



# ARTHUR'S MUSIC Jamboree

A Preschool Activity Guide



FUNDING FOR ARTHUR® IS PROVIDED BY



Ready To Learn.



The National Association for Music Education recognizes "Arthur's Music Jamboree" as a resource aligned with the National Standards for Music Education (© 1994 MENC).





### Dear Educator,

Chuck E. Cheese's is proud to sponsor ARTHUR, the award-winning PBS television series. Like the creators of ARTHUR, we at Chuck E. Cheese's recognize that having fun is an integral part of a child's development.

Chuck E. Cheese's is especially proud to support *Arthur's Music Jamboree* because we know that music is an important part of any child's education. Singing, playing instruments, creating sound together, and dancing are some of the best ways for children to learn and to express themselves.

Chuck E. Cheese's hopes that you find these materials helpful and enjoyable.

**Chuck E. Cheese's**



### Dear Educator,

The Rhodes Bake-N-Serv company, in harmony with PBS, is proud to sponsor the ARTHUR television series. This season, Rhodes 60 Second Cinnamon Rolls is pleased to be instrumental in supporting *Arthur's Music Jamboree* because we are committed to feeding children's minds with music.

We encourage parents and teachers to note the important role music plays in their children's development. Spending a few minutes each day listening to, moving to, or making music with children is a key ingredient in children's learning.

Rhodes 60 Second Cinnamon Rolls hopes this guide will help you inspire children to find their own voice, dance to their own beat, and incorporate music into their daily lives.

Enjoy tuning into music with Arthur!

**Rhodes 60 Second Cinnamon Rolls**



## Table of Contents

**ABOUT THIS GUIDE** ..... 1

**MAKING MUSIC** ..... 2

A Wonderful Kind of Day ..... 2

Tame That Tempo ..... 2

Sing a Book ..... 3

Listen to the Rhythm ..... 3

My Music Rules ..... 4

Tour the Orchestra ..... 4

Good Vibrations ..... 5

Musical Scavenger Hunt ..... 5

An Original Orchestra ..... 6

Making Music Day ..... 6

Do You Hear What I Hear? ..... 7

Instrument Inventions ..... 7

**REPRODUCIBLES**

Shake That Shaker ..... 8

Decorate a Drum ..... 9

**MOVING TO MUSIC** ..... 10

Musical Statues ..... 10

Animal Hokey Pokey ..... 10

Feeling the Music ..... 11

If You're Arthur and You Know It! ..... 11

Dance! ..... 12

Chinese Ribbon Dance ..... 12

Music Around the World ..... 13

Abiyoyo ..... 13

**REPRODUCIBLES**

If You're Arthur and You Know It! ..... 14

A Wonderful Kind of Day ..... 15

**RESOURCES** ..... 16

**INDEX AND CREDITS** ..... 17

# About This Guide

Kids love music. Whether it's a lullaby to soothe a fussy baby, a familiar song that makes a toddler dance, or a funny song that entertains a preschooler, music can be a powerful part of a child's life.

Music is an important part of the preschool classroom. It adds enjoyment to the day and makes transitions more pleasant for students and teachers. The educational value of music is also significant: It helps build cognitive and motor skills, enhances cooperative interaction, and exposes children to a wide variety of cultures and traditions.

Music has always been a big part of the award-winning PBS children's television series ARTHUR. Ever since Ziggy Marley recorded the theme song in Kingston, Jamaica, the ARTHUR team has introduced its audience to a broad range of musical genres and artists—from Yo-Yo Ma's cello concertos and Josh Redman's jazz saxophone to Art Garfunkel's guitar ballads, the Backstreet Boys' a cappella pop, Koko Taylor and Taj Mahal's blues, and, most recently, opera!

*Arthur's Music Jamboree*, developed with a team of early childhood educators and curriculum specialists, uses the ARTHUR series as a springboard for a variety of music activities. The activities, games, songs, and crafts, geared for teachers and caregivers of children ages 3–5, provide fun and exciting ways to integrate music into your classroom.

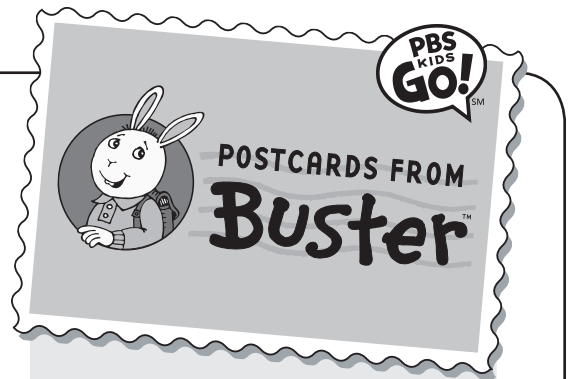
The guide is organized into two sections, which provide activities and reproducible pages for you to use:

- **Making Music:** Children make their own music to develop creativity, cooperation, self-confidence, language skills, and math skills.
- **Moving to Music:** Children move to music to develop motor skills, coordination, body control, and self-expression.

Each section also has a View-Read-Do Activity, which includes *viewing* an ARTHUR episode, *reading* a storybook, and *doing* an activity. Visit the ARTHUR Web site ([pbskidsgo.org/arthur/grownups](http://pbskidsgo.org/arthur/grownups)) for additional materials in Spanish.

The guide also offers a list of music resources on page 16. There are suggested Web sites, sound recordings and artists, as well as recommended picture books and information books.

So clap your hands and tap your feet...  
and join in Arthur's Music Jamboree!



## A new TV series from PBS KIDS.

Buster's dad has been hired to pilot a Latin rock group on their North American tour and he's invited Buster to come along.

POSTCARDS FROM BUSTER, just like ARTHUR, invites kids to experience a wide range of music. As Buster travels the country, he hears all kinds of music—from conjunto and bluegrass to hip-hop and reggae. Each episode includes an original song about the region or city Buster is visiting. The show uses music to help viewers learn language through repetition, rhyme, and catchy lyrics.

Visit the POSTCARDS FROM BUSTER Web site at [pbskidsgo.org/buster](http://pbskidsgo.org/buster) to find out more!



# Making Music

Making music—singing, playing instruments, and creating sound together—is one of the best ways for children to learn and to express themselves. Learning songs with predictable, repetitive patterns and rhymes helps children develop early literacy skills, including new vocabulary, listening skills, and letter and word recognition. Children are also fascinated with the sounds that instruments make. Making and playing instruments provides many opportunities for teaching basic math and science concepts. Making music also helps enhance social skills through group activities.

## A Wonderful Kind of Day

Most kids love to sing along with the ARTHUR theme song. You can use the lyrics to help children connect words to their meanings.

### MATERIALS

- A recording of the ARTHUR theme song (record it from the broadcast, use the song on every ARTHUR video, or listen to it online at [pbskidsgo.org/arthur/games/musicbox/music.html](http://pbskidsgo.org/arthur/games/musicbox/music.html))
- A copy of the words to the ARTHUR theme song (see page 15)

### INSTRUCTIONS

1. Read the words to the theme song aloud, as if they were a poem.
2. Demonstrate some actions and hand motions to accompany the words in the song. (These are described on the handout.)
3. Play the song and demonstrate the motions again. Give children the opportunity to practice a few times, then sing the song and do the motions all together.

### Take It Further

Send copies of the ARTHUR theme song home with the children and invite them to teach the song to their parents, relatives, or friends.

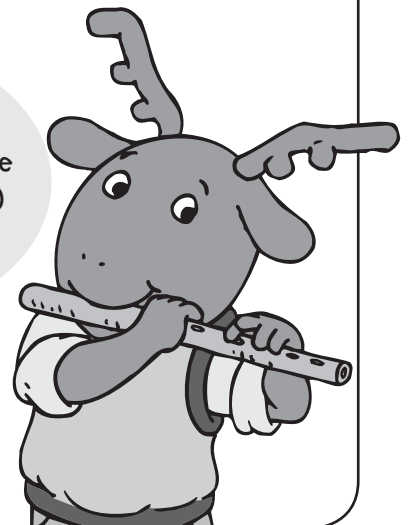
## Tame That Tempo!

Some songs have a fast beat and others have a slow one. Experimenting with different tempos helps children recognize patterns—an important math skill.

### INSTRUCTIONS

1. Select a song that the children know, such as the “Alphabet Song,” and sing it together while clapping your hands to the beat. Explain that a beat is the steady, repetitive sound in a song.
2. Next, demonstrate how you can sing the song with a very fast or very slow beat, keeping the rhythm steady each time you sing the song.
3. Now let the children try singing the song *very* slowly while they clap their hands to this new beat. Then try singing the song as fast as you can while everyone claps to that beat.
4. Explain that the pace of the beat (how slow or how fast it goes) is called *tempo*.

Visit the “Music Box” game on the ARTHUR Web site ([pbskidsgo.org/arthur](http://pbskidsgo.org/arthur)) to hear more songs from the show!



## Sing a Book

Singing can help children learn how to match written words with spoken words.

### MATERIALS

- *Old MacDonald* by Jessica Souhami (book)
- Flip chart and easel, markers



### More Song Picture Books

*The Aunts Go Marching* by Maurie J. Manning

*Five Little Monkeys Jumping on the Bed*

by Eileen Christelow

*Skip to My Lou* by Nadine Bernard Westcott

### INSTRUCTIONS

1. On a flip chart, write the lyrics to *Old MacDonald*.
2. Read the *Old MacDonald* book aloud.
3. Sing the song *Old MacDonald* as you point to the words on the flip chart. Or you can choose a word to highlight, such as *farm*, and point to it every time it's heard in the song. Invite the children to sing along.
4. Now adapt the song for your classroom. Tell children they will need to sing their first name followed by a funny noise when it is their turn. Use your last name (e.g., Ms. Rodriguez) in the song and use your first name as an example to get them started:
 

Ms. Rodriguez has a class. E-I-E-I-O.  
 And in this class was a girl named [insert first name here]. E-I-E-I-O.  
 With a [make a noise, animal or other] here.  
 And a [class all repeats the noise] there.  
 Here a [class all repeats the noise].  
 There a [class all repeats the noise].  
 Everywhere a [class all repeats the noise].  
 Ms. Rodriguez has a class. E-I-E-I-O.
5. Ask, *Who would like to go next?* Select one of the volunteers. Ask, *What is your noise?* Have the class practice the noise together. Sing the adapted version of *Old MacDonald* using the child's name and noise.
6. Repeat step 5 for all of the children who want to participate.



## Listen to the Rhythm

This activity will help children recognize and experiment with rhythms and patterns, which are essential building blocks for reading, math, language, science—and music!

### INSTRUCTIONS

1. Do a basic clapping exercise. Clap three times and have the children repeat after you. (Clap, clap, clap. *Now you try.*) Repeat, varying the number of claps.
2. Clap out a simple pattern and ask the children to repeat it with you. For example, alternate two different claps and then repeat the sequence. (Two slow claps, two fast claps, two slow claps, two fast claps. *Now you try.*)
3. Using varied patterns, practice until it is clear that children understand how to follow you. It may take more than one sitting for all of the children to be able to follow the patterns.
4. Let a child set the pattern and have his or her classmates repeat it.
5. Challenge the children to try echoing the pattern by stomping their feet or jumping in place.

### Take It Further

Try adding a rest to your clapping patterns. Put your hands up in the air (instead of clapping) to signal a rest. See if the children can follow your pattern. (Clap, clap, rest, clap. *Now you try.*) Repeat with similar patterns until the children can follow you with ease. Then allow a child to lead the group.





# My Music Rules

Music is like food—it is always good for children to try something new. This activity will give children a taste of classical and jazz music.

## MATERIALS

- ARTHUR episode #410: “My Music Rules” (video)\*
- *Classical Cats* by David Chesky (CD)
- Jazz recordings by Charlie Parker or John Coltrane (CD)
- *Charlie Parker Played Be Bop* by Chris Raschka (book)

## View

1. Watch the ARTHUR episode “My Music Rules.”
2. After viewing explain, *Joshua Redman played a type of music called jazz and Yo-Yo Ma played a type of music called classical. How did they sound different? Which type of music did you like best? Why?*

## Read

1. Play a section of the *Classical Cats* CD and discuss some of the characteristics of an orchestra. (Many different kinds of instruments comprise an orchestra, usually including cellos, violins, and other string instruments.)
2. Read *Charlie Parker Played Be Bop* aloud. Ask, *Does this book sound different than the books we usually read? (Yes. The words sound like a song.) What type of music does the book sound like? (Jazz music.)*

## Do

1. Play selections of jazz and classical music. Have children draw pictures of the way the music makes them feel as they listen.
2. Afterwards, share the pictures and discuss the way the music made the children feel.

\*Check your local television listings, visit your local PBS station’s Web site, or consult their program listings to find the ARTHUR episode called “My Music Rules.”

# Tour the Orchestra

Help children identify different instruments and their sounds.

## MATERIALS

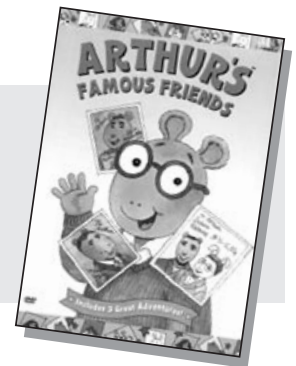
- *Out and About at the Orchestra* by Barbara J. Turner (book)
- A picture book of instruments (see page 16)
- Cutout pictures of a variety of musical instruments, one for each child
- A flip chart with a three-column chart. Label each column: woodwind and brass, string, percussion. Tape a picture of that type of instrument to the top of the column.
- Pens or markers, tape
- Musical instruments (optional). Ask parents and community members for instruments from home.

## INSTRUCTIONS

1. Read *Out and About at the Orchestra* aloud.
2. Talk about the different families of instruments. The basic types of instruments are woodwind and brass (instruments you blow into), string (instruments you can pluck or bow), and percussion (instruments you bang on or shake). Show pictures of different instruments from books and help the children decide which family each instrument belongs to.
3. Bring in as many real musical instruments as possible so children can see, hear, and play them.
4. Distribute cutout instrument pictures. Each child should get at least one. Meet as a group and help each child put their picture of an instrument in the appropriate column on the flip chart.

## My Music Rules

It’s the duel of the century as cellist Yo-Yo Ma faces jazz saxophonist Joshua Redman in the toughest gig of their careers . . . in the Elwood City Library! Whose music will rule after the greats duke it out in the battle of classical versus jazz?



“My Music Rules” is included on the home video *Arthur’s Famous Friends*. To order this or any other ARTHUR video call 1-800-949-8670. For a special 10% educator discount mention the code ARTEDU. (Offer expires April 30, 2005.)

## Good Vibrations

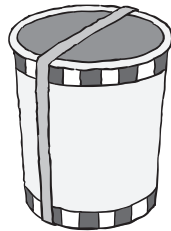
Children practice making and testing predictions—a good way to introduce early science concepts—in this sound vibration activity.

### MATERIALS

- Rubber bands
- Paper cups
- Flip chart and easel, markers

### INSTRUCTIONS

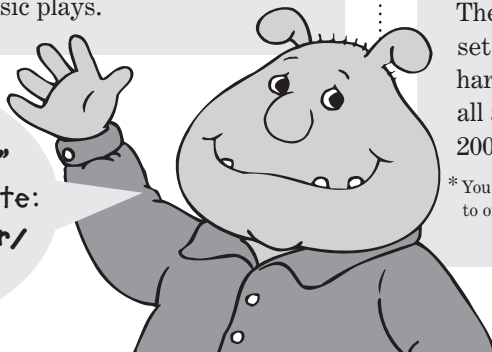
1. Prepare one cup for each child by stretching a rubber band around the cup so that part of it is stretched over the opening.
2. Ask the children to put a hand on their Adam's apple and to keep it there while they hum for 15 seconds.
3. Ask, *What did you feel?* (Movement.) *What did you hear?* (Sound.) Explain, *These movements are called sound vibrations. Sound vibrations are invisible movements in the air that carry sound. Now that we've felt the vibrations in our throats, let's try to see some.*
4. Ask, *What do you think will happen when you pluck the rubber band?* Write down children's predictions on the flip chart.
5. Ask children to pluck the rubber band. Remind them to listen carefully and watch the rubber band closely. Ask, *What happened?* (The rubber band moved and made a sound.) *Were your predictions correct?* Guide the conversation to make sure children connect the movement with the sound.



### Take It Further

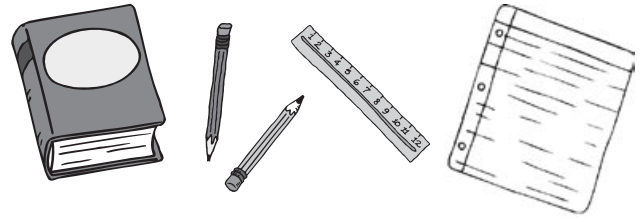
As an additional activity, you can play a boom box and let children feel the vibrations in the speaker as the music plays.

Play the music game "Crank It Up!" on the ARTHUR Web site: [pbskidsgo.org/arthur/games/crankitup/](http://pbskidsgo.org/arthur/games/crankitup/)



## Musical Scavenger Hunt

Music is everywhere! Send children on a search for ordinary objects they can use to make music. It's a great way to encourage creative thinking.



### MATERIALS

- Objects commonly found in a classroom (pencils, rulers, books, paper, etc.)

### INSTRUCTIONS

1. Organize the children into small groups.
2. Give each group several objects and ask them to create some sounds with them. To get them started, demonstrate the way flipping the pages of a book makes a rustling sound or the way a pencil on a table makes a tapping sound.
3. After each group has had a chance to experiment, invite children to take turns making music with the objects in front of the class. Encourage the children to name the "song" they created.
4. Allow the children to find other objects in the classroom with which to make music. Gather the whole group again and share the results.

### Watch ARTHUR

Videotape this program to share with the children. Check [pbskidsgo.org/arthur](http://pbskidsgo.org/arthur) for local dates and times.\*

#### D.W. Beats All

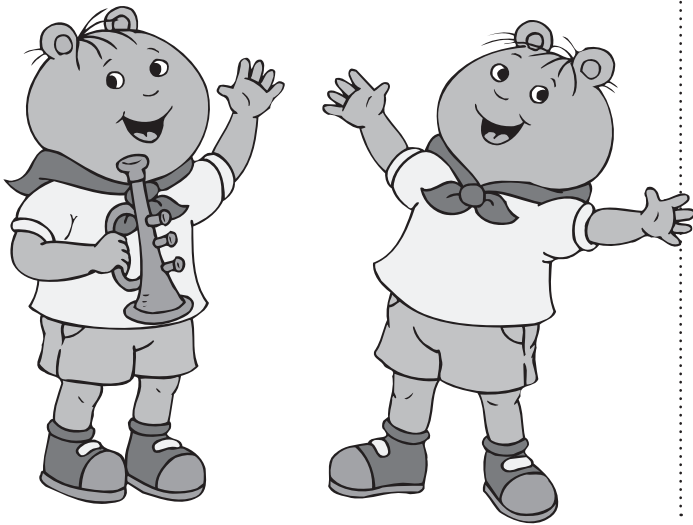
The Tibbles just got drums. Now D.W. wants a set of her own for the big music festival. How hard can it be? D.W. learns that there is music all around her. (NOTE: This episode airs in April, 2005.)

\* You may tape ARTHUR episodes and use them in the classroom for up to one year after broadcast.

## An Original Orchestra

By making funny noises with their hands, mouth, and face, children can create an original orchestra.

1. Tell children that music can be made in many ways. Demonstrate by whistling or humming. Ask, *What kind of music can you make?*
2. Encourage children to experiment by making babbling noises (by moving their fingers over their lips), popping their cheeks, clucking their tongues, and so on.
3. After they have experimented, ask the children to pick one sound they can make. Conduct the class "orchestra" by having one child start making the same noise over and over again. Next, ask another child to add a sound to the orchestra.
4. When five children have added their sounds all together, thank them and conduct the next group of five. Repeat this until every child has a turn.



## Making Music Day

Give children the opportunity to showcase all they have learned by planning a musical celebration!

1. Invite parents and community members to participate in the activities. They can sing, dance, play an instrument, or just clap along!
2. Play some marching band music and encourage children to have a parade. Have children play their homemade instruments as they march.
3. Hold a sing-along and invite family members to join in. If possible, have them teach the class a song in their home language.
4. Play recordings of different types of music (salsa, jazz, classical, etc.) and encourage the children to dance with their parents or visitors.
5. Teach the children a variety of songs and have them perform a concert for their guests.

### Try These Recording Artists

**African:** Ladysmith Black Mambazo

**Blues:** Taj Mahal, Koko Taylor

**Children's:** Laurie Berkner, Hugh Hanley, Hap Palmer

**Classical:** Yo-Yo Ma, Itzhak Perlman

**Flamenco:** The Gipsy Kings

**Jazz:** Louis Armstrong, John Coltrane, Thelonious Monk, Charlie Parker, Joshua Redman

### Watch ARTHUR

Videotape these new episodes to share with the children. Check [pbskidsgo.org/arthur](http://pbskidsgo.org/arthur) for local dates and times.\*

#### Lights, Camera ... Opera!

Ed Crosswire wants to take Muffy to the opera, but she doesn't want to go! Won't it be boring? Or will it be eye-opening? Opera singer Rodney Gilfry guest stars in the animated story and in the live action interstitial.

\*You may tape ARTHUR episodes and use them in the classroom for up to one year after broadcast.

#### Tipping the Scales

Arthur can't wait to get to music class! After all, the class is gearing up for the big choral competition in Crown City. But after Dr. Fugue replaces fun Mrs. Krasny, the class dreads the trip. Will music class ever be fun again?



## Do You Hear What I Hear?

As children make and use their own drums to practice rhythms, they learn to recognize and imitate patterns—a beginning math skill.

### MATERIALS

- Small metal coffee cans with lids
- Translucent tape and masking tape
- Glue
- Markers and crayons
- “Decorate a Drum with Arthur” activity sheet (see page 9)

### INSTRUCTIONS

1. Show children how to securely tape the lid onto the coffee can.
2. Cut out and color “Decorate a Drum with Arthur.”
3. Glue it to the outside of the can. Allow the glue to dry before trying to play the drums.
4. Using masking tape, create a large circle on the floor. Ask the children to bring their drums and sit around the circle. Using your own drum, tap out a pattern and ask the children to imitate the beats. Practice doing this with several different patterns until the children feel confident they can duplicate what they hear.
5. After the group has practiced for a while, allow each child to be the leader and tap out a pattern for the other children to echo. Or invite children to take turns playing a drum “solo” while the other children listen.



### Take It Further

Borrow a *Stomp* video from the local library. Children will enjoy the rhythms and the innovative use of found objects for drums.

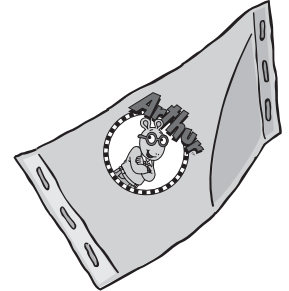
## Instrument Inventions

Encourage children to make their own instruments. These versions are easy to make and lots of fun to play.

### Percussion: Shaker

#### MATERIALS

- Markers or crayons
- Fish tank gravel, rice, beans, or pasta
- “Shake That Shaker” activity sheet (see page 8)
- Stapler and staples



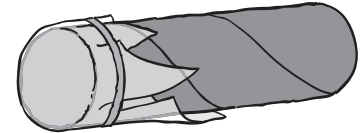
#### INSTRUCTIONS

1. Use the “Shake That Shaker” activity sheet to make your own Arthur shaker.

### Wind: Kazoo

#### MATERIALS

- Cardboard tubes
- Rubber bands
- Wax paper



#### INSTRUCTIONS

1. Decorate the tube.
2. Put a square of wax paper on one end of the tube and stretch a rubber band around to hold it in place.
3. Hum or sing into the open end.

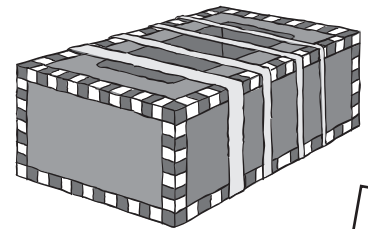
### String: Tissue Box Lute

#### MATERIALS

- Tissue box
- Rubber bands of different lengths and widths

#### INSTRUCTIONS

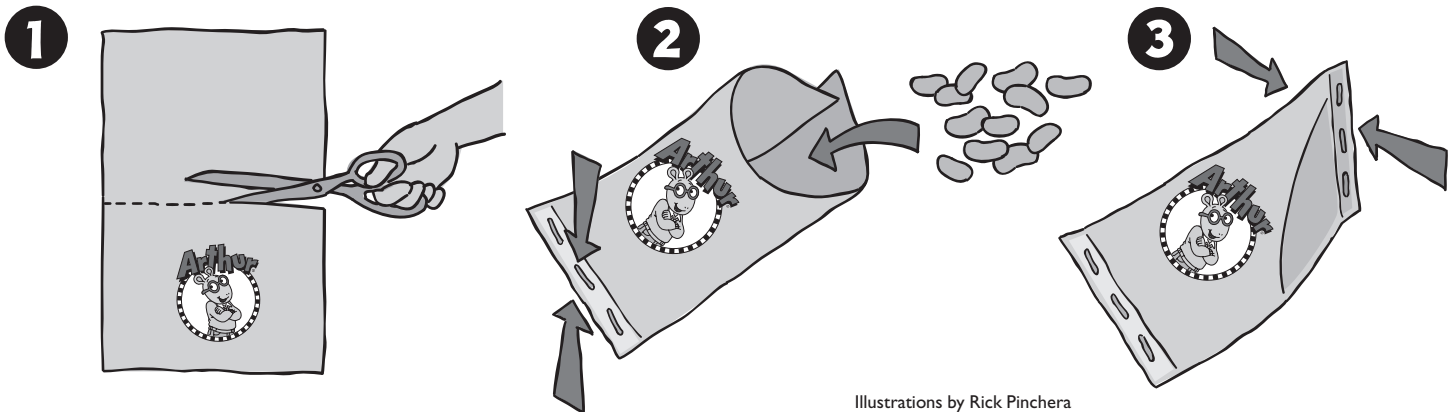
1. Decorate the tissue box, but do not cover the opening in the middle of the box.
2. Stretch four or five different rubber bands over the opening in the box (the short way).
3. Pluck!



# Shake That Shaker

## Instructions

1. Cut this sheet in half. (Use the dotted line below.)
2. Roll the paper into a cylinder and staple one end shut. Fill the shaker half full of beans, pasta, or gravel. Hold the shaker by the base (the stapled end). Pinch and staple the center of the top so that the crease goes in the opposite direction from the base. (See illustration.)
3. Finish the shaker by making sure both ends are stapled shut.



Illustrations by Rick Pinchera

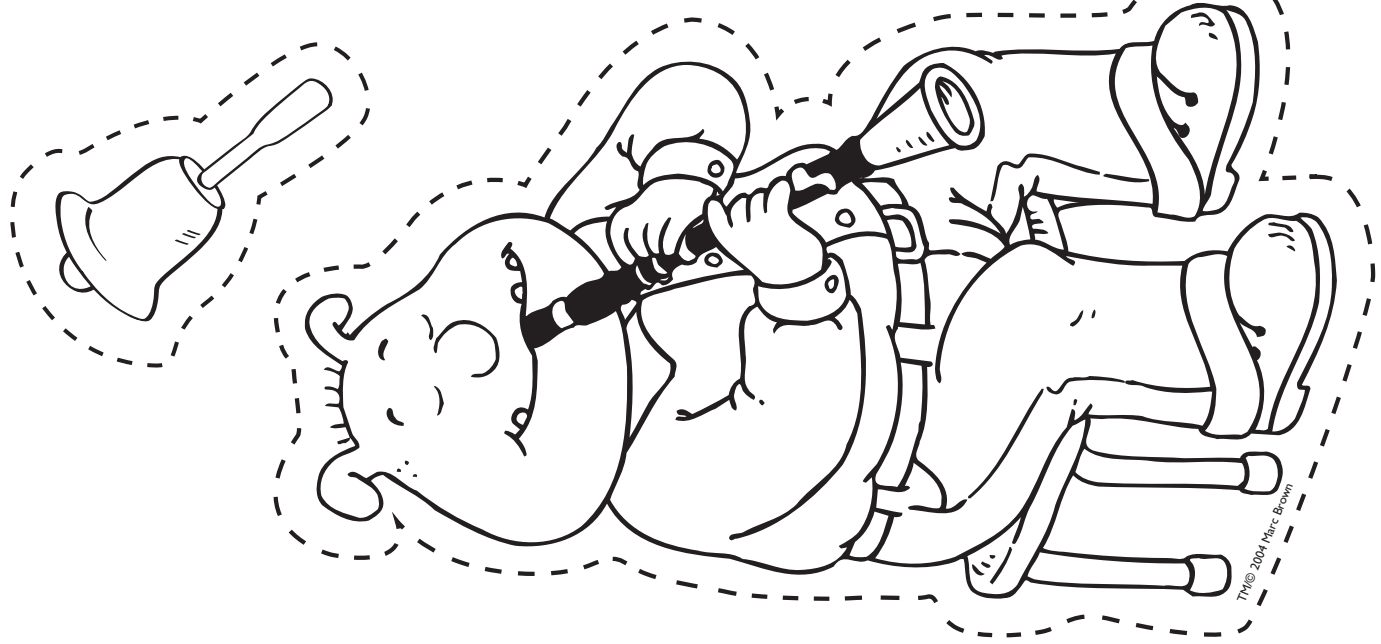
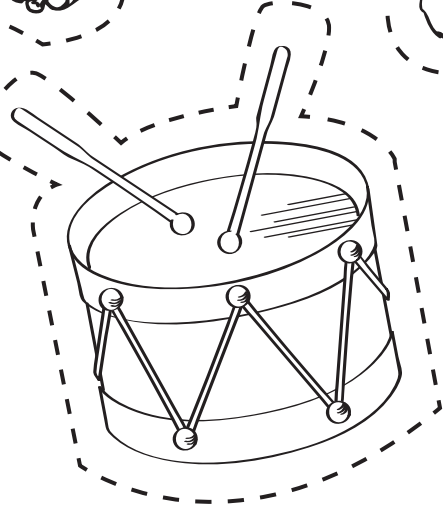
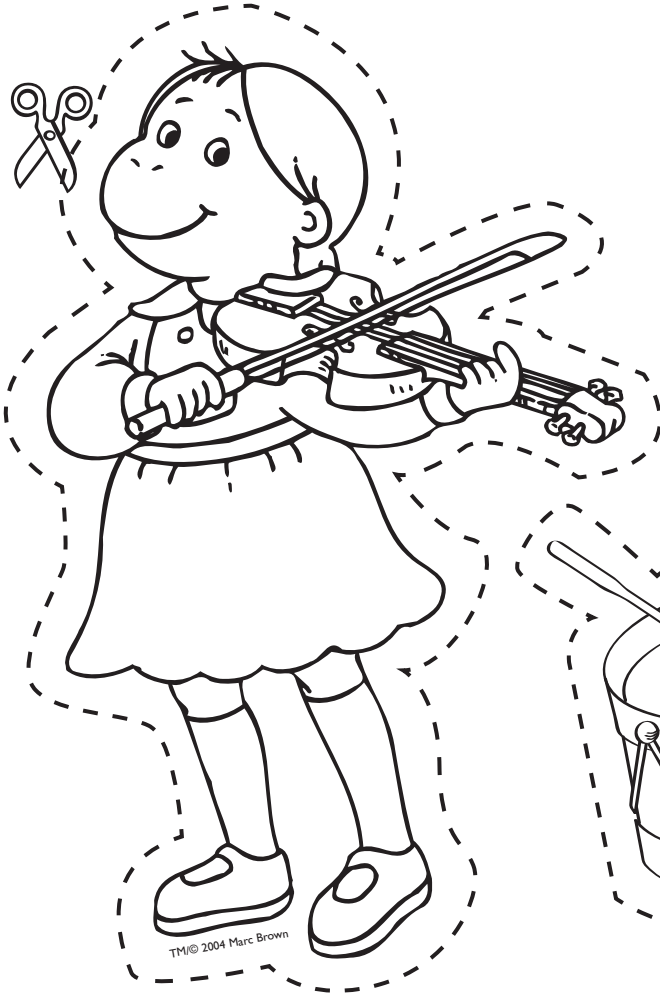


# Decorate a Drum with Arthur



[pbskidsgo.org/arthur](http://pbskidsgo.org/arthur)

Color the pictures and use them to decorate your drum.



Funding for Arthur's Music Jamboree is provided by a Ready-To-Learn Television Cooperative Agreement from the U.S. Department of Education through the Public Broadcasting Service. Corporate funding provided by Chuck E. Cheese's® and Rhodes Bake-N-Serv®. The contents herein were supported under the Ready To Learn Television Program, PIR Award Number R295A00002, as administered by the Office of Innovation and Improvement, U.S. Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. © 2004 WGBH Educational Foundation. All rights reserved. All characters and underlying materials (including artwork) copyright by Marc Brown. Arthur, D.W., and the other Marc Brown characters are trademarks of Marc Brown. All third party trademarks are the property of their respective owners. Used with permission.

©2004 WGBH Educational Foundation. All rights reserved. Underlying TM © Marc Brown. Permission is granted for reproduction of this printed material for educational use only. ARTHUR is produced by WGBH Boston and Cookie Jar Entertainment, Inc.

# Moving to Music

Not only is moving to music fun and exhilarating, but it integrates important aspects of physical and intellectual development, such as motor skills, coordination, language meaning, and body awareness. Moving to music is also a useful and safe outlet for the high levels of energy young children have.

Moving in specified ways, such as doing hand or body motions that go along with a song, can teach children self-control and cooperation. Moving freely to music helps children develop creativity and learn how to express themselves. You can use music in many ways: to facilitate transition times, classroom tasks, and lesson content.

## Musical Statues

Making “Musical Statues” challenges children to practice controlling their bodies. It also helps improve physical coordination and listening skills.

### MATERIALS

- Recorded music selections, some with a fast beat and others with a slow beat

### INSTRUCTIONS

- Play some music for children (varying slow and fast music) and encourage them to dance the way the music moves them. Explain that when the music stops they have to freeze in place, so they will have to listen carefully. While children are frozen in their “Musical Statues,” you can point out some of the interesting poses they strike. If children are having trouble stopping on cue, you can encourage greater body control by slowing down the pace of the music.
- Play some fast-tempo music, such as rock and roll or disco, and allow children to move around more freely. You may want to show them how to do some basic dance moves, such as “The Swim” (moving arms as if swimming) or “The Bug” (lying on your back and moving your arms and legs in the air).

## Animal Hokey Pokey

Children will practice identifying body parts and get their parts moving by doing this dance.

- Do “The Hokey Pokey” song and dance. After a round of the old standard, try the “Animal Hokey Pokey.” Each child selects an animal and thinks of a body part to put into the circle.



- Ask each child what animal and body part he or she selected.
- Call a different child’s name for each verse, and ask the child to respond by saying what animal he or she has chosen. Then sing the verse, pausing for the child to add in the animal’s body part. For example,

Group: “You put your...” [pause for child]  
 Child: “frog leg”  
 Group: “...in, you put your frog leg out...”



Other examples include: a bunny tail, a giraffe neck, a snake tongue, a dolphin fin, and so on. Encourage children to move their bodies in the same way the animal does.

## Arthur’s Almost Live Not Real Music Festival

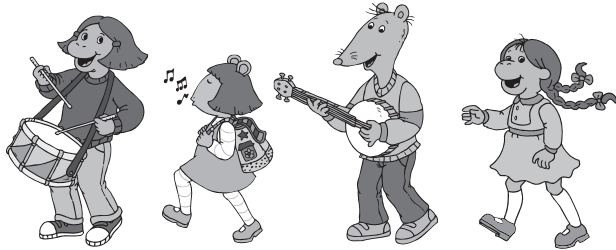
Arthur and the gang create their own music videos. What they lack in high-tech video gear, they make up for in state-of-the-art imaginations!





# Feeling the Music

Music can lift your spirits, change your mood, or make almost any task seem more pleasant. This activity shows children how music can help them express their feelings.



## MATERIALS

- *Feelings* by Aliko (book)
- *Today I Feel Silly...* by Jamie Lee Curtis (book)
- ARTHUR episode #810: “Big Horns George” (video)\*
- Instruments (homemade or store bought)

## View

1. Watch the ARTHUR episode “Big Horns George.”
2. After viewing, ask, *How does George feel about playing music?* (He likes to play music but he is shy.) *Why do you think he feels that way?* (He thinks he doesn’t sound good.) *How did George feel at the end?* (He felt better about playing his song.) *What helped George feel better?* (His friends, Koko Taylor and Taj Mahal, helped him.) *What are some things that you know how to do to make yourself or a friend feel better?*

## Read

1. Read aloud the book *Today I Feel Silly...* by Jamie Lee Curtis or *Feelings* by Aliko.
2. Ask, *Have you had feelings like these? When? Why? How do you feel today? How can you tell when someone is in a good mood? How about a bad mood?*

## Do

1. Invite children to march in a “Musical Parade of Feelings.” Encourage them to be dramatic—with their sounds, instruments, and facial expressions.
2. Vary the feelings: angry, scared, sad, bored, or happy. Invite children to suggest other feelings.

\*Check your local television listings, visit your local PBS station’s Web site, or consult their program listings to find the ARTHUR episode called “Big Horns George.”

# If You’re Arthur and You Know It!

Get kids involved in acting out the song by inviting them to suggest ways to move.

## MATERIALS

- “If You’re Arthur and You Know It!” activity sheets (see page 14)
- Crayons, pens, or colored pencils

## INSTRUCTIONS

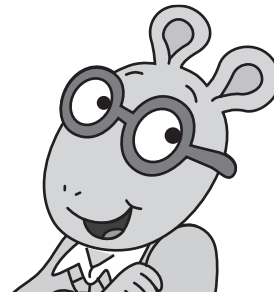
1. Teach children the song “If You’re Happy and You Know It.”
2. Hand out the activity sheet and read the captions under the pictures. Ask the children to color in the characters. Have each child dictate an action for D.W. Write it in the caption box underneath her picture.
3. Adapt the song with an ARTHUR twist to get children moving:

If you’re [Arthur] and you know it, shout hooray!  
 <Shout Hooray!>  
 If you’re [Arthur] and you know it, shout hooray!  
 <Shout Hooray!>  
 If you’re [Arthur] and you know it,  
 And you really want to show it,  
 If you’re [Arthur] and you know it, shout hooray!  
 <Shout Hooray!>

Try it for these other characters, too:

If you’re Francine and you know it, bat the ball.  
 <Make the motion of striking an imaginary baseball.>  
 If you’re Muffy and you know it, shop the mall.  
 <Pretend to carry a shopping bag.>  
 If you’re Buster and you know it, take a bite.  
 <Pretend to take a huge bite of an imaginary sandwich.>

4. Let children take turns leading the final verse about D.W., adding their suggestions to the song.



If you’re Arthur and you know it, shout HOORAY!



# Dance!

**D.W.** tries to learn how to dance but soon realizes she needs to practice to become a ballerina. This activity encourages children to learn about and try dancing.

## MATERIALS

- *Rap a Tap Tap* by Leo and Diane Dillon (book)
- ARTHUR episode #804: “D.W., Dancing Queen” (video)\*

## View

1. Watch the ARTHUR episode “D.W., Dancing Queen.”
2. After viewing, ask, *Why was D.W. having trouble learning to dance? What did Binky learn he needed to do? Did it work? Why?* Help children understand that Binky learned to slow down and be more patient. Point out that by practicing, D.W. became a better dancer.

## Read

1. Discuss different types of dancing. Ask, *What type of dancing were Binky and D.W. practicing? (ballet) What other types of dancing have you seen? (hip-hop, tap, salsa, ballroom, etc.) Have you ever seen tap dancing? How do the dancers make the tapping noise? (They wear special shoes with metal taps on the bottom.)*
2. Read the book *Rap a Tap Tap* aloud. Talk about the dancer Bill “Bojangles” Robinson. (There is a brief biography of Bill Robinson at the end of the book.)

## Do

1. Play a recording of the jazz song “Bojangles” by Duke Ellington or any other music with a 1-2 beat. Encourage children to pretend to tap dance: invite them to jump up and down, move their arms, and tap their feet to the music.



## Take It Further

You may want to show children videotapes of tap dancers, such as Shirley Temple, Fred Astaire, Bojangles, Gregory Hines, or Savion Glover. Check your local library. See Resources for books about dancing (page 16).

# Chinese Ribbon Dance

At special celebrations in China, dancers often carry colorful ribbons to enhance their performances, so wave your ribbon and feel the music!

## MATERIALS

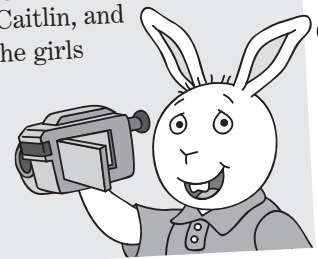
- Scarves and ribbons (Crepe paper works, too.)
- Traditional Chinese orchestral music (Check your local library or go online to: [www.ibiblio.org/chinese-music](http://www.ibiblio.org/chinese-music))

## BACKGROUND

In China, the ribbon dance dates back as far as 2,000 years ago. Traditionally, the ribbon dance was performed at New Year celebrations or harvest times. This activity helps to reinforce the idea that music and movement are intertwined.

## Watch POSTCARDS FROM BUSTER!

In the episode “Among the Hmong,” Buster meets Diana, Caitlin, and Rosie in Wisconsin. The girls share the Hmong heritage and Buster cheers them on in a traditional ribbon dance competition.



## INSTRUCTIONS

1. Collect scarves and ribbons for children to use. Explain that in China, people sometimes use ribbons in their dances. They move the ribbons in the air as they move their bodies.
2. Give each child a ribbon or scarf. Play music and demonstrate dancing with the ribbon. Invite children to do the same.
3. Try naming different ways to move the ribbon. If a child waves the ribbon in the air in a rising and falling pattern, he or she might name that “the snake.” Or if a child moves the ribbon in a circle overhead, he or she might name that dance “the sun.”
4. After children have had a chance to dance, ask, *How did dancing with the ribbon make you feel? Did you like it? Why or why not?*

\*Check your local television listings, visit your local PBS station’s Web site, or consult their program listings to find the ARTHUR episode “D.W., Dancing Queen.”

# Music Around the World

Kids learn about and appreciate other cultures when they hear music from around the world.



## MATERIALS

- *Putamayo Presents: World Playground* (CD) (see page 16)
- *Ah, Music!* by Aliko (book)
- ARTHUR episode #910: “Breezy Listening Blues” (video)\*
- A CD player
- Samples of children’s favorite music from home (NOTE: You may want to preview the selections.)

## View

1. Watch the ARTHUR episode “Breezy Listening Blues.” (NOTE: This episode airs in April, 2005.)
2. After viewing the episode, ask, *What was Brain’s problem?* (He thought the music he was listening to made him less smart. He didn’t know what kind of music to play instead.) *How did he solve it?* (He made a mix of many kinds of music.) *What kind of music do you like to listen to?* Emphasize that different people like different music and that’s okay.

## Read

1. Read pages 38–39 of *Ah, Music!* aloud to the children.
2. Listen to several songs from the *World Playground* CD and discuss the different types of music and the countries the songs come from. (The liner notes contain useful information about each song’s origin.)

## Do

1. Read pages 42–43 of *Ah, Music!* aloud to the children.
2. Let kids take turns playing a few minutes of the music they have brought from home. As a group, try to identify what type of music it is. Make a graph or chart with the information shared in your discussions.

## Watch ARTHUR

### Breezy Listening Blues

Brain gets a B- on a test. That’s the lowest grade he’s ever had! What may have caused this disaster! Could it be the new background music playing at the Ice Cream Shop?

\*Check your local television listings, visit your local PBS station’s Web site, or consult their program listings to find the ARTHUR episode “Breezy Listening Blues.” (NOTE: This episode airs in April, 2005.)

# Abiyoyo

Acting out and singing stories helps children keep their imaginations active.

## MATERIALS

- *Abiyoyo* by Pete Seeger (book and CD or cassette)
- Stars cut out of construction paper (one for each child)
- Drinking straws
- Pieces of ribbon
- Transparent tape
- CD/cassette player

## INSTRUCTIONS

1. Read the book *Abiyoyo* aloud. Be sure to explain the meaning of the words “ukulele” and “ostracized.” Start a discussion by asking, *Why did the little boy get into trouble?* (He played his ukulele too much.) *Why did the boy’s father get into trouble?* (He used his magic to play tricks on the townspeople.) *How do the boy and his father save the townspeople from Abiyoyo?* (The boy plays a song and Abiyoyo dances until he is tired. When he lies down, the father uses his magic wand to make the monster disappear.)
2. Play the song “Abiyoyo” and then explain that the class will be making their own magic wands.
3. Give each child a paper star, a straw, and some pieces of ribbon. Help the children tape the star onto the end of the straw. Tape ribbons onto the straw as well.
4. Now it is time to play a game. One child pretends to be Abiyoyo while the others pretend to be the father. Place children in a circle, with Abiyoyo in the center, play the song, and have everyone dance. At the end of the song have Abiyoyo lie down in the middle of the circle and ask the rest of the children to point their wands at him and yell “Zoop!” Then Abiyoyo can pretend to disappear.



# If You're Arthur and You Know It!



With the help of a grown-up, fill in the action for D.W.  
Then color the characters and sing all of the verses!



[pbskidsgo.org/arthur](http://pbskidsgo.org/arthur)



If you're Arthur and you know it,  
shout hooray!



If you're Francine and you know it,  
bat the ball.



If you're Buster and you know it,  
take a bite.



If you're D.W. and you know it,

# A Wonderful Kind of Day



[pbskidsgo.org/arthur](http://pbskidsgo.org/arthur)

Take this home and teach your relatives and friends to sing the ARTHUR theme song.

Every day when you're walking down the street, *<walk in place>*  
and everybody that you meet, *<wave your hand>*  
has an original point of view.

And I say, Hey (HEY!) *<raise hands in the air >*

What a wonderful kind of day,  
if we can learn to work and play,  
and get along with each other. *<reach out and hold hands with neighbor>*

You've got to listen to your heart, *<put your hands over your heart>*  
listen to the beat, *<cup ears with hands>*  
listen to the rhythm,  
the rhythm of the street.

Open up your eyes, *<point to eyes>*  
open up your ears,  
get together and make things better  
by working together. *<reach out and hold hands with neighbor>*

It's a simple message,  
and it comes from the heart, *<put your hands over your heart>*  
oh, believe in yourself, *<hug yourself>*

For that's the place to start.

And I say, Hey (HEY!) *<raise hands in the air>*

What a wonderful kind of day,  
if we can learn to work and play,  
and get along with each other.

Hey, what a wonderful kind of day.

*<raise hands in the air>*

Hey, what a wonderful kind of day.

HEY!

Theme song by: Judy Henderson and  
Jerry De Villiers ©1996 Les Editions  
de la Rue St-André, CINAR Songs  
(SOCAN)/Great Blue Hills Music  
(ASCAP)/WGBH Music (BMI)



# Resources

These are just some of the resources that can help you integrate music into your classroom. Check your local library, book store, or music store for more ideas.

## Story Books

### Making Music

*Charlie Parker Played Be Bop* by Chris Raschka

*Jazz-A-Ma-Tazz* by Hayes Greenfield

*Lookin' for Bird in the Big City* by Robert Burleigh

*Meet the Orchestra* by Ann Hayes

*Old MacDonald* by Jessica Souhami

*Out and About at the Orchestra* by Barbara J. Turner

*Raffi's Top 10 Songs to Read* by Raffi

*Skip to My Lou* by Mary Ann Hoberman

*Zin! Zin! Zin! A Violin* by Lloyd Moss

### Moving to Music

*Angelina Ballerina* by Katherine Holabird

*Barnyard Dance!* by Sandra Boynton

*Feelings* by Aliki

*How Can You Dance?* by Rick Walton

*Mabel Dancing* by Amy Hest

*Rap a Tap Tap* by Leo and Diane Dillon

*Rock-a-Baby Band* by Kate McMullan

*Today I Feel Silly...* by Jamie Lee Curtis

*Watch Me Dance* by Andrea and Brian Pinkney

## Information Books

### Making Music

*Eyewitness Books: Dance* by Andree Grau

*Eyewitness Books: Music* by Neil Ardley

*The Kids Can Press Jumbo Book of Music* by Deborah Dunleary

*Musical Instruments from A to Z* by Bobbie Kalma

### Moving to Music

*101 Dance Games for Children* by Paul Rooyackers

*Diez Deditos: Ten Little Fingers and Other Play Rhymes and Action Songs from Latin America* by José-Luis Orozco

*Jazz Tap: From African Drums to American Feet* by Anne E. Johnson

## Sound Recordings

### Making Music

*A Child's Celebration of Rock 'n' Roll (Music for Little People)* by Rhino Records

*Bach: The Cello Suites* by Yo-Yo Ma

*Buzz Buzz* by Laurie Berkner

*A Child's Introduction to Musical Instruments* by Children's Club of the World

*Classical Cats: A Children's Introduction to the Orchestra* by David Chesky

*Classical Music for Children: A Toddler's Introduction to Classical Music* by Creative Music Marketing

*Classics for Children* by Arthur Fiedler and The Boston Pops

*Ella Jenkins Multicultural Children's Songs* by Ella Jenkins

*Even Kids Get the Blues* by the Re-Bops

*The Jazz Fly* by Matthew Gollub

*Life Goes On—Hand Drum and Round Dance Songs* by Black Eagle

*Nicky's Jazz for Kids* by Various Artists

*Pavarotti's Opera Made Easy—My Favorite Opera for Children* by Georges Bizet, Gioachino Rossini, Charles Gounod

*Philadelphia Chickens* by Sandra Boynton

*The Singable Songs Collection* by Raffi

### Moving to Music

*Abiyoyo* by Pete Seeger

*A Child's Celebration of Dance Music (Music for Little People)* by Rhino Records

*Circle of Songs* by Hugh Hanley

*Gift of the Tortoise: A Musical Journey Through Southern Africa* by Ladysmith Black Mambazo

*Early Childhood Classics—Old Favorites with a New Twist* by Hap Palmer

*Putumayo Presents: World Playground* by Various Artists

*Reggae for Kids: A Collection of Music for Kids of All Ages* by Various Artists

*Zhonghu Concerto: Chinese Music* by Various Artists

## Web Sites

### Making Music

*Cyber-Pattern Player*  
<http://pbskids.org/cyberchase/games/patterns/patterns.html>

Make drumming patterns using your computer by visiting this site (based on the PBS KIDS program *Cyberchase*).

*Mama Lisa's World: Children's Songs and Rhymes of All Nations*  
[www.mamalisa.com/world/](http://www.mamalisa.com/world/)

Discover nursery rhymes and songs sung by or to children in cultures around the world.

*Maya and Miguel*  
<http://pbskids.org/mayaandmiguel/english/parentsteachers/activities/game.html>

Play this musical guessing game (based on the PBS KIDS show *Maya and Miguel*) and practice your listening skills.

*The National Association for Music Education (MENC)*  
[www.menc.org](http://www.menc.org)

Visit MENC's Early Childhood Network page for links to music resources, activity ideas, and the latest research in music education.

*PlayMusic.org*

<http://www.playmusic.org/stage.html>

The site describes the instruments in an orchestra and offers musical samples.

### Moving to Music

*Circle of Songs with Hugh Hanley*  
[www.hughhanley.com](http://www.hughhanley.com)

This children's/family entertainer teaches some songs, finger plays, and music activities for children, ages 2 to 7.

*National Network for Childcare (NNCC)*  
[www.nncc.org/Curriculum/fingerplay.html](http://www.nncc.org/Curriculum/fingerplay.html)

This section of the NNCC site offers finger plays and action verses for children.

*KIDiddles*

<http://kididdles.com/index.html>

Almost two thousand kids' songs are organized alphabetically and by category.

*The Internet Chinese Music Archive*  
[www.ibiblio.org/chinese-music](http://www.ibiblio.org/chinese-music)

Listen to samples of Chinese music, including traditional orchestral music and modern children's songs, on this extensive site.

*PBS Teacher Source for Arts and Literature:*  
[www.pbs.org/teachersource/arts\\_lit/preschool\\_arts.shtm](http://www.pbs.org/teachersource/arts_lit/preschool_arts.shtm)

This list of resources, linked to PBS KIDS programs, offers music activities that are correlated with national education standards.

# Activity Index

## The Arts

Sing a Book ..... 3  
 My Music Rules ..... 4  
 Tour the Orchestra ..... 4  
 Musical Scavenger Hunt ..... 5  
 An Original Orchestra ..... 6  
 Making Music Day ..... 6  
 Instrument Inventions ..... 7  
 Dance! ..... 12  
 Chinese Ribbon Dance ..... 12  
 Music Around the World ..... 13  
*Abiyoyo* ..... 13

## Creativity

Musical Scavenger Hunt ..... 5  
 An Original Orchestra ..... 6  
 Making Music Day ..... 6  
 Do You Hear What I Hear? ..... 7  
 Instrument Inventions ..... 7  
 Musical Statues ..... 10  
 Animal Hokey Pokey ..... 10  
 Chinese Ribbon Dance ..... 12

## Dramatic Play

Animal Hokey Pokey ..... 10  
*Abiyoyo* ..... 13

## Literacy

A Wonderful Kind of Day ..... 2  
 Tame That Tempo ..... 2  
 Sing a Book ..... 3  
 Listen to the Rhythm ..... 3  
 Animal Hokey Pokey ..... 10  
 If You're Arthur and You  
 Know It! ..... 11  
 Feeling the Music ..... 11  
 Dance! ..... 12  
 Music Around the World ..... 13  
*Abiyoyo* ..... 13

## Math

Tame That Tempo ..... 2  
 Listen to the Rhythm ..... 3  
 Do You Hear What I Hear? ..... 7

## Movement

A Wonderful Kind of Day ..... 2  
 Do You Hear What I Hear? ..... 7  
 Musical Statues ..... 10  
 Animal Hokey Pokey ..... 10  
 Feeling the Music ..... 11  
 If You're Arthur and You  
 Know It! ..... 11  
 Dance! ..... 12  
 Chinese Ribbon Dance ..... 12

## Multicultural

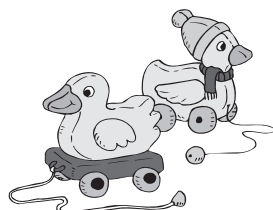
My Music Rules ..... 4  
 Dance! ..... 12  
 Chinese Ribbon Dance ..... 12  
 Music Around the World ..... 13  
*Abiyoyo* ..... 13

## Science

Tour the Orchestra ..... 4  
 Good Vibrations ..... 5  
 An Original Orchestra ..... 6

## Social and Emotional Development

Making Music Day ..... 6  
 Feeling the Music ..... 11



## Credits

This guide was produced by the Educational Outreach department at WGBH.

Director, Educational Outreach

**Karen Barss**

Manager, Editorial Print

**Sonja Latimore**

Print Project Director

**Cyrisse Jaffee**

Associate Editor

**Amy Kittenplan Hubbard**

Outreach Coordinator

**Eileen Hughes**

Outreach Associate

**Staci desBouvrie**

Designer

**Danielle Edson**

Print Production

**Lenore Lanier Gibson**

### WRITERS

**Amy Gilbert**

**Ruth S. Rothstein**

### ADVISORS

**Laurel J. Felt**

Harvard Yard Childcare  
 Cambridge, MA

**Jennifer L. Guptill**

Garden Nursery School  
 Cambridge, MA

**Hugh Hanley**

Children's/Family Entertainer  
 Arlington, MA

**Jean A. Talarico Hanna**

Belmont Nursery School  
 Belmont, MA

Special thanks to the teachers and caregivers in our focus group: **Venitte Burke, Mary Cottrell, Roberta Dowdy, Herculano Fecteau, Gail Jones, Kimberly Murray, Mery Faial Zaynune**