

Social Skills in the Music Classroom

Haley Holden

Personal Space Camp written by Julia Cook, illustrated by Carrie Hartman

Social Skill: Personal Space

SWBAT:

- Demonstrate an awareness of personal space by staying in their own “bubble”
- Move to show changes in the music

Materials:

- Rhythm Scarves
- “Death By Triple Fiddle” on *Short Trip Home* by Sam Bush, Joshua Bell, Edgar Meyer, and Mike Marshall - <https://safeshare.tv/x/8rN4c-AjsEc>
- “Perpetuum Mobile” on *Preludes, Airs, and Yodels* by Penguin Café Orchestra <https://safeshare.tv/x/6E3znZoFnN8>
- “Highway Number One” on *Children’s Dances of Terra del Zur, Vol. 1* by Shenanigans <https://safeshare.tv/x/ss58827d7203386>

- 1.) Read *Personal Space Camp*
 - a. Read the book to the students. Because it is so long, I cut out parts some times.
- 2.) Have students find their own personal bubbles around the room.
 - a. Stretch out your arms. Can you touch your friends?
- 3.) Glue yourself to the floor and load your paintbrushes with your paints. Use your fingers to paint the inside of your bubble.
 - a. Younger students will need a model the first time you do this activity. I call out ideas of what to paint or how to paint as we go. Sometimes I will have students paint their bubbles with other body parts (elbows, top of head, etc.).
 - b. “Death By Triple Fiddle” - <https://safeshare.tv/x/8rN4c-AjsEc>
- 4.) Next pass out scarves. Have students move their scarves to show what is happening in the music.
 - a. “Perpetuum Mobile” - <https://safeshare.tv/x/6E3znZoFnN8>
- 5.) For an added challenge, have students maintain their personal bubbles while moving around the room.
 - a. “Highway Number One” - <https://safeshare.tv/x/ss58827d7203386>
- 6.) Move into listening song. I typically sing/play a song tale for my students at the end of class. Point out that when we have a personal bubble it is so much easier to lie down and not touch anyone.

- 7.) How did having a personal bubble help you move to show what happened in the music? How did having a personal bubble make you feel?
- 8.) Assessment: Are students staying within their own personal bubbles? Are students moving to show changes in the music?

Buzz Buzz Buzz by Byron Barton

Social Skill: Being Nice, Empathy

SWBAT:

- Improvise using instruments to enhance a story or song
- Describe how your actions affect other people

Materials:

- A variety of classroom instruments

- 1.) Read the story
- 2.) Discuss how our actions have implications for other people. How do you think this character was feeling at this point in the story?
- 3.) Pose some hypothetical questions: How do you think your friend would feel if you punched them at recess? How do you think the building services staff would feel if you left a huge mess in the cafeteria?
- 4.) Have a variety of instruments set out for students to choose from.
- 5.) I want you to choose an instrument that represents your character.
- 6.) Why did you choose this instrument to represent this character?
- 7.) Add instruments to the story.
- 8.) This activity also works well with other cumulative songs such as “I Know an Old Lady Who Swallowed a Fly” or “This is the House that Jack Built.”
 - a. I have the book *There Was an Old Lady Who Swallowed a Fly* by Simms Taback, so I would use the book with this activity.
- 9.) Assessment: Are students able to predict how their actions will affect other people? Are students able to describe why they chose an instrument to depict the character they were assigned?

Chrysanthemum by Kevin Henkes

Social Skill: Respecting Differences

SWBAT:

- Describe how we treat our friends with respect
- Keep the steady beat

Materials:

- Boomwhackers or barred instruments (F and C)

- 1.) Read the story
- 2.) Discuss how we treat people, especially while in music class.
- 3.) With all students sitting in a circle, start an ostinato – pat pat clap clap – “My name is Ms. Holden and I like Horses.”
- 4.) Have students continue introducing themselves in order. Explain that you should introduce yourself and then say something that starts with the same sound as your name. To make it more challenging, have students perform each student’s name and choice that came before them.
- 5.) Make New Friends – sing the song through with sign language
 - a. Make = take two fists and tap them on top of each other
 - b. Friends = two pirate hooks and link them twice
 - c. Keep = bring two letter K’s towards your chest
 - d. Old = stroke your old man beard
 - e. Silver = point to one ear, make a fist with thumb on top and shake it away
 - f. Gold = point to other ear, make a y with thumb and pinky, and shake it away
- 6.) Add a bordun with F and C either on barred instruments or with boomwhackers
- 7.) Older students can also turn Make New Friends into a round
- 8.) Assessment: Are students able to keep the steady beat? Are students able to describe how we can treat our friends with respect?

Make New Friends

Girl Scout Camp

Make new friends, but keep the o - ld

3
One is sil - ver and the oth - er's gold.

Because Amelia Smiled by David Ezra Stein

Social Skills: Being Kind, Eye Contact

SWBAT:

-Describe the importance of making mistakes in music class

-Perform sequences of movement in the singing game “Good Morning”

- 1.) Read through the book
- 2.) Talk about random acts of kindness and how it is important to be kind even when nobody is looking.
- 3.) How does it make you feel when people give you attention?
 - a. With a partner, describe everything you did today up until this moment.
 - i. The first time your partner should look at your face the entire time.
 - ii. The second time your partner should look at your face none of the time
 - iii. The third time your partner should look at your face some of the time
- 4.) “Good Morning” from *Singing Games Children Love vol. 1* compiled by Denise Gagné (p. 1).
 - a. Make a single circle with partners facing each other. In the first measure, partners shake right hands and left hands. In measure two, do a wake up stretch. In measure three, exchange high fives with your partner. In measure four, take your partner’s hands and circle to

exchange places and during the last beat make a half turn to face your new partner and repeat.

- b. I would stress with children the importance of making eye contact especially during the first measure as you shake hands. I would also stress the importance of being kind to your partner even if you don't like him or her.

5.) Assessment: Are students making eye contact as they play? Are students performing the sequence of movements correctly?

Good Morning

D. Gagne

Good morn - ing, good morn - ing. How are you to - day?

3
Time to sing, time to learn, al - ways time to play.

It's Okay to Make Mistakes by Todd Parr

Social Skills: Taking Risks, Failure

- 1.) Read through the book
- 2.) Discuss the importance of making mistakes, especially in music.
 - a. Perhaps this might be a time to share a personal instance of when I made a mistake and how I learned from it and possibly invite a student to share a time they made a mistake and learned from it.
- 3.) The great thing about this book is that sometimes my students need encouragement when trying different skills. I would possibly pair this book with a drum circle activity or a folk dance.
 - a. "Take Time In Life" from *World Music Drumming: A Cross-Cultural Curriculum* by Will Schmid (p. 29-36) is one of my favorites.
 - b. "Heel and Toe Polka" from *Chimes of Dunkirk: Great Dances for Children* edited by Mary Cay Brass, Andy Davis, and Peter Amidon (p. 21) is one of my favorite folk dances to use with my students.

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