

Children games

One of the most important facts I have in mind as I teach children, is to work on things that children already know. Games such as: movement/singing games, clappings, countout games are very well known and exercised by children. Every culture is rich of all kinds of children games and there is a similarity in various cultures to the rules of these games, i.e hiding a ring with a blindfolded in the middle, countout games etc. These games include often great rhythms, forms and ideas that can be expanded in musical training process.

1. úllen dúllen doff:

- teach the verse
- add clapping: pat, clap, clap both hands with a partner
- do the clapping to both sides
- add name game to it: my name is Sofi- my name is -a my name is Sofia how are you?
- make more complicated clap pattern. Walk as teacher plays on the drum one verse of the rhyme and find a partner, do the clapping, teacher accompanies on the drum. Take one pair out after each clapping and add them to the percussion group, until the whole group is playing instruments.

2. Ein sit ég og sauma (Alone I sit and sew)

- Alone I sit and sew
In my little house
No one comes to visit
Except the little mouse.

Jump on your feet
And close both your eyes
Point to the east and point to the west
Point at the person that you like the best.

- teach the game as it is played; one blind folded in the middle of the circle.
- Expand the game in the purpose of recognizing the sound of the instruments: Each person in the circle has a percussion instrument. (2 person with xylo's playing d-a in the a part is very sweet). When the blindfolded has pointed, the person he points at plays the instrument which the blindfolded approaches from the sound. His goal is to recognize the instrument and the person who is playing it.
- The same method but now the group is not sitting in a circle but spread around the room. The one he points at starts playing but as soon as the blindfolded starts approaching him, he can blink his eye to another person in a different direction who may start playing and therefore change the direction of the blindfolded person.

3. Up the mountain...The hiking!.

A sweet rhyme to create with the children, to feel the different weight of the animals, a nice massage (and communication)

- Up the mountain lumbers the bear
And down he lumbers again

Up the mountain jumps the frog
And down it jumps again

Up the mountain slithers the snail
And down it slithers again

Up the mountain walks/sneaks the cat
And down it walks again

Up the mountain runs the gheetah
And down it runs again
- Partners: one sit in front with his back towards his partner. The back is the mountain! It is always popular to invent a story to this “rhyme”, how the animal encourage each other to go up...some go fast, others go slow.

5. The Memory game with movement.

Two person go out of the room, 2&2 make a movement pattern, 4 beats. Group spreads around, far away from partner. The “players” are called in again and are to find the pairs (like the memory game with cards). As the touch a person, she/he makes her movement.

Learn the movements everyone has made and compose a dance!!

6. “The driving game”, an exercise to build up trust, contact, focus.

In pairs: A is the driver, B the “car”. B has eyes closed, A drives him around by pushing (with a very light weight) on his back, forward pushing the middle, right/left pushing the shoulders, both shoulders means stop. The drivers have to be careful about not hitting another cars, doing that he will loose his partners trust. Drivers may change “vehicles, but without letting his partner notice that. In the reflection afterwards the partners get to know who drove them.

7. “Emptying my suitcase”

Animals: explore various ways of using the animals as accessories in rhythmical training.

- Line them up and clap their names
- Make rows with 4 animal in each. Have someone pointing at the animals as a director.
- Make a rondo. Groups of 4 persons make their part using 4 animals+ a tutti is made for the whole group Possibilities of variations are discussed in the groups; a canon, ostinatos, pulse and the rhythm, different speed etc.

Corks: What are these for? To make sounds, tap them, pass them etc.

Obwisana (Ghana)

- while singing (introducing) the song, teacher passes two corks around the circle.

- When everyone has the cork, every second person goes and makes an inner circle facing the outer (facing a partner)
- A –part: pass the stones, 2 at a time.
- B – part: with the partner sitting opposite make a clapping pattern with the stones. I.e. clap own stones, with partner: right clap, left clap. Make own clap patterns.

2 Scopes: Let everyone take a look at them, how are they different?

- Teacher draws pattern on a paper or blackboard. Students make these patterns with their own body, alone, with partners or the whole group together.
- We ended in one big sculpture, very tight to each other but without touching, we explore some movement as a group: When the triangle sounds the group widens out as much as it can but having to touch someone with their hand, felt, finger...When the triangle sounds again, go back to being as close to each other as possible.
- look through a scope with patterns swimming beautifully, changing from one picture to the other. And through another scope where the patterns change more suddenly (glasses). Discuss the two different movement qualities of the Scopes; floating... sudden
- In group of 4, explore moving patterns as being an item in the scope. Close to each other, wide from each other, touching...or not. Observe different levels.
- Decide a movement pattern 8 phrases and share with the group.
- The Swan: groups perform and enjoy a floating sequence of movements inspired by the scope and the beautiful music from the Carnival of the Animals, Saint Saens.