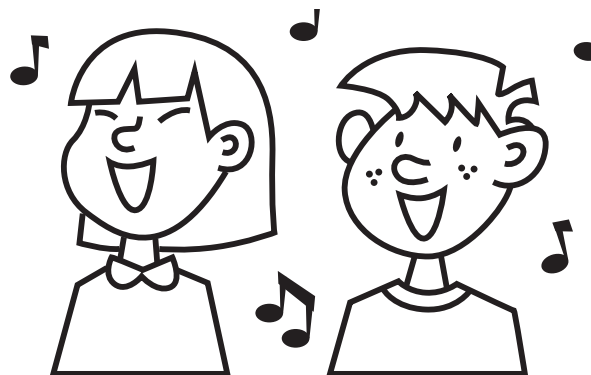


A. Why teach children to sing?

- 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

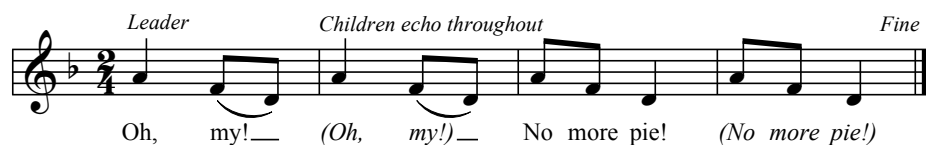
- Four Voices
- Imitate Sounds (animal sounds, environmental sounds, sirens)
- Follow Paths
 - Playground Visual
 - Make your own with yarn

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!)

5



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

7



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

