

MUSIC AND MOVEMENT IN THE ENGLISH CLASSROOM: PRACTICAL IMPLEMENTATION STRATEGIES

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MATSOL

BENEFITS OF MUSIC

Provides oral and listening practice

Helps students remember material

Lowers the affective filter and is fun

Develops rhythm and intonation

Reduces stress

INTEGRATED ARTS

Arts integration is an **approach** to **teaching** in which students demonstrate **understanding** through an **art form**.

Students engage in a **creative process** which **connects** an art form and another subject area and meets **evolving objectives** in both.

EMBODIED COGNITION

Embodying language through gestures can deepen understanding, improve recall and give teachers a tool to check comprehension

- Literal gestures (Total Physical Response)
- Grammatical concepts (Thornbury)
- Metaphorical constructs (Lakoff)

Shifts some of the cognitive load from the mind to the body.

Over time the gestures no longer need to be done physically, but the neural pathways remain in the brain.

HAVE YOU USED SONGS
IN YOUR CLASS?

THREE WAYS TO CREATE SONGS THAT FIT YOUR CONTENT

Invent your own
tune.

Swap out individual
words/phrases.

Rewrite the lyrics.

THIS/THAT/THESE/THOSE

What is this? What is this?

It's a _____. It's a _____.

What is this?

It's a _____. It's a _____.

What is that? What is that?

It's a _____. It's a _____.

What is that?

It's a _____. It's a _____.

What are these? What are these?

They are _____. They are _____.

What are these?

They are _____. They are _____.

What are those? What are those?

They are _____. They are _____.

What are those?

They are _____. They are _____.

IF YOU'RE HAPPY AND YOU KNOW IT

If you're _____ and you know it,

_____.

If you're _____ and you know it,

_____.

If you're _____ and you know it,

Then your face will surely show it.

If you're _____ and you know it,

_____.

IF YOU'RE HAPPY AND YOU KNOW IT

If you're _____ and you know it,

_____.

If you're _____ and you know it,

_____.

If you're _____ and you know it,

Then your face will surely show it.

If you're _____ and you know it,

_____.

Happy--smile wide

Sad--wipe your tears

Angry--stomp your feet

Scared--hide your face

OWNERSHIP SONG

I own a red sweater, it is mine.
My red sweater, it is mine.
I own a red sweater, it is mine.
It belongs to me.

You own a green hat, it is yours.
Your green hat, it is yours.
You own a green hat, it is yours.
It belongs to you.

We own blue bags, they are ours.
Our blue bags, they are ours.
We own blue bags, they are ours.
They belong to us.

She owns a black dress, it is hers.
Her black dress, it is hers.
She owns a black dress, it is hers.
It belongs to her.

He owns a white shirt it is his.
His white shirt, it is his.
He owns a white shirt, it is his.
It belongs to him.

They own brown shoes, they are theirs.
Their brown shoes, they are theirs.
They own brown shoes, they are theirs.
They belong to them.

HOW TO ADAPT A SONG

Write out the lyrics for a song you know well.

Below the lyrics, write out blank lines for the syllables.

Use longer lines for stressed syllables.

Draw slashes in between the phrases.

Think of sentences/phrases that fit your topic.

Adjust to make sure the syllables and stresses match.

Write new lyrics on the lines.

ADAPTING JINGLE BELLS

Jingle bells, jingle bells, jingle all the way.

Oh what fun it is to ride in a one horse open sleigh.

ADAPTING JINGLE BELLS

Jingle bells, jingle bells, jingle all the way.

--- -- ---- -- -- ---- -- -- --- - ----

Oh what fun it is to ride in a one horse open sleigh.

--- -- ---- - -- -- -- -- - - -- -- -- -- ----

ADAPTING JINGLE BELLS

Jingle bells, jingle bells, jingle all the way.

--- -- ---- / -- -- ---- / -- -- ---- - ----

Oh what fun it is to ride in a one horse open sleigh.

--- -- ---- - -- -- -- -- / - - -- -- -- -- ----

ADAPTING JINGLE BELLS

Jingle bells, jingle bells, jingle all the way.

--- -- ---- / -- -- ---- / -- -- ---- - ----

Red and green/ blue and orange/ yell ow and pur ple

Oh what fun it is to ride in a one horse open sleigh.

--- -- ---- - -- -- -- / - - -- -- -- -- ----

These are col ors that I know/ and they're all ad jec tives

ADJECTIVES SONG

Red and green, blue and orange, yellow and purple.
These are colors that I know and they're all adjectives.

Big and little, large and small, medium and huge.
These are sizes that I know and they're all adjectives.

Hot and cold, warm and cool, and room temperature.
These are temperatures that I know and they're all adjectives.

ADJECTIVES SONG

Red and green, blue and orange, yellow and purple.
These are colors that I know and they're all adjectives.

Big and little, large and small, medium and huge.
These are sizes that I know and they're all adjectives.

Hot and cold, warm and cool, and room temperature.
These are temperatures that I know and they're all adjectives.

_____ and _____, _____ and _____, _____ and _____.
These are _____ that I know and they're all adjectives.

HOW TO TEACH SONGS

Start with the lyrics.

Listen to the song.

Sing a line and have the students repeat.

Put the verses together.

ON THE FARM

On the farm she milks the cows,
milks the cows, milks the cows.
On the farm she milks the cows.
She does it everyday.

On the farm he feeds the ducks,
feeds the ducks, feeds the ducks.
On the farm he feeds the ducks.
He does it everyday.

HOW TO USE GESTURES

Plan your gestures in advance.

Link gestures to individual words.

Be consistent in the gestures you use.

Let students suggest gestures for some words.

PETS SONG

I have one cat, it's my pet,
it's my pet, it's my pet.

I have one cat, it's my pet.
I love my cat.

I have two dogs, they're my pets,
they're my pets, they're my pets.

I have two dogs, they're my pets.
I love my dogs.

HOW COULD YOU USE
THIS IN YOUR CLASS?

QUESTIONS?

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