

COVER ART FRONT OF CD



Singing in a Different Key

This CD is titled "Singing in a Different Key" because it is meant for our youngest people and those who hear and do things a little bit differently than the rest of us, maybe needing some extra time to process. You'll find, however, that the songs work well for all children up to about age 6. If you find yourself listening without a child, do not be alarmed. It is merely the child in you coming out to play and I am happy to be a part of making that happen.

Each song will have an explanation of how to use it and what the purpose is for including it. There may even be an interesting anecdote or two. Use these songs to interact with your family. Almost all the songs on this CD can be done while travelling, a wonderful alternative to watching a video. Music is a gift to share. It enhances our lives in all areas and is especially helpful to the focus group of this recording. Whether listening to this CD with your child at home/school, in a car, in another setting or at a Music with Mar. class, I encourage you to enjoy these precious moments. I began recording when Gioia was 5; she is now 22. Her voice has been on every CD and we have collected many magical times. This CD is the first to have my great niece, Julia. I hope to carry on the tradition of keeping the children I love a part of what I do.



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Move. Then, Stay Still

Move. Find your groove. (3x) Then, stay still. Stay still.

Move your fingers. Move your feet. Now your whole body moves to the beat.

Move. Find your groove. (3x) Then, stay still. Stay still.

Get your toe tapping. Tap. Tap. Your fingers snapping. Snap. Snap.

Move. Find your groove. (3x) Then, stay still. Stay still.

It's a lot of fun to move. And maybe not as much to be still. It's fun to move a lot, but it's also fun to chill.

Move. Find your groove. (3x) Stay still. Stay still. Stay still. Stay still.

One of the things children have trouble with is body control. Before they can learn skills like reading and math, they need to first understand their bodies. This song focuses on developing that skill. It invites them to move freely, then stay still and listen to what part to move next (control and awareness). Some people had been requesting a 'freeze' dance and wanted me to call it that. I didn't because when children are just learning language (or have trouble with processing language), they can be very literal. If they have just learned that 'freeze' means cold, then it could be confusing that their body was 'freezing' when in fact, it is just 'staying still'. Let go and dance!!!

Playing with a Bean Bag

Playing with a bean bag in my hand. Playing with a bean bag in my hand.

On one leg I can stand while playing with a bean bag in my hand.

Put the bean bag on your head. Put the bean bag on your head.

Now take it off and shake it instead. And put that bean bag back on your head.

Pat the bean bag on your knee. Pat the bean bag on your knee.

Pat it there. 1, 2, 3. Pat the bean bag on your knee.

Place the bean bag on your hip. Place the bean bag on your hip.

Hold it there. Make your foot slip. Place the bean bag on your hip.

Toss the bean bag in the air. Toss the bean bag in the air.

Catch and wave it around up there. Toss the bean bag in the air. Repeat first verse.

Children love playing with bean bags. This song will help with motor skills as in getting them to stand on one foot (difficult for many), language development when it tells them which part of the body to put the bean bag on and fine motor development as they manipulate the beans with their fingers. It is very useful for ELL (English Language Learners) for listening and also works on following directions.

Dancing Disco Dogs

Hey, disco dogs. You look like you're beggin' to dance. You are in the groove to move.

Come on now. Get on your doggie feet. Put up your paws and feel that Disco Beat!

When you do it once, you'll want it to repeat. Put up your paws and feel that Disco Beat!

Dancing Disco Dogs Jump forward -- Woof Woof! Dancing Disco Dogs jump back - Woof Woof! (2x)

Step to the left. This doggie will not bite! Now take a step to the right. (2x)

Dancing Disco Dogs Jump forward -- Woof Woof! Dancing Disco Dogs jump back - Woof Woof! (2x)

Tap your right foot out. Point right. That's what you do. Tap your left foot out. Now point up left, too (2x)

Disco dogs shake your tail. Now throw your head back and wai!!!! OOOOOOOOOO

Guitar lead with some spoken directions Time to go visit other dog houses

Bend down with all four paws on the ground. Act like a doggie and roll around.

Walk like a dog, on the floor to a friend. Stand back up. Dance together 'til the end

Dancing Disco Dogs tap paws - - Woof Woof! Dancing Disco Dogs wag your tail - Woof Woof!

Dr. Debby Mitchell of GEO Motion Group has been asking me to do a Disco Song with a Dog. Debby, here it is! This song does so much!!! Children work on listening, directions (forward/back), counting (2 steps) and patterning. Multiple skill are worked on to include gross motor skills as they get down on all four and walk (crab crawl), rolling and being aware of personal space, socialization as they have to work with a partner and body part awareness as they move specific parts. Having them throw their heads back and say "Ow OO" is good for mouth sounds and puts oxygen up into the head, which helps the brain.

Celtic Car

While sitting in your car seat, we can play a game. I'll tell you something that I see and you say its name!
There's a red truck driving real fast. It sends a siren blast. It's a firetruck! Let's take a ride!
I see an animal that's brown. Lifts up its head, makes a moo'ing sound. It's a cow! Let's moo!
A machine is lifting dirt up high and dumps it close by. A dumptruck! Lift arms up and dump.
Look up in the sky. See feathered wings flapping by? It's a bird. Pretend to fly
It has a motor, two wheels and is fast. Vrooms as it goes past. A motorcycle. Say, "Vroom!"
I see red, white and blue stripes with stars. It's waving to all the cars. Our flag! Let's salute!
While sitting in your car seat, we have played a game.
I told you things that I did see and you told me its name.

Love the Celtic sound! This dance can be done in the car. Children work on listening and focus by paying attention to the clues of what they are seeing and trying to call out the answer before the CD. For the instrumental part, have them tap their hands down and lift the right foot; repeat, lift left foot. Great cross lateral movement while sedentary. (The word "Slante" is Gaelic and means "Cheers!")

Everybody

Everybody tap your head (3x) Tap your head.
Everybody pat your shoulders (3x) Pat your shoulders. (repeat for each of the following)
Everybody touch your tummy, pat your knees; wiggle your toes. Tap your head. Pat your shoulders.

A simple song to sing that anyone can be successful at. Teaches body parts. When song repeats each command at end, ask children to touch the next body part before the prompt. Helping sequencing skills.

Cookie Mouth Sounds

Ah! Look at the cookie in my sight. Ah! I wanna take a bite. Ah! I wanna take a bite.
Sh. I'll be quiet as I chew. Sh. That's kind of hard to do. Sh. That's kind of hard to do.
MMMM. That tastes so good. MMMM. I knew it would. MMMM I knew it would.
I love to EEEEEEat something swEEEEEEt. (2x)
OO. I need something to wash it down. OO. Liquid to swish it around. OO Liquid to swish it around.
SSSSSS sip some milk from a cup. SSSSSS sip it all up. SSSSSS sip it all up.
Ah! No more cookie in sight. Ah! 'Cause I took a bite! A big bite.

A speech therapist requested a song that uses the six basic mouth sounds - Ah, Sh, MM, EE, OO and SS. I thought, "When would I use all those sounds and make it interesting to children?" I came up with while eating cookies. Children repeat second half. For the "I love to eat something sweet" part, pat thighs to feel steady beat. (This leads to reading proficiency.) Song works even better with visuals. Before starting, ask them to tell you their favorite cookies and pretend to eat them. After song, they can really eat cookies while you read a book about cookies to them.

High / Low

When my arms go up, say "High". When my arms go down, say "Low",
High. Low. High. Low. High, high, high, high, low, high, high. High.
Low. Low. Low. High. Low. Low. Low. High. High. Low. Low. High. Low. High.
High. High. Low. Use your whole body. Do it again.

From a music teacher's perspective, they are practicing moving their voice up and down (octave). There is also the movement of first the arms and then the whole body to what the word means, taking learning to the muscle level. Children laugh as they have to pay attention. Babies can be lifted high and low. Those who are motor handicapped can lift their arms for both times.

Drawing in the Air

Use your finger to draw in the air. Make lines and circles anywhere.
No pen. No paper. And, it's fun. Only you see what you've done! It's your imagination! It's your imagination!
To make a line, draw straight down. To make a circle, go around. Line - straight down; Circle - around. (2x)
Lines can go up, too. Or, side to side; It's up to you. Up and down; Side to side (2x)
You can also slant a line. Right or left; either is fine. Slant up right; Slant down left (2x)
We can use circles to draw a face. Start at the top. Stop in the same place. Go around. Circles go around.
No pen. No paper. And, it's fun. Only you see what you've done!
It's your imagination! It's your imagination!

Before we sing, ask children to show their drawing finger. Tell them, "Mine is a blue, thin marker. What is yours?" Discuss different things you can write with. One student was very creative; he used a stick! Use the imaginary writing tools to draw in the air. This is especially helpful to young boys whose gross motor skills are much better than their fine motor. This activity gives children who have trouble with fine motor skills, or staying in small spaces, the chance to use large motions. After they understand with large motions, they can put that onto a piece of paper. Some may not be ready until 5 or 6. The more opportunities they are given to be successful with things, the better the chances of transferring that knowledge to more difficult tasks.

Autumn Leaves Oom Pah Pah

One autumn leave dancing around, from a tree down to the ground
Swirling, swirling down from a tree comes another leave to dance with me.
Two autumn leaves dancing around..... (repeats as in verse one for 3, 4, 5, 6, 7, 8, 9)
Ten autumn leaves dancing around, from a tree down to the ground
Swish comes a big wind on the autumn day and blows the 10 autumn leaves away.

This song is done twice. Once with 10 leaves and again with 5. For some, 10 leaves is just too long for their attention span. Use both because children learn to count to 5 and then to 10 because of the amount of fingers we have. When children can look at both hands and put together that they are not 5 fingers, each on a different hand, but 10 fingers altogether, they are becoming binary thinkers. Key to reading and math skills.

A suggestion for this song is to have a tree and children to be the leaves on the tree. They leave the tree one at a time by twirling to the ground. For the "One autumn leave dancing around part", the leaves that have left the tree stand up and dance together. Have the leaves (children) dance and go gently down to the floor. At the end, someone can be the wind and blow them all away.

Come Go Around With Me

Come and go around with me. What do you hear? What do you see? (2x)
Walk. Walk very softly. Walk. Walk. Walk with me.
We'll take a walk down by the sea. What kinds of things will there be?
I see a dolphin! I see a boat! I see a lot of sand!
Come and go around with me. What do you hear? What do you see? Skip. Skip joyfully. Skip.Skip. Skip w/me.
We'll skip up on down to the park today. What kinds of things are there for play?
I see a swing set! There are lots of trees. There's a baseball diamond.
Come and go around with me. What do you hear? What do you see?
Fly. Fly so swiftly. Fly. Fly. Fly with me. We'll fly over to the zoo. Name some animals or people, too.
I see an elephant wave his trunk. There's a monkey and a zoo keeper.
Come and go around with me. What do you hear? What do you see? Tip toe. Tip toe carefully. Tip toe w/me.
Over to a farm is where we'll go. Name all the animals you know. A pig, oink. A cow, moo. A chicken, cluck.
Come and go around with me. What do you hear? What do you see? Jump so joyfully. Jump. Jump w/me.
We'll jump right through our town. Let's see what's around.
A library. There's a hospital. We see everybody's homes. Come and go around with me.

Exploration is encouraged in this song. Children will move in different ways to different environments and then be encouraged to tell what they see.

I Love My Family

I love my family and my family loves me.

I love Grandma and Poppa, Mommy and Daddy. Oh yes. Oh yes. Oh yes sreee! (repeat measure)

I l o v e, l o v e y o u. I l o v e y o u - I love you!

I love my family and my family loves me. I love Grandma and Poppa, Mommy and Daddy. Oh yes. Oh yes sreee!

We all need feel good songs about how to love and who to love. For some, it does not come naturally. The ability to care about yourself and others must be in place before the age of approximately 7 or they may never be able to really 'feel' emotion for another. The song teaches how to spell "I love you" and can be supplemented with sign language. It is sung by my niece, Julia. We pass the torch onto the next generation.

Skinna Ma Rinka Dinka Dink

Skinna ma rink a dink a dink, skinna ma rink a do. I love you.

Skinna ma rink a dink a dink, skinna ma rink a do. Indeed I do

I love you in the morning and in the afternoon. I love you in the evening underneath the moon OH!

Skinna ma rink a dink a dink, skinna ma rink a do. I love you. I'll say it softer. I love you.

A little louder I love you. Now just sing it. I love you. You know it's true!

A fun, traditional song that has been around for a long time. I hope I help to keep it around even longer. Use hand signals. There is no 'right way'. First raise the right arm up and then switch to the left. Sign "I love you". Put my hands on hips and sway from side to side to "Indeed I do". Put arms down low in front for "I love you in the morning" and hold them out in front for the afternoon. Put them over your head for "I love you in the evening" Pretend to hold the moon. The use of loud / soft These things help children learn control and put the idea of dynamics in place for musicality. There are parts in the song that allow for exploration of the voice, such as notes going up high, holding notes (fermata - dramatic pause) and slurring the words to exaggerate slow. It also makes them concentrate and (YES) laugh!

Do You Know Your Community Helpers?

Do you know your community helpers, community helpers, community helpers?

Yes. I know the community helpers. They help us everyday. *Let's name some.*

Oh, do you know the postal worker, postal worker, postal worker?

Yes. I know the postal worker. She delivers my mail. *Sometimes she walks, sometimes she drives.*

Do you know the firefighter, firefighter, firefighter?

Yes. I know the firefighter. They put out fires. *They use water from a hose*

Do you know a police officer, a police officer, a police officer?

Yes. I know a police officer. They keep us safe. *They help everywhere.*

Do you know the crossing guard, crossing guard, the crossing guard?

Yes. I know the crossing guard. He helps us cross the street. *They stop cars so we can walk.*

Here is a twist to the "Muffin Man". This modernized version asks children knowledge of the community helpers and awareness of what their roles are. Gender is switched back and forth from male and female to indicate that anyone can be a community helper. When we make this a part of our children's everyday life, we can help to change social stereotypes. After song, let them add their own verses and sing their questions. This will help you understand what community helpers they are aware of (or interested in.)

Clean Up Fun

Clean up. Clean up. Our toys must go away. Clean up. Clean up. Hear what I say!

Get the toys and get the books. Put the coats up on the hooks.

Nothing left now on the floor. Cleaning is your chore!

Every boy and every girl give this cleaning task a whirl.

Work alone or with a friend. Feels good when you've reached the end.

Clean up. Put things back where they belong. Clean up while we sing this song.

Cleaning. Cleaning. We're almost done. Cleaning. Cleaning can be fun.

It's always good to put Classical pieces into children's music so they are musically literate. This is Rossini's William Tell Overture. The idea is to sound fast paced to give them the idea to get the job done. This type of music helps generate energy by stimulating the part of the brain that wants to move. Perfect for cleaning up and making it more interesting.

How Can I Move There?

Let's move. Let's play. O A O A

How can I move there? I can be a bird and fly. Flap my arms and fly, fly, fly. I'm flying!

How can I move there? I can be a dancer and twirl. Twirl all around. Twirl, twirl, twirl.

How can I move there? I can be a skater and slide. Slide with my feet. Slide, slide, slide.

How can I move there? I can be a squirrel and climb. Reach up high and climb, climb, climb.

How can I move there? I can be a frog and jump. Squat and jump. Then jump, jump, jump.

How can I move there? I can be a child and walk. Move my feet and walk, walk, walk. I'm walking!

Let's move. Let's play. O A O A

A Soca song! Brain research has shown that Latin music can benefit the brain by up to about 30% more than Mozart. People naturally love music and it's hard to not want to move when hearing these beats. The song begins with chanting and uses the O A sound. Vowel sounds vibrate in different parts of the head and energize the brain. They also activate different muscles in the face. Move around as in a Carnival parade and follow the directions. Physical prompts have them reaching, climbing, spinning, sliding, squatting, jumping, flapping arms and using their imaginations.

When this song is over, press replay !

Singing in a Different Key

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|----------------------------|--|
| 1. Move. Then, Stay Still | 9. Rags / Puff |
| 2. Playing with a Bean Bag | 10. Autumn Leaves Oom Pah Pah (10 leaves) |
| 3. Dancing Disco Dog | 11. Autumn Leaves Oom Pah Pah (5 leaves) |
| 4. Celtic Car | 12. Come and Go Around with Me |
| 5. Everybody | 13. I Love My Family (featuring Julia Isabelle Hauser) |
| 6. Cookie Mouth Sounds | 14. Skinna Ma Rinka Dinka Dink |
| 7. High / Low | 15. Do You Know Your Community Helpers |
| 8. Drawing in the Air | 16. Clean Up Fun |
| 17. How Do I Move There? | |

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Arrangements: Mar. Harman and Mark J. Dye Instrumentation: Mark J. Dye

Vocals : Mar. Harman

Background vocals : Mark J. Dye, Julia Isabelle Hauser, Brighton Reed, Grace Carmen, Anna Fuhler and Cassandra Cleland.

Maryann "Mar." Harman has a Bachelor's Degree in Music and a Masters in Education with an emphasis in early childhood. Her teaching career has included all ages, from infant/toddler to college. She has produced over 40 recordings and has won a Parents' Choice Silver Honors Award, 2 Children's Music Web Awards, a KMA Award and a John Lennon Songwriting award for her song, "Because We're Friends". Mar. has written songs for Dr. Becky Bailey ("I Love You Rituals", Vols 1 & 2), GEO Motion Group, ChildCraft (Celebrate Science Series) and several other companies.

What sets Mar. apart from others? It is the dual backgrounds in both education and music. Her talents as a musician combined with her love of children and learning, allows her to put both to use when writing songs and thinking of the educational pieces behind them. Her vast knowledge of brain research findings has her in demand as a speaker not only in her country, the US, but internationally as well.

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