A. Why teach children to sing?

- Singing and music help children _____________ and learn about Him.
- Singing is a ____________ musical activity—at home, school, work, play.
- Singing is a way of _____________ about Jesus.
- Singing helps children _____________ and _____________ worship.
- Singing helps express _____________.
- The ____________ tells us to—Ephesians 5:19-20; Psalm 33:1; Psalm 68:4; Deuteronomy 31:19

B. Music Scope and Sequence related to Singing

- Explore four voices: singing, shouting, speaking, and whispering.
- Use voices in vocal exploration & sound effects.
- Sing songs identified as call and response (together and alone).
- Echo sing short musical phrases and songs.
- Sing short and long notes.
- Demonstrate sound and silence in singing, responding to Sing/Don’t Sing visual cues.
- Experience chants, finger plays, and singing games.
- Experience song dramatizations.
- Sing with and without accompaniment.
- Sing melodic patterns including the pitches: sol, mi and la.

C. Understanding the Preschool Voice

- More successful at matching pitch contours than specific pitches. Gradually increase pitch matching ability as they mature.
- Preschoolers need to hear their voice and learn to control the mechanism.
- Match one note, then short patterns before progressing to songs.
- The vocal range of a preschooler should determine the song choice to create an effective match.
- Vocal modeling should be done carefully to assist in helping children match pitch and timbre.
C. Developing Tuneful Singers

- Four Voices
- Imitate Sounds (animal sounds, environmental sounds, sirens)
- Follow Paths
  - Playground Visual
  - Make your own with yarn

D. Pitch Matching/Finding the Head Voice

- Video
- Hearing their voice
- Puppets
- Echo songs

No More Pie

Leader | Children echo throughout | Fine

Oh, my! (Oh, my!) No more pie! (No more pie!)

1. Pie’s too__ sweet; (Pie’s too__ sweet.) I
2. Meat’s too__ red; (Meat’s too__ red.) I
3. Bread’s too__ brown; (Bread’s too__ brown.) I
4. Town’s too__ far; (Town’s too__ far.) I
5. Car won’t__ go; (Car won’t go.) I
6. Toe gives me pain; (Toe gives me pain.) I
7. Train had a wreck; (Train had a wreck.) I

Want a piece of meat; (I want a piece of meat.)
Want a piece of bread; (I want a piece of bread.)
Think I’ll go to town; (I think I’ll go to town.)
Think I’ll take my car; (I think I’ll take my car.)
Fell and hurt my toe; (I fell and hurt my toe.)
Think I’ll take a train; (I think I’ll take a train.)
Fell and hurt my neck; (I fell and hurt my neck.)

Traditional.

- Singing games
  - Animal Stackers, Doggie Doggie

D. Choosing appropriate songs

- Range—Middle C to A
- Text—Developmentally appropriate; concrete ideas
- Variety—Mixture of spiritual and fun songs
- Choosy Director’s Song Selection