- 3.1 Movement in personal/general space
- 3.2 Straight/twisted pathway (direct/indirect movement)
- 3.3 Inward movement
- 3.4 Outward movement
- 3.5 Direction of movement
- 3.6 Distance of movement

4. Awareness of Levels

- 4.1 High/middle/low

5. Awareness of Weight

- 5.1 Heavy/light
- 5.2 Strong/gentle
- 5.3 Tense/relaxed

6. Awareness of Locomotion

- 6.1 Walking
- 6.2 Leaping
- 6.3 Running
- 6.4 Hopping
- 6.5 Jumping
- 6.6 Skipping
- 6.7 Galloping
- 6.8 Striding

7. Awareness of Flow

- 7.1 Sudden/sustained
- 7.2 Sequential/simultaneous
- 7.3 Bound/free

8. Awareness of Shape

- 8.1 Becoming shapes

9. Awareness of Others

- 9.1 Partners
- 9.2 Groups

10. Student-Initiated Creative Movement

- 10.1 Representative movement
- 10.2 Non-representative movement

Music For Creative Movement CDs

CD #1 of Music for Creative Movement

Light/Gentle

Schumann, Kinderszenen OP 15, Of Foreign Lands and People
Greig, Little Bird, Op. 43, No 4
Saint-Saens, The Aquarium, from Carnival of the Animals
Strauss, Pizzicato polka
Bach, Flute Sonata in E flat major, BWV 1031: Il Siciliano

Heavy/Strong

Kabalevsky, Pantomime, from the Comedians
Handel, Music for the Royal Fireworks, Menuet II
Warlock, Basse-Danse from Capriol Suite
Stavinsky, Song of the Volga Boatman
Saint-Saens, The Elephant from Carnival of the Animals
Saint-Saens, Pianists from the Carnival of the Animals
Brahms, Hungarian Dances No. 5
Strauss, Also sprach Zarathustra
Khachaturian, Dance of the Comrades

Sustained

Shubert, Impromptu Op. 142, No. 3
Rubenstein, Melody in F
Faure, Pie Jesu
Saint-Seans, The Swan from Carnival of the Animals
Handel, Largo Xerxes
Satie, Gymnopedie No. 1
Torelli, Andante from Sonata No. 5 in D
Debussy, Symphony in B minor, 2nd movement
Vivaldi, Four Seasons Violin Concerto in f minor, Op. 8, No. 4, RV 297
Ravel, Pavane pour une infante defunte
Mozart, Piano Concerto No. 21 in C Major, Andante

Sudden

Kabalevsky, The Comedians, Presto
Mussourgsky, Sorochintsi Fair, Hopak
Khachaturian, Gayne, Sabre Dance
Mussourgsky, Gnomes from Pictures at an Exhibition
Bizet, Carmen, March of the Toreadors
Saint-Saens, The Kangaroos from Carnival of the Animals
Saint-Saens, People with Long Ears from Carnival of the Animals

First Steps in Music Curriculum
Part 6: Movement Exploration / Warm Up
Laban Theme 10: Student Initiated Creative Movement

Star Dance

Story by John Feierabend

Begin in a stooped position with both hands on the floor.
This is a story of two stars.

As the sun came down the stars rose up in the sky.
Stand up very slowly and stretch hands above head.

One day one star started dancing.
Slowly move one hand back and forth.

Then the other started dancing.
Slowly move both hands randomly.

Sometimes they dance together and sometimes they danced apart.
Explore all the places your hands can go.

One day they decided to dance across the galaxy.
Slowly begin to travel around the room with arms slowly moving.

Sometimes they saw other stars and danced together.
Sometimes whole clusters of stars danced together.
Partners and groups mirror each other.

As the night wore on the stars danced their way back home.
Return to original positions.

And as the sun came up the stars slowly danced their way back down.
Slowly return to a stooping position and place hands on the floor.
Time the ending of the movement to end with the music.

The music by Chip Davis was “Traditions of Christmas”
from Mannheim Steamroller’s “A Fresh Aire Christmas.”

7. Movement for Form and Expression— Fingerplays



Chop, Chop, Chippity Chop

Chop, chop, chippity chop,

with one hand, tap on the other arm

Cut off the bottom and cut off the top.

continue tapping

What there is left,

scoop up pile of chopped vegetables with both hands

We'll put in the pot.

place vegetables in pot

Chop, chop, chippity chop.

resume tapping on arm



Five Little Ladies

Five little ladies going for a walk,

begin with both hands behind your back;

bring one hand out and tap (sitting) on the floor

Five little ladies stopping for a talk.

tap the tips of your fingers together

Along came five little gentlemen,

bring other hand out from behind back while tapping on the floor

They all danced together and that made ten.

fold hands and sway them back and forth

Two Little Blackbirds

Two little blackbirds

Sitting on a hill.

sit, bouncing fists on knees, thumbs up

One named Jack

raise up one thumb

And the other named Jill.

raise up the other thumb

Fly away, Jack.

place one hand behind your back

Fly away, Jill.

place the other hand behind your back

Come back, Jack.

bring one thumb back out

Come back, Jill.

bring the other thumb back out

Variation

Two little chicky birds sittin' on a wall,

One named Peter and one named Paul.

Fly away, Peter. Fly away, Paul.

Two little chicky birds sittin' on a wall.

7. Movement for Form and Expression— Classical Music



Waltz in A-flat, Op. 39, No. 15

by Johannes Brahms

A (:00-:27)

With palm facing out, make four large circles with one hand and four large circles with the other hand.

(repeat)

B (:28-:38)

With palms down, both hands make circles, coming together and going out in front.

Make five circles with each circle higher than the last.

The final circle ends with hands floating down to sides.

A (:39-:52)

With palm facing out, make four large circles with one hand and four large circles with the other hand.

(repeat)

B (:53-1:02)

With palms down, both hands make circles, coming together and going out in front.

Make four circles with each circle higher than the last.

The final circle ends with hands floating down to sides.

A (1:03-1:25)

With palm facing out, make four large circles with one hand and four large circles with the other hand.

(repeat)

(See the DVDs *Move It!* (DVD-549) and *Move It! 2* (DVD-756), available from GIA Publications for many other classical movement examples.)

8. Beat Motion Activities— Child-Initiated Songs and Rhymes—Stationary



Listen, Listen

Lis - ten, lis - ten, Here I come;
Some - one spe - cial gets the drum.

Invite children, one at a time, to keep the beat with the drum; sing the song at the tempo set by the children.

8. Beat Motion Activities— Teacher-Initiated Songs and Rhymes— Stationary



Ali Baba

The leader chants the following phrase while performing some motion with the beat.

“Ali Baba and the forty thieves.”

The group repeats the phrase and the motions shown by the leader; leader continues demonstrating different motions, each repeated by the group.

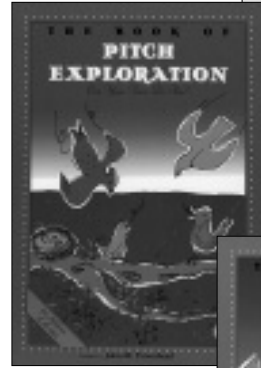
Later: Leader performs some motions while speaking the phrase; while the group is repeating the phrase with those motions, the leader shows the next motion; while the children are performing the second motion, the leader shows the third motion, etc.

Still later: Children sit in a circle; the leader performs some motion while speaking the phrase; the next child in the circle repeats that motion while the leader shows the second motion; as the leader shows the third motion, the next child is performing the second motion and the child next to him or her is performing the first motion; the passing of the motion is continued until all children are performing different motions with the beat concurrently.

Available Resources

Books for Preschool and Early Elementary

- G-5880 First Steps in Music for Preschool and Beyond
- G-5276 The Book of Pitch Exploration
- G-5277 The Book of Echo Songs
- G-5278 The Book of Call and Response
- G-5280 The Book of Children's SongTales
- G-5876 The Book of Movement Exploration
- G-5877 The Book of Finger Plays and Action Songs
- G-5878 The Book of Beginning Circle Games
- G-5879 The Book of Songs and Rhymes with Beat Motions



Recordings for Kids of All Ages by John M. Feierabend and Jill Trinka

- CD-645 There's A Hole in the Bucket
- CD-646 Had a Little Rooster
- CD-647 Old Joe Clark
- CD-493 First Steps in Classical Music Keeping the Beat
- G-7001A Complete Curriculum Package Set of all books and recordings above
Save over \$40 with this offer!
- G-7001 Set of all four recordings above plus *First Steps in Music for Preschool and Beyond*

Companion Materials

- G-6400 Vocal Development Kit (Puppets, toys, and instruments with manual)
- G-6509 Pitch Exploration Stories (12 large picture cards)
- G-6510 Pitch Exploration Pathways (12 large picture cards)
- G-6511 Oh, In the Woods (12 large picture cards)





Beautiful Songtale Books

- G-6535 The Crabfish (with CD)
- G-7178 My Aunt Came Back
- G-7179 There Was a Man
- G-7416 Father Grumble
- G-7690 The Derby Ram

Move It!

- DVD-549 Music DVD, CD, and booklet

Move It! 2

(Expressive movements to classical music)

- DVD-756 Music DVD, CD, and booklet

Books for Infants and Toddlers

- G-4974 First Steps in Music for Infants and Toddlers
- G-4975 The Book of Bounces
- G-4976 The Book of Wiggles and Tickles
- G-4977 The Book of Tapping and Clapping
- G-4978 The Book of Simple Songs and Circles
- G-4979 The Book of Lullabies
- G-5145 Set of 5 books above

Recordings for Infants and Toddlers

- CD-437 'Round and 'Round the Garden: Music in My First Year!
- CD-438 Ride Away on Your Horses: Music, Now I'm One!
- CD-439 Frog in the Meadow: Music, Now I'm Two!
- CD-493 First Steps in Classical Music: Keeping the Beat
- G-5483 Set of all four recordings above plus *First Steps in Music for Infants and Toddlers*
- VHS-499 *Music and Early Childhood* (30-minute documentary produced by Connecticut Public Television)

Conversational Solfege

Level 1:

- G-5380 Teacher's Manual
- G-5380FL Flashcards
- G-5380S Student Book
- CD-526 Classical Selections CD

Level 2:

- G-5381 Teacher's Manual
- G-5381FL Flashcards
- G-5381S Student Book
- CD-527 Classical Selections CD

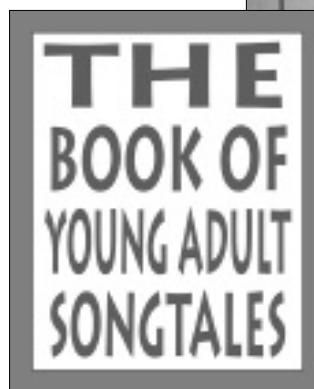
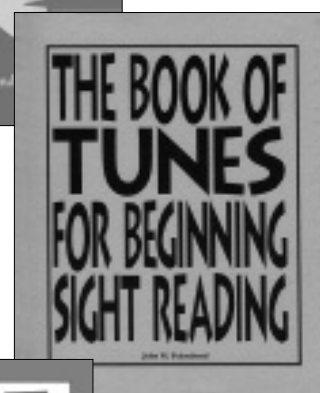
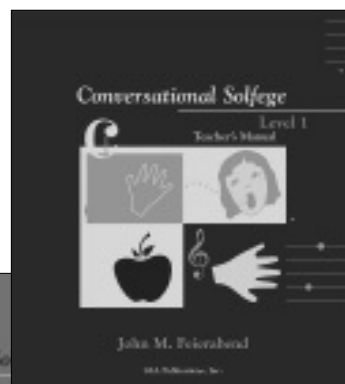
Level 3:

- G-5382 Teacher's Manual
- G-5382S Student Book

- G-5547 The Book of Tunes for Beginning Sight-Readers

Books for Older Children

- G-5279 The Book of Young Adult SongTales
- G-5281 The Book of Canons



First Steps in Music Series by John M. Feierabend

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<https://www.feierabendmusic.org/join-fame-mailing-list/>

Join the Facebook community: [Feierabend Fundamentals](#) for a community of Feierabend educators. Inquire on the page if there is a regional group in your area. This is also where we will promote all events and regional Feier-Happenings. There's also Instagram and Twitter groups.

Also, visit the website www.feierabendmusic.org to learn more about John Feierabend and the Association. Here's information about the approach and professional membership with access to exclusive new content updated monthly. First-time members get \$10 off the \$60 membership. Use discount code **FAME2025**

To view all Feierabend published resources available from GIA Music Publishing, go to www.giamusic.com/feierabend-resources

Connect with John Crever by email: info@music-ade.com and at www.music-ade.com
Connect by text or phone: 503-278-5959.

Stay Connected - [Click to join my Newsletter](#)

Use this link to schedule time to chat: [Schedule Time with John Crever](#)

Did you know there's also a [podcast](#)?

There's also a Conversational Solfege instrumental community for band and orchestra teachers using the curricula with their instrumental ensembles. Ask at the Facebook page



Music-ade, LLC

Music Teacher Training in Feierabend Methodology

I'm a Musical Person



I'm Tuneful, Beautiful and Artful



Dr. John Feierabend is considered one of the leading authorities on music and movement development in early childhood. He is a Professor of Music and the Director of the Music Education Division at The Hartt School of the University of Hartford and is a past President of the Organization of American Kodály Educators. Dr. Feierabend makes frequent presentations both in the United States and abroad and is the author of over 60 books, articles, CDs, DVDs, and videotapes.

A music educator for over 30 years, he continues to be committed to collecting, preserving, and teaching the diverse folk music of our country and using that folk music as a bridge to help children understand and enjoy classical music. His books are a result of his belief that when many generations share common experiences such as traditional folk songs and rhymes, it helps them develop a valuable but dwindling commodity—a sense of community. When adults share childlike memories with children, they not only connect children with their ancestors, but they also enrich their children’s childhood and enable their children to someday tap into their own delicious childhood memories to share that same repertoire with their children.

In addition, research has suggested that these traditional activities provide precisely the tonal, rhythmic, and expressive experiences that are needed to develop one’s musical sensitivities. Children fortunate enough to have these songs and rhymes shared with them will grow to become adults who will not only be musically sensitive to music in their lives, but will also be musically able to connect to their children through music play.

Dr. Feierabend’s research has resulted in two music curricula: *First Steps in Music*, a music and movement program for infants through early elementary aged children, and *Conversational Solfege*, a music literacy method for use in general music classes. Dr. Feierabend is currently working on *Lomax: The Hound of Music*, a public television series that is based on his *First Steps in Music* curriculum.

Dr. Feierabend has been honored by the National Association for Music Education (MENC) as a Lowell Mason Fellow, received the Outstanding Educator Award from the Organization of American Kodály Educators (OAKE), and was the first American recipient of the international LEGO prize, an award given annually to someone who has “helped to make the world a better place for children to live and grow.”