

The background features a light gray gradient with several realistic water droplets of various sizes scattered across the surface. In the center, there is a blurred image of a room with a white table and chairs, suggesting a clean, bright environment.

FOUNDATIONS FOR SUCCESSFUL SINGING TIMES

IDEAS FOR BOTH ONLINE AND IN PERSON

THE FLOOR





FOUNDATION
PRINCIPLES
THE FLOOR

- 1. CHILDREN LEARN BEST WHEN THEY ARE ENGAGED PERSONALLY

THE TABLE





FOUNDATION PRINCIPLES THE TABLE

- 1. CHILDREN LEARN BEST WHEN THEY ARE ENGAGED PERSONALLY
- 2. CHILDREN LEARN BEST WHEN THEY MOVE TO LEARN AT SOME POINT IN THE LEARNING PROCESS

THE PLATE





FOUNDATION PRINCIPLES THE PLATE

- 1. CHILDREN LEARN BEST WHEN THEY ARE ENGAGED PERSONALLY
- 2. CHILDREN LEARN BEST WHEN THEY MOVE TO LEARN AT SOME POINT IN THE LEARNING PROCESS
- 3. CHILDREN LEARN BEST WHEN THEY HEAR THE **WHOLE SONG** WHILE BEING ENGAGED IN SOMETHING RELATED TO *PART* OF THE SONG.



FOUNDATION PRINCIPLES

- ENGAGED PERSONALLY
- PURPOSEFUL MOVEMENT
- HEAR THE WHOLE SONG... WHILE FOCUSING ON A PART

The background features a light gray gradient with several realistic water droplets of various sizes scattered in the corners. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text 'SINGING TIME' is centered in the upper half of the page.

SINGING TIME



THE FOOD ON THE PLATE PRINCIPLES

What are we serving on the plate?



WHAT DO
YOU SEE?



WHAT DO
YOU
NOTICE?




**WHAT IS
THE SAME?**

**WHAT IS
DIFFERENT?**



THE FOOD ON THE PLATE PRINCIPLES
VARIETY, YET REPETITION





THE FOOD
ON THE
PLATE

**VARIETY &
REPETITION**

- 1. THE BRAIN CRAVES VARIETY BUT NEEDS REPETITION.
TEACH THE SAME SONG OVER THE COURSE OF SEVERAL
WEEKS...USING A DIFFERENT ACTIVITY EACH WEEK TO
TEACH THE SAME SONG.

THE FOOD ON THE PLATE PRINCIPLES
CHANGE OF PACE





THE FOOD ON THE PLATE CHANGE OF PACE

- 1. THE BRAIN CRAVES VARIETY BUT NEEDS REPETITION.
- 2. THE BRAIN NEEDS A **CHANGE OF PACE/NEW FOCUS** EVERY 4 TO 5 MINUTES. TEACH SEVERAL SONGS IN YOUR SINGING TIME USING A DIFFERENT ACTIVITY FOR EACH SONG (WITH AT LEAST ONE ACTIVITY USING MOVEMENT).

THE FOOD ON THE PLATE PRINCIPLES

CONTRAST





THE FOOD ON THE PLATE CONTRAST

- 1. THE BRAIN CRAVES VARIETY BUT NEEDS REPETITION.
- 2. THE BRAIN NEEDS A CHANGE OF PACE/NEW FOCUS EVERY 4 TO 5 MINUTES.
- 3. THE BRAIN NEEDS CONTRAST TO LEARN BEST. CONTRAST THE STYLE OF SONGS YOU TEACH ON ONE DAY. CONTRAST THE TYPE OF ACTIVITIES YOU USE TO TEACH THE SONG.



THE FOOD ON THE PLATE PRINCIPLES

- 1. **VARIETY** (YET REPETITION)
- 2. **CHANGE OF PACE** EVERY 5 MINUTES (BOTH SONG AND ACTIVITY)
- 3. **CONTRAST** (STYLE OF SONG AND TYPE OF ACTIVITY)

The image features a light gray gradient background with several realistic water droplets of various sizes scattered in the corners. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text 'SINGING TIME' is centered in the upper half of the page.

SINGING TIME

The background of the slide is a light gray gradient. It is decorated with several realistic water droplets of various sizes, scattered primarily in the top-left and bottom-right corners. The droplets have highlights and shadows, giving them a three-dimensional appearance.

THE OVERARCHING COVER PRINCIPLES FOR THE FOOD ON THE PLATE

THE OVERARCHING COVER PRINCIPLES



THE OVERARCHING COVER PRINCIPLES
LITTLE BY LITTLE





THE
OVERARCHING
COVER
PRINCIPLES
**LITTLE BY
LITTLE**

- 1. USE THE PRINCIPLE OF LINE UPON LINE, PRECEPT UPON PRECEPT TO TEACH A SONG.
- DON'T TRY TO TEACH EVERY PART OF THE SONG IN ONE SESSION.
- IF YOU WANT IT TO GO TO LONG TERM MEMORY, EXPERIENCE A PART, THEN SLEEP ON IT. COME BACK AND EXPERIENCE ANOTHER PART, THEN SLEEP ON IT. CONTINUE.

THE OVERARCHING COVER PRINCIPLES
WHAT IS THE FEELING?





THE
OVERARCHING
COVER
PRINCIPLES
**WHAT IS
THE
FEELING?**

- 1. LINE UPON LINE
- 2. AS YOU LEARN SOMETHING, THE EMOTIONS YOU FEEL (THE ATTITUDE YOU LEARN WITH) WILL BE BETTER REMEMBERED THAN THE SUBJECT.
- ARE THE CHILDREN **INTRIGUED**? ARE THEY **ENGAGED**? DO THEY FEEL A **SENSE OF PLAY** (NOT ENTERTAINMENT)? DO THEY FEEL **SAFE** (SAFE BECAUSE THEY ARE LISTENED TO, SAFE BECAUSE THEY ARE NOT BULLIED, SAFE BECAUSE THEY KNOW YOU LOVE THEM, ETC.)?
- CAN THEY FEEL YOUR **TESTIMONY**?


THE OVERARCHING COVER PRINCIPLES
SING MORE THAN YOU TALK





THE
OVERARCHING
COVER
PRINCIPLES
**SING
MORE
THAN TALK**

- 1. LINE UPON LINE
- 2. EMOTIONS REMEMBERED – DO I FEEL INTRIGUED?
ENGAGED? SAFE? A SENSE OF PLAY? TESTIMONY?
- 3. **SING MORE THAN YOU TALK.** GIVE ***DIRECTIONS*** IN
CONCISE 2 OR 3 SENTENCES, THEN SING. GIVE YOUR
TESTIMONY IN ONLY 2 OR 3 SENTENCES. SING, SING,
SING.
- THERE IS POWER IN MUSIC FOR THE BRAIN. YOU DON'T
HAVE TO EXPLAIN EVERYTHING, ...OR TEACH BY TALKING
THROUGH EVERY CONCEPT.



THE OVERARCHING COVER PRINCIPLES


- 1.LINE UPON LINE
- 2. WHAT ARE THE FEELINGS/ATTITUDES AS THEY LEARN THE SONG?
- 3. SING MORE THAN TALK

The image features a light gray gradient background. In the top-left and bottom-right corners, there are several realistic-looking water droplets of various sizes, some overlapping. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text "SINGING TIME" is centered in the upper half of the image.

SINGING TIME

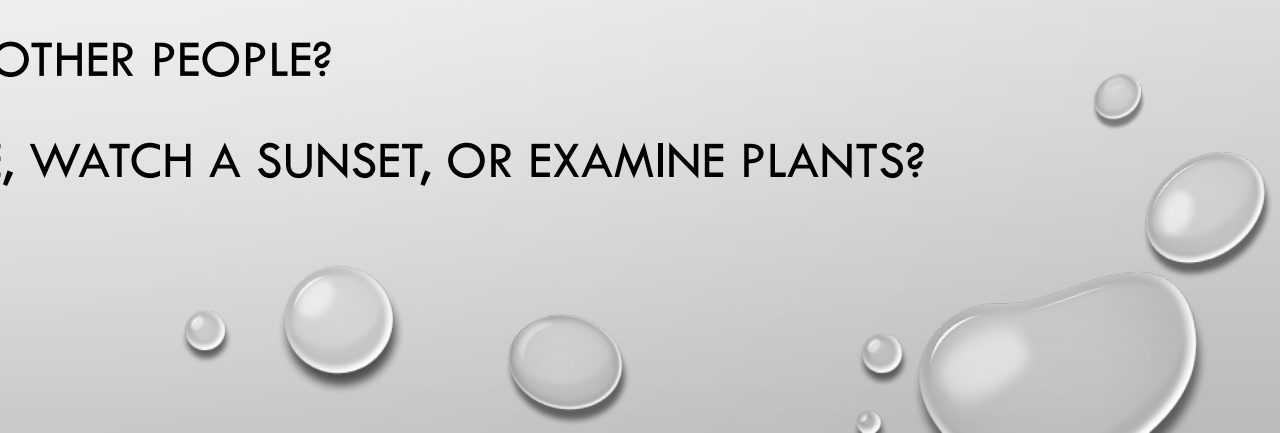


STAND IF THE ANSWER IS YES. SIT DOWN IF NO.
DO YOU...

- ENJOY WORD GAMES?
 - ENJOY LOGIC PUZZLES OR BRAINTEASERS?
 - ENJOY BEING OUTSIDE IN NATURE?
 - EXCEL ON ONE OR MORE SPORTS?
 - NOTICE WHEN MUSIC SOUNDS OFF-KEY OR DISTURBING?
 - ENJOY SOCIALIZING AND PLAYING GAMES WITH OTHERS?
- 



AGAIN, STAND IF THE ANSWER IS YES.
SIT DOWN IF NO.
DO YOU...


- SPELL WELL?
 - COMPUTE ARITHMETIC PROBLEMS IN YOUR HEAD?
 - READ MAPS AND DIAGRAMS MORE EASILY THAN TEXT?
 - ENJOY WORKING WITH CLAY, WOOD, OR OTHER HANDS-ON EXPERIENCES?
 - UNCONSCIOUSLY HUM TO YOURSELF OR DRUM YOUR FINGERTIPS RHYTHMICALLY?
 - LEARN NEW THINGS AS YOU INTERACT WITH OTHER PEOPLE?
 - FEEL MORE ALIVE WHEN YOU REGULARLY HIKE, WATCH A SUNSET, OR EXAMINE PLANTS?
- 

DO YOUR STUDENTS ...

- TALK OUT OF TURN OR USE WORDS A LOT? (WORD INTELLIGENCE)
- DOODLE OR DAYDREAM? (VISUAL INTELLIGENCE)
- FIDGET AND MOVE? (KINESTHETIC INTELLIGENCE)
- VIEW LIFE IN A LOGICAL, PATTERNED WAY? (LOGIC INTELLIGENCE)
- REMEMBER MELODIES OF SONGS? (MUSIC INTELLIGENCE)
- SEEM CLOSE TO THE SPIRIT? (SPIRITUAL INTELLIGENCE)



MULTIPLE INTELLIGENCE THEORY

- HOWARD GARDNER – HARVARD PSYCHOLOGIST
 - EACH OF US HAVE AT LEAST 7 TO 9 KINDS OF INTELLIGENCE
 - MOST OF US FAVOR 2 OR 3 OF THOSE DIFFERENT KINDS OF INTELLIGENCE
- 

**MULTIPLE
INTELLIGENCE
CATAGORIES
THAT HELP**



**PURPOSEFUL MOVEMENT TO A
STEADY BEAT (Kinesthetic)**

**MULTIPLE
INTELLIGENCE
CATAGORIES
THAT HELP**



**PURPOSEFUL MOVEMENT TO A
STEADY BEAT**



**CONCRETE REPRESENTATION OF
WORDS**

**MULTIPLE
INTELLIGENCE
CATAGORIES
THAT HELP**



**PURPOSEFUL MOVEMENT TO A
STEADY BEAT**



**CONCRETE REPRESENTATION OF
WORDS**



VISUAL INTRIGUE

MULTIPLE INTELLIGENCE CATAGORIES THAT HELP



PURPOSEFUL MOVEMENT TO A STEADY BEAT



CONCRETE REPRESENTATION OF WORDS



VISUAL INTRIGUE



LIVING MUSIC

MULTIPLE INTELLIGENCE CATAGORIES THAT HELP



PURPOSEFUL MOVEMENT TO A STEADY BEAT



CONCRETE REPRESENTATION OF WORDS



VISUAL INTRIGUE



LIVING MUSIC



LOGICAL CONCLUSIONS

MULTIPLE INTELLIGENCE CATAGORIES THAT HELP



PURPOSEFUL MOVEMENT TO A STEADY BEAT



CONCRETE REPRESENTATION OF WORDS



VISUAL INTRIGUE



LIVING MUSIC



LOGICAL CONCLUSIONS



SPIRITUAL CONNECTIONS

MULTIPLE INTELLIGENCE CATAGORIES THAT HELP



PURPOSEFUL MOVEMENT TO A STEADY BEAT



CONCRETE REPRESENTATION OF WORDS



VISUAL INTRIGUE



LIVING MUSIC



LOGICAL CONCLUSIONS



SPIRITUAL CONNECTIONS



PEOPLE INTERACTIONS

MULTIPLE INTELLIGENCE CATAGORIES THAT HELP



PURPOSEFUL MOVEMENT TO A STEADY BEAT



CONCRETE REPRESENTATION OF WORDS



VISUAL INTRIGUE



LIVING MUSIC



LOGICAL CONCLUSIONS



SPIRITUAL CONNECTIONS



PEOPLE INTERACTIONS



AWARENESS OF NATURE

MULTIPLE INTELLIGENCE ACTIVITIES

- PURPOSEFUL MOVEMENT (TO A STEADY BEAT)
- PAPER PLATE PATTERNS
- SHAKER PATTERNS
- RHYTHM STICK PATTERNS
- BODY RHYTHM PATTERNS
- ACTION WORD ACTIONS
- WIND WANDS
- PAPER CUP PATTERNS
- ANY MOVEMENT PROP TO A STEADY BEAT



MULTIPLE INTELLIGENCE ACTIVITIES

CONCRETE REPRESENTATION OF THE WORDS - YOUNGER

- DRAW THE SONG
- ACTION WORD ACTIONS
- SIGN LANGUAGE
- (NO WRITTEN WORD)



MULTIPLE INTELLIGENCE

ACTIVITIES

CONCRETE REPRESENTATION OF THE WORDS

- DRAW THE SONG
- ACTION WORD ACTIONS
- SIGN LANGUAGE
- ERASER PASS
- PUT THE WORDS IN ORDER
- ENVELOPE GAME
- FIND THE MISSING WORD
- CRACK THE CODE



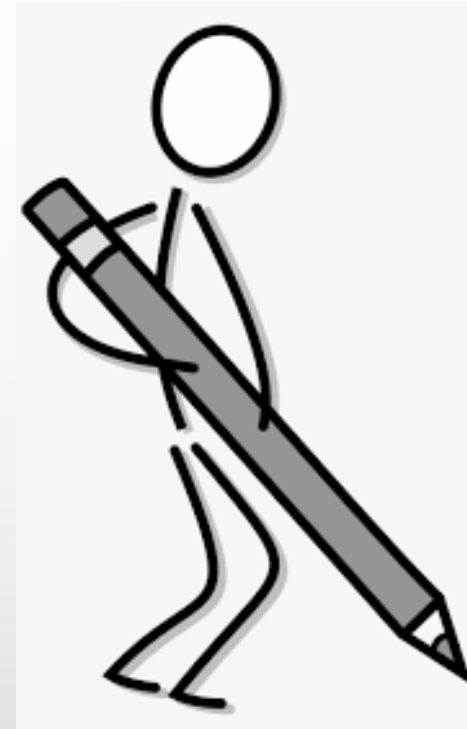
MULTIPLE INTELLIGENCE ACTIVITIES

- LIVING MUSIC
- MELODY MAPS
- RHYTHM BAND ACTIVITIES
- TONE BELL/HAND BELL ACTIVITIES
- RHYTHM STICK ACTIVITIES
- ANY MOVEMENT PROP TO THE STEADY BEAT OF THE SONG



MULTIPLE INTELLIGENCE ACTIVITIES

- **VISUAL INTRIGUE**
- CONCENTRATION MATCH IT WITH PICTURES
- PUT THE PICTURES IN ORDER
- COLOR CODE
- SILENT VIDEO
- PICTURE PUZZLES
- WIND WANDS (BECAUSE OF THE COLOR)
- STORY SONG



MULTIPLE INTELLIGENCE ACTIVITIES

- LOGICAL CONCLUSIONS
- CRACK THE CODE
- NUMBERS, NUMBERS, NUMBERS
- WHAT'S THE PATTERN?



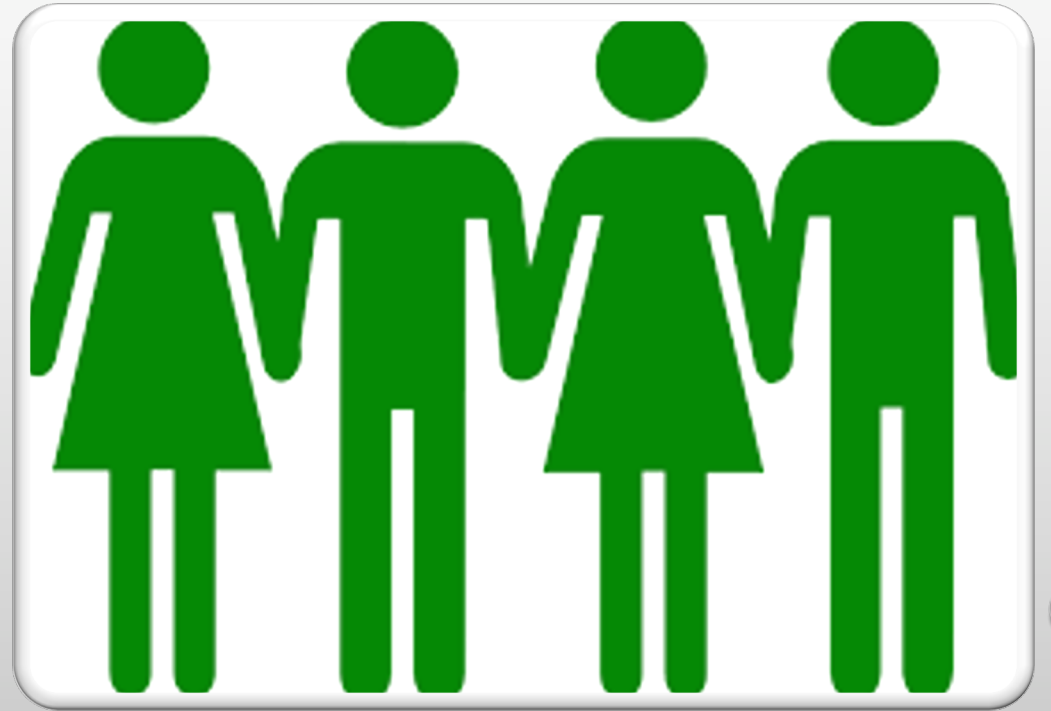
MULTIPLE INTELLIGENCE ACTIVITIES

- **SPIRITUAL CONNECTIONS**
- TESTIMONY
- NOTICE THE SPIRIT IN THE ROOM



MULTIPLE INTELLIGENCE ACTIVITIES

- PEOPLE INTERACTIONS
- PARTNER BODY RHYTHM PATTERNS
- ENVELOPE GAME
- ERASER PASS
- CONCENTRATION MATCH IT



SONG:

	YOUNGER	OLDER		YOUNGER	OLDER		YOUNGER	OLDER
Kinesthetic purposeful movement			Concrete Representation of Words Both oral and written (actions/pictures for non-readers)			Logical Conclusions Compare, contrast, patterns and analysis		
	YOUNGER	OLDER		YOUNGER	OLDER		YOUNGER	OLDER
Visual Intrigue colors, shapes, & visual images that lead to thought			Spiritual Connection bring attention to spiritual moments			People Interactions		
	YOUNGER	OLDER		YOUNGER	OLDER			
Living Music Playing with music in a way that makes it come alive			Awareness of Nature Patterns & Images					

This is available on the
 website
teachingprimarymusic.com
 Search for "Song Planner."

Another version expanded by Janell from PrimarySinging.com (I was given verbal agreement by FB messenger to share this with you)

SONG:	
<p><u>Kinesthetic / Purposeful Movement</u></p> <ul style="list-style-type: none"> Scarves Ribbon Wands Body Rhythm Hand / Clap Patterns Cup Pattern Directional Marching Be My Mirror Sign Language Sway and Freeze Swish and Tap 	<p><u>Concrete Representation of Words</u></p> <ul style="list-style-type: none"> Action Words Eraser Pass Concentration Match Game Choose the Missing Word Fill-in-the-Blank Foreign Language Puzzle Picture Scrambled Words Unscramble word strips Hangman Blanks
<p><u>Logical Conclusions</u></p> <ul style="list-style-type: none"> Crack the Code Melody Chart Color Code Word Map Rebus First letter of each word What comes next? Number problems Compare and Contrast Bar Graph 	<p><u>Visual Intrigue</u></p> <ul style="list-style-type: none"> Playdoh Creations Art / Drawing Song Puzzles Oops, I dropped the pictures Draw the Song Magic Crayon What's in the Bag Video clip/story Finger Lights Painting
<p><u>Spiritual Connection</u></p> <ul style="list-style-type: none"> Song Story Silent Video Testimony Piano Solo Special Arrangement Guest Performance Scripture Connection Personal Story Music/Story Video Sensing the Holy Ghost 	<p><u>People Interactions</u></p> <ul style="list-style-type: none"> Acting Body Rhythm Partners Small Group tasks Partner Arm Swings Competition Game Song Lyrics "Singing Bee" Mirror Your Partner Rolling Rhythm Sticks Partner Instruments/Band Using Manipulatives as a Team
<p><u>Living Music</u></p> <ul style="list-style-type: none"> Jingle Bells Hand Bells Egg Shakers Rhythm Sticks Paper Plates Drums Beat vs Rhythm Clap Instead Sand Blocks Ooohs, Aaaahs 	<p><u>Awareness of Nature</u> <i>Exploring senses and patterns in nature</i></p> <ul style="list-style-type: none"> Sight Sound Smell Taste Touch Feelings

Last Month:	This Month:	Next Month:
-------------	-------------	-------------

	Week 1	Week 2	Week 3	Week 4
First Song:				
Activity:				
Second Song:				
Activity:				
Third Song:				
Activity:				

The image features a light gray background with a subtle gradient. In the top-left and bottom-right corners, there are clusters of realistic water droplets of various sizes, rendered with soft shadows and highlights to give them a three-dimensional appearance. The text 'SINGING ACTIVITY' is centered in the upper half of the page.

SINGING ACTIVITY



PROPS THAT HELP

SCARVES

PAPER PLATES

PAPER CUPS

RHYTHM STICKS

RIBBON WIND WANDS

EGG SHAKERS


DRUMS/BOXES/CANS

DINGERS

EGG CARTON GUIROS

POOL NOODLES/SANDBLOCKS






ONLINE PRIMARY ZOOM OR VIDEOS

- LIGHT IS A BIG DEAL
- CAMERA AT NOSE LEVEL
- GOOD SOUND IS A BIG DEAL
- ZOOM MUTE IS A GOOD THING


- AM I INVOLVING EACH CHILD WITH A MOVEMENT, A PUZZLE, OR A CHALLENGE TO DO SOMETHING PERSONALLY?

MINDFUL
TEACHING

- 
- AM I INVOLVING EACH CHILD WITH A MOVEMENT, A PUZZLE, OR A CHALLENGE TO DO SOMETHING PERSONALLY?
 - AM I FOCUSING THE CHILD ON SOME ASPECT OF THE SONG WITH THE ACTIVITY WHILE ALLOWING HIM OR HER TO HEAR THE WHOLE SONG MULTIPLE TIMES?

**MINDFUL
TEACHING**



- 
- AM I INVOLVING EACH CHILD WITH A MOVEMENT, A PUZZLE, OR A CHALLENGE TO DO SOMETHING PERSONALLY?
 - AM I FOCUSING THE CHILD ON SOME ASPECT OF THE SONG WITH THE ACTIVITY WHILE ALLOWING HIM OR HER TO HEAR THE WHOLE SONG MULTIPLE TIMES?
 - AM I CHANGING THE FOCUS ABOUT EVERY 4 TO 5 MINUTES WITH A NEW SONG AND ACTIVITY? DO THE SONGS AND ACTIVITIES CONTRAST WITH EACH OTHER?

MINDFUL TEACHING



- AM I INVOLVING EACH CHILD WITH A MOVEMENT, A PUZZLE, OR A CHALLENGE TO DO SOMETHING PERSONALLY?
- AM I FOCUSING THE CHILD ON SOME ASPECT OF THE SONG WITH THE ACTIVITY WHILE ALLOWING HIM OR HER TO HEAR THE WHOLE SONG MULTIPLE TIMES?
- AM I CHANGING THE FOCUS ABOUT EVERY 4 TO 5 MINUTES WITH A NEW SONG AND ACTIVITY? DO THE SONGS AND ACTIVITIES CONTRAST WITH EACH OTHER?
- AM I SINGING MUCH MORE THAN I AM TALKING?

MINDFUL TEACHING

- AM I INVOLVING EACH CHILD WITH A MOVEMENT, A PUZZLE, OR A CHALLENGE TO DO SOMETHING PERSONALLY?
- AM I FOCUSING THE CHILD ON SOME ASPECT OF THE SONG WITH THE ACTIVITY WHILE ALLOWING HIM OR HER TO HEAR THE WHOLE SONG MULTIPLE TIMES?
- AM I CHANGING THE FOCUS ABOUT EVERY 4 TO 5 MINUTES WITH A NEW SONG AND ACTIVITY? DO THE SONGS AND ACTIVITIES CONTRAST WITH EACH OTHER?
- AM I SINGING MUCH MORE THAN I AM TALKING?
- AM I PLAYFUL WITH THE CHILDREN, AND DO THEY FEEL SAFE?

MINDFUL TEACHING

- AM I INVOLVING EACH CHILD WITH A MOVEMENT, A PUZZLE, OR A CHALLENGE TO DO SOMETHING PERSONALLY?
- AM I FOCUSING THE CHILD ON SOME ASPECT OF THE SONG WITH THE ACTIVITY WHILE ALLOWING HIM OR HER TO HEAR THE WHOLE SONG MULTIPLE TIMES?
- AM I CHANGING THE FOCUS ABOUT EVERY 4 TO 5 MINUTES WITH A NEW SONG AND ACTIVITY? DO THE SONGS AND ACTIVITIES CONTRAST WITH EACH OTHER?
- AM I SINGING MUCH MORE THAN I AM TALKING?
- AM I PLAYFUL WITH THE CHILDREN, AND DO THEY FEEL SAFE?

MINDFUL TEACHING

