

MUSIC AND MOVEMENT IN THE ENGLISH CLASSROOM: PRACTICAL IMPLEMENTATION STRATEGIES

Riah Werner, March 22, 2017, TESOL

Three Ways to Create Songs to Fit Your Content

1. Invent your own tune
2. Swap out individual words/phrases
3. Rewrite the lyrics

1. This/That/These/Those Song (Invented tune)

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 _____.

2. If You're Happy and You Know It (Swapped out phrases)

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

Angry--stomp your feet

Sad--wipe your tears

Scared--hide your face

3. Ownership Song (Rewritten lyrics: He's Got the Whole World in His Hands)

I own a red sweater, it is mine.

She owns a black dress, it is hers.

My red sweater, it is mine.

Her black dress, it is hers.

I own a red sweater, it is mine.

She owns a black dress, it is hers.

It belongs to me.

It belongs to her.

You own a green hat, it is yours.

He owns a white shirt it is his.

Your green hat, it is yours.

His white shirt, it is his.

You own a green hat, it is yours.

He owns a white shirt, it is his.

It belongs to you.

It belongs to him.

We own blue bags, they are ours.

They own brown shoes, they are theirs.

Our blue bags, they are ours.

Their brown shoes, they are theirs.

We own blue bags, they are ours.

They own brown shoes, they are theirs.

They belong to us.

They belong to them.

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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.

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

Adjective 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.

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.