

INTRODUCTION

For many years, a major focus of education centered on functions of the brain. However, research in the last few years (especially Howard Gardner’s book *Frames of Mind: The Theory of Multiple Intelligences*) makes it clear that children have multiple ways of learning and need a variety of ways to express themselves. The songs in this book will help spark children’s creativity and help them establish connections between music and movement.

Each of the songs in *Penguins on Parade* focuses on a particular animal. There is no specific movement/choreography suggested for any of the songs—the children should express the movements of the animals the way they imagine them to move. Several of the songs do have specific activities correlated with them, but the emphasis should be on singing and creative movement. The songs are all very easy and repetitive so the children will be able to learn them quickly.

Once students have learned the songs in this collection, you may wish to use them as transition material between classes or activities. Suggestions for using these songs to help your students improve their sensory awareness, spatial orientation, improvisation skills, and self-confidence are included. Where appropriate, we have included notes on the song’s musical style. We have also included a coloring page for each song, which includes some kid-friendly facts about each animal.

Of course, anytime the class engages in movement activities there is the potential for “personal-space conflict.” To help avoid these disruptions make sure that the children know that interfering with others during any activity is unacceptable. If you don’t already have one, establish a signal to indicate that an activity is over and it’s time to settle down and listen.

All the songs in *Penguins on Parade* should be taught by rote. There are 12 songs in the collection and 12 different styles of music are represented. Even though the styles are different, the songs share the same basic form. There is a short introduction followed by the song itself. The middle section is usually instrumental-only, which allows plenty of time for the children to create their own “animal escapades.”



CHICKEN SCRATCH

This song invites the children to move like a chicken hunting and pecking for food.

As with all the songs in this collection, practice the song without the accompaniment track first. Have the children sing staccato quarter notes (the song should be light and bouncy).

Check out the chicken sounds in the accompaniment during the “dance” section. Have the children add their own chicken sounds too!

Perf. Acc.



CHICKEN SCRATCH

Fun and Zany $\text{♩} = 80$



There's a dance_____ that chick-ens do,_____

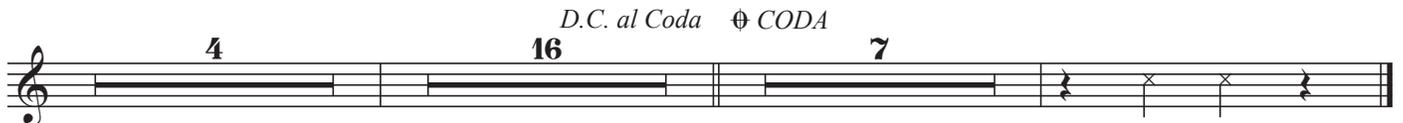


while they hunt and peck for food. There's a dance_____ that



chick-ens do._____ Go a - head and do it too!

to Coda \oplus

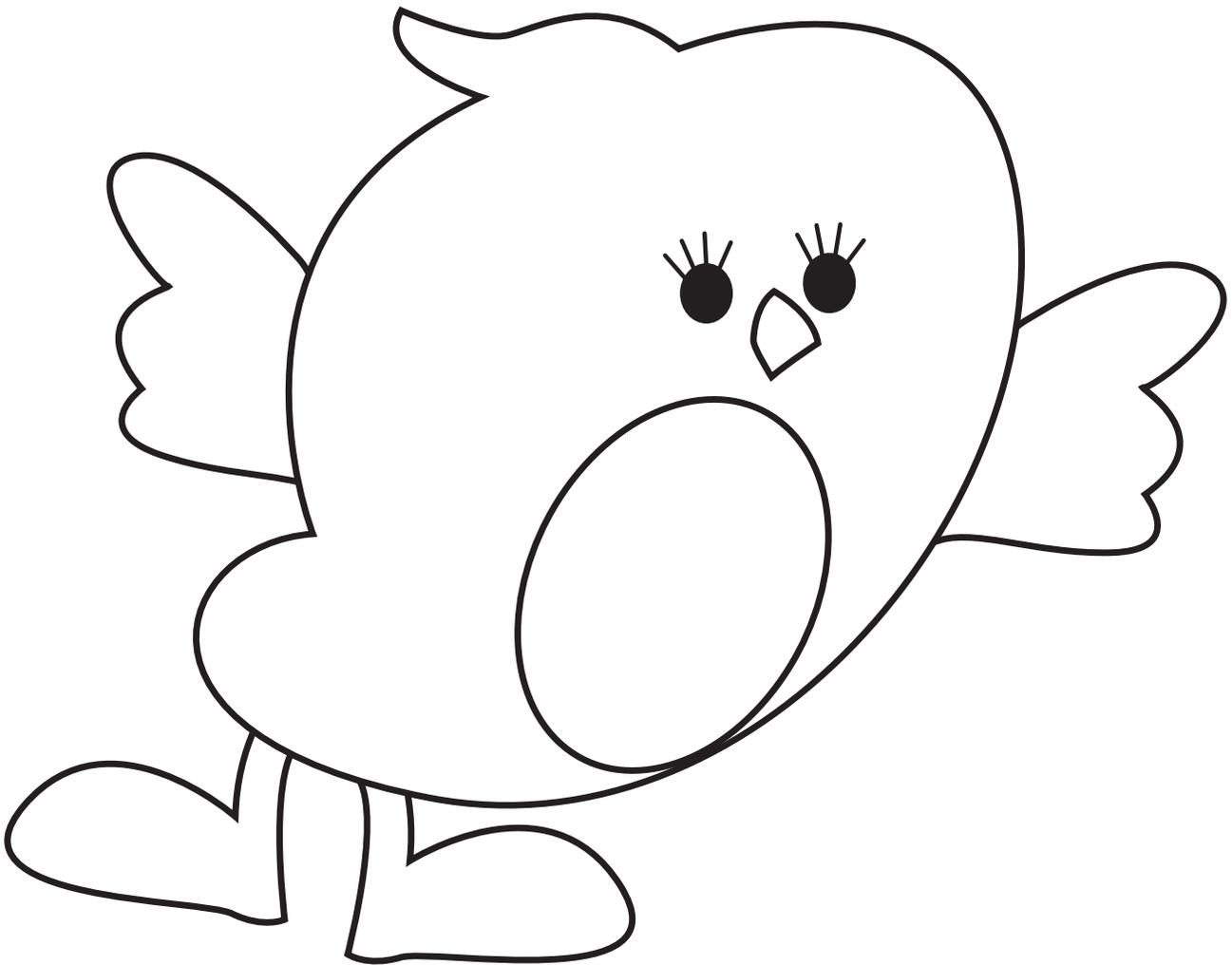


D.C. al Coda \oplus *CODA*

Ya - hoo!

C

Chicken



Chickens have strong feet and three thick toes, which they use to scratch at food on the ground.

They can fly, but don't do it very often. They usually run instead.

People have raised chickens for eggs and meat for more than 5,000 years.

There are about 24 billion chickens in the world. That's four times the number of humans!