



Be Joyful—Teaching & Participating in Primary Music

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We Welcome You (CS 256)

Music Leader

What is your purpose?

To teach **children** the **gospel** through **music** (*Children's Songbook Companion, p.300*)

What to do/teach

CSMP outline

CTR Wheel

November sharing time songs teach in October's singing time

How to do it

Experience first, label after

Whole-Part-Whole

Antiphon (Your turn/my turn)

Impulse control

Your job

- Know the song by heart
- Sing & Teach
- Review
- Get the children to watch you
- Bear testimony of the doctrine/message
- Conduct (pattern, upbeat/downbeat, prep beat)

Children

What do the children expect?

To gain **experience** through **all their senses**

Engaging (fun)

Everyone wants to participate. No one wants to be left out. Everyone wants to be chosen.

Move, move, move! Move to learn and learn to move. No one wants to sit (or should be expected to sit) for a long period of time.

Children want to move and if you don't give them opportunities to move, you will see them seeking and finding it on their own.

Age appropriate activities (emergent readers vs. fluent)

JR: Joy in listening and following directions

SR: Joy in the challenge and figuring it out

Musical Segments of Primary

Nursery, Opening Exercises, Junior Singing Time, Senior Singing Time

Joy in Rituals & Routine

Nursery (video segment)

My turn! I want to hold it! I want to do it!

Hello song, each child chooses from the mystery bag, goodbye song/bell

Children participate with actions or an object

By the time they leave nursery, they know approximately 30 Primary songs.

They feel more comfortable when transitioning to Junior Primary. They will join in singing when they are comfortable (at the store, on the potty, in the car, and hopefully in singing time!)

Joy in Knowing & Doing

Opening Exercises (Visuals: Sing, Pray, Shh!)

Select music the children already know. Do not teach during this segment. Find ways to have everyone participate even if they don't know the words. Give the children you are singing to **something to do** so they don't feel awkward (ring the bell, play an instrument, wave the streamers).

Prelude

Children participate with hum, oo, aah, ohh or signing to get ready for the opening prayer

Theme & Variations

Sing it through the normal way and then sing it again with a twist.

Welcome/Farewell (Children/teachers graduating, moving, new classes)

Hello/Farewell 260, We Welcome You 256, Here We Are Together 261, We're All Together Again 259

Birthdays

Feliz Cumpleanos (CS 282)
You've Had a Birthday (CS 285)
Your Happy Birthday (CS 283)

Baptism (103, 100)

Rainbow streamers, rain sticks, blue material (water), waves with hands

Singing Time First

Sister Stevens said an important way to teach about the Savior is through music. "One way to ensure that music is an important part of Primary is to have singing time first."

Singing time will set the tone for the sharing time lessons, Sister Wixom said. Singing also helps children feel the Spirit and learn truths they can remember and share at home.

--"I Know My Savior Lives," *LDS Church News*, January 16, 2015.

Joy in Learning/Teaching a Song

- The brain thrives on optimal confusion (puzzle to be figured out). Teacher provides the structure and puzzle. *The learner gets to figure it out. Not the teacher whispering the answer into the learner's ear.*

Junior

Barbara's Formula: Activity song (up and moving, following directions in the song), transition song (back to home base/sitting), teaching, playing or reviewing (impulse control)

Techniques

- Always use an attention getter! *Stand for the Right 159*
- Pretend play (role playing, pantomime) *When We're Helping 198*
- Backdoor/Experience (participate with actions, body extenders such as streamers, rhythm sticks, scarves, egg shakers) *"Give" Said the Little Stream 236*
- Melody map (What do you see? What do you notice? "Take a watching turn." Use a pointer or laser pointer and the children use their finger or a stick. After tracing a few times ask: "What word comes here?") *He Died That We Might Live Again 65*
- Chalk talk *The World is So Lovely 233, My Heavenly Father Loves Me 228, Rain is Falling 241, I'm Glad to Pay a Tithing 150*
- Actions/Dance/Sign language *Nephi's Courage 120, Follow the Prophet 110, Latter-Day Prophets, I'll Walk With You 140*
- Rhyming Words
- Count how many times *Reverently, Quietly 26, Families Can Be Together Forever 188, Pioneer Children Sang as They Walked 214, I Will Follow God's Plan 164, Keep the Commandment 146*
- Props/Costumes

Senior

Attention getter or just dive right in.

Barbara's Formula: Teach two songs with activities + review

Minimize talking and instructions. (We lose the children in transitions.)

Techniques

- Eraser pass *Reverence is Love 31, We Follow the Prophet (Ensign March 1982)*
- Melody maps
- Put something in correct order (words, simple notation for melody or rhythm, ex: . __ . . __) *Stars Were Gleaming 37, I Am Like a Star 163*
- Secret Code (first letter of each word) *He Sent His Son 34*
- Envelopes for each child (key words for each child to put in order) *The Family is of God (Father/Mother verses), The Church of Jesus Christ 77,*
- Definitions (Phrase marks with keywords. Children put the definition over the keywords.) *Praise to the Man H27*
- Count the number of times you hear a word, phrase, or rhythm. (Always double check by singing it again to the children and holding up fingers or making tally marks on the chalkboard.)

Summary

As a **teacher** you have joy when the song is inside of you and you can share it.

- You know the song by heart and can look into the eyes of the children.
- You know what you're doing/plan.
- You can handle surprises.

As a **child/learner** you have joy when you get to participate.

- Your body helps you remember.
- You know the song and the meaning will become deeper to you as you grow older and have more life experiences.

Barbara's Five Fav's

1. A cappella is awesome.
2. Children play "Don't Sing!" (Children hold up a listening stick. You as the music leader **sing** and give them something to do and something to listen for.)
3. Whole-part-whole learning = seeing the whole puzzle before putting the parts or missing pieces into it.
4. Use antiphon (your turn/my turn) instead of echo
5. Move, move, move the children. The body helps the brain remember.

Movement is a powerful learning tool...Moving to the music will often help them focus on the ideas in the song. In our desire for order, we sometimes expect children to learn while they sit still, fold their arms, and listen; yet children learn more quickly and remember more when they are allowed to move. It would be ideal to include moving and doing in all instruction.

--*A Children's Songbook Companion*, p.25.

Gaining Confidence in Singing

Sing every day—a voice that is unused will lose its range. Exercise [using your voice] can increase your voice's range several tones higher and lower than its present capacity. Do not worry if your voice is untrained. Children prefer a simple, straightforward approach to singing. Look into the children's eyes as you sing. They will not be a critical audience.

--Source unknown (a teaching manual pre-1989, but title unknown due to copying selected pages about "Classroom Singing.")

Resources

- *Children's Songbook* p.300
- LDS.org and "Serving in the Church" then "Primary"
- CTR Wheel
- *Teaching, No Greater Call*
- *A Children's Songbook Companion* (This manual went through the Correlation Department. The book wasn't able to be translated into all the languages spoken by members of the Church, so it wasn't able to be published officially by the Church.)
- *Teaching in the Savior's Way*
- Workshops (Pat Graham January at Day Murray Music, Prof. Susan Kenney, Layton Music Workshop in the fall)
- LDS media library: "Children of Israel" (Follow of the Prophet verses with costumes, props, etc.)