


Back to Our Beginnings: It All Starts with Play

Song games are the vessel for teachers and students to experience Playful Teaching resulting in Vibrant Learning. The song, carefully chosen for its aesthetic quality, is internalized during the game. The game, carefully selected for emotional/social interactions, sensory/motor experiences, and language study, embeds the song while children play. The successful playing of a song game sets the stage for delving deeper into the musical study contained within the song.

During this session, focus on how many ways we “play” and experience “turns.” At the end of this session, we will reflect together.

Today we will learn two new songs. Here are the solfa ladders for each song. After you share your observations, I’ll ask which song game you would like to play first.

Song 1	Song 2	
S F M R D	L si S F M ri R di D T, L,	

If you want to be surprised, stop here!

Oats, Peas, Beans [Sturdy Song link](#)

Witch's Broomstick [Sturdy Song link](#)

A few examples regarding play within *SongWorks I: Singing in the Education of Children*:

Singing and Playing "What is Play?" pg. 10-23

- *What is Play?*
- *Ways in which Songs Shape Play*
- *Learning How to Play*
- *Points to Consider in Teaching Students How to Play*
- *Types and Degrees of Social Interaction in Singing Games*
- *Playing and Turns*
- *Playing, Singing, Language, and Drama*

Ways to Reshape Games p.221

Resources:

Anna Langness [Grabbing and Keeping Attention with Choices: An Academic Approach to Older Students](#) 2014 Conference Session

Bennett P. D. & Bartholomew, D. R. (1997). *SongWorks I: Singing in the Education of Children*. Bozeman, MT: SongWorks Press. [Link to Purchase](#)