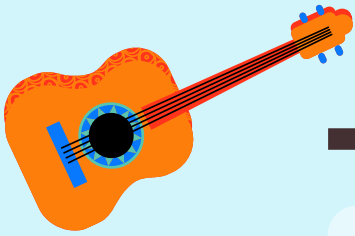


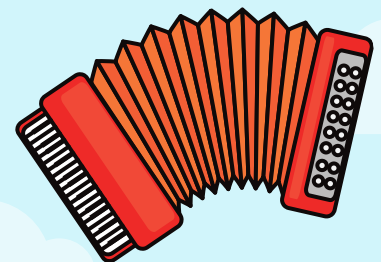
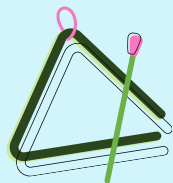
**SIOUX FALLS JAZZ & BLUES
SOCIETY PRESENTS:**



THE MUSIC MAKER IN ME!



WITH PHIL BAKER



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A note from the Sioux Falls Jazz & Blues Society:

This project was born during and as a result of the pandemic. As all of the arts have had to pivot, our organization was no different. The arts are needed now more than ever as we continue to face uncertain times and we are so excited to finally be able to launch a dream of bringing music to younger ages! I hope that this series brings a welcome escape for parents, teachers, and kids, and a few laughs and wiggles - people of all ages can find The Music Maker In Me!

*Alex Gilbert-Schrag
Executive Director*

TABLE OF CONTENTS

Episode 1	pg. 6
Episode 2	pg. 8
Episode 3	pg. 10
Episode 4	pg. 12
Episode 5	pg. 14
Episode 6	pg. 17
Episode 7	pg. 19
Episode 8	pg. 21
Episode 9	pg. 23
Episode 10	pg. 25



Theme song: “The Music Maker In Me”

Words and music by Phil Baker

You can sing along with this song at the end of each video segment.

Prompt: I can sing and I can dance. I have music in me. Did you know you have a music maker in you? You can dance. You can sing. You can learn to play an instrument.



Lyrics to “The Music Maker In Me”:

*There’s a Music Maker in me
A music maker in me
There’s a music maker in me*

*I feel the rhythm
When I strum the guitar
I hear my voice sing
A sweet melody
And when I dance
There’s an energy, you see
There’s a music maker in me*

*There’s a Music Maker in me
A music maker in me
There’s a music maker in me*

Action Songs

The first group of songs is designed to help children learn movement exploration.

Some aspects of movement highlighted in these songs are:

Traveling actions like walking, marching

Stabilizing actions like doing the freeze

Following directions for speed, rhythm, body control, force

Songs include:

1. The Freeze Rock
2. Do The Swim
3. We Can Move
4. Go And Stop
5. Round And Round



Episode 1: "The Freeze Rock"

Words and music by Phil Baker

Children dance using creative movements all their own. They learn to express themselves through movement exploration.



Warm-up: Try some stretching before you start the music.

Prompt: When you hear the music, move around and dance around. When you hear the music stop, freeze your body.

Let children explore how their bodies move to the music. This movement can be spontaneous or improvised.

Variation: Invite children to move with other movers. They can copy each other's freeze.

Lyrics to "The Freeze Rock"

*Here's a little game
We call the freeze
You can move around
Any way you please
Do the freeze
Do the freeze
When you hear the
music stop
Do the freeze*

*Grab your friends
And circle around
Dance, dance, dance
To the Rock n' Roll
sound
Do the freeze
Do the freeze
When you hear the
music stop
Do the freeze*

*Freeze up high
Freeze down low
Freeze with a smile on
your face
Freeze with someone
you know
When you hear the
music stop
Do the freeze*



Episode 2: “Do The Swim”

Words and music by Phil Baker

Children move the upper parts of their bodies. They do the swim and wave their hands up high.



Warm-up: Do some upper body stretches before you start the music.

Prompt: In this song, you have two actions. First, try a swim stroke like this. Second, wave your hands up high in the air like this.

Let children explore the space where their bodies move to the music. The direction of the movement might be up in the air or out in front of them. The space may be self-space or shared space.

Variation: Clap to the rhythm or beat of the guitar.

Lyrics to “Do The Swim”

*Come on everybody
Let's do the swim
Come on everybody
Let's do the swim
Come on everybody
Let's do the swim
Grab your nose and
Jump right in
Let's swim
Do the swim*



*Come on everybody
Wave your hands up high
Come on everybody
Wave your hands up high
Come on everybody
Wave your hands up high
In the air
Up high*



Episode 3: "We Can Move"

Words and music by Phil Baker

Children move their bodies side to side, and dance to the rhythm of the music.



Warm-up: Try stepping side to side and moving your upper body side to side.

Prompt: Form a circle with everyone standing up. Move to the left and move to the right, while staying in the circle.

In this song, children learn to move their bodies side to side, and act as a group by circling round together.

Variation: Have children move with one or two other partners.

Lyrics to “We Can Move”

*I can move
With my family
I can move (with)
All my friends and me
I can move
In my community
Together, we can move*



*Move to the left
Move to the right
Reach up high
And come down light
Together, we can make it right*

*I can dance
With my family
I can dance (with)
All my friends and me
I can dance
In my community
Together, we can dance*

*Dance to the left
Dance to the right
Reach up high
And come down light
Together, we can make it right*



Episode 4: "Go and Stop"

Words and music by Phil Baker

Children follow a series of actions like walking, marching, driving a car, and tippy-toeing.



Warm-up: Practice walking with knees up high.

Prompt: When you hear walk, then start walking. When you hear "stop," then stop walking. Start moving again when you hear walk. Each verse has a different action.

Talk about personal space and explain the boundaries for the actions. Children can move anywhere within that area.

The children learn a sequence of progressively harder traveling actions; how to move within a space; creating force by starting; absorbing force by stopping; and, listening for verbal cues.

Variation: Children can hold hands with another mover while following the actions to the song.

Lyrics to “Go and Stop”

Walk, walk around
Walk, and stop
Walk, walk around
Walk, and stop
Walk, walk around
Walk, and stop



March, march around
March, and stop
March, march around
March, and stop
March, march around
March, and stop

Hop, hop around
Hop, and stop
Hop, hop around
Hop, and stop
Hop, hop around
Hop, and stop

Drive, drive your car
Drive, and stop
Drive, drive your car
Drive, and stop
Drive, drive your car
Drive, and stop



Tippy toe, tippy toe
Tippy toe, and stop
Tippy toe, tippy toe
Tippy toe, and stop
Tippy toe, tippy toe
Tippy toe, and stop

Episode 5: "Round and Round"

Words and music by Phil Baker

Children explore a series of movements like walking, marching, hopping on one foot, while moving in a circle with other movers.



Warm-up: Hop up and down, using one foot at a time.

Prompt: Form a circle, standing up. Move to the right in the circle. Move to the left in the circle.

Demonstrate the actions to the song. Walking, marching, hopping, and tippy-toe.

In this song, children learn about traveling actions, rhythm, shared space, following directions as in moving around in a circle, forward, other way, stopping and starting.

Variation: Have children get into smaller groups of four and try the song.

Lyrics to “Round and Round”

*Here we go, round and round
Round and round the circle
Here we go, round and round
Round and round the circle*

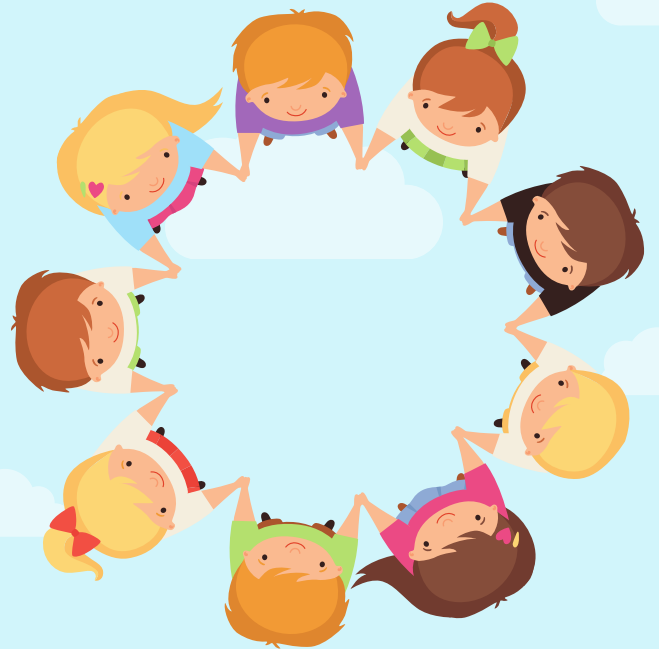
*Marching with, knees up high
Round and round the circle
Marching with, knees up high
Round and round the circle*

*Hippity-hop, don't you stop
Round and round the circle
Hippity-hop, don't you stop
Round and round the circle*

*Tippy-toe, take it slow
Round and round the circle
Tippy-toe, take it slow
Round and round the circle*

*Other way, time to play
Round and round the circle
Other way, time to play
Round and round the circle*

*Here we go, round and round
Round and round the circle
Here we go, round and round
Round and round the circle*



Singalong Songs

The second group of songs is designed to get kids singing and exploring their voices.

Some of the concepts highlighted in these songs are: echo, call and response, vocal exploration, scat singing, and melody.

Echo songs are a good way for children to learn to sing. They can sing right away.

Songs include:

6. Hello There

7. The Big Oak Tree

8. 7 Days Of The Week

9. Flea Fly

10. The Car Song



Episode 6: "Hello There"

Traditional song adapted by Phil Baker

Children learn to echo or imitate words and simple melodies.



Warm-up: Practice warming up voices with a song they already know.

Prompt: Sit in a circle on the floor. I'll sing a melody and words and you sing it back to me.

Let children explore the range of their voice. Up high. Down low. Funny sounds.

Variation: Have children take turns making a sound. Their classmates can echo what they say or sing.

Lyrics to “Hello There”

Hello There (children echo)

How are you

It's so good

To see you

We'll sing and

Be happy

That we're all here together again



Episode 7: "The Big Oak Tree"

Words and music by Phil Baker

Children echo the lyrics and melody to a fun song about playing hide and seek.



Warm-up: Practice warming up voices with a song they already know.

Prompt: This is an echo song. I'll sing a melody and words and you sing it back to me.

Variation: Have children sing a sentence by themselves.

Lyrics to “The Big Oak Tree”

*I can see you
(children echo)
There you are
(echo)
I can see you
(echo)
There you are
(echo)
You're underneath the branches
Of the Big Oak Tree
You can't hide from me*

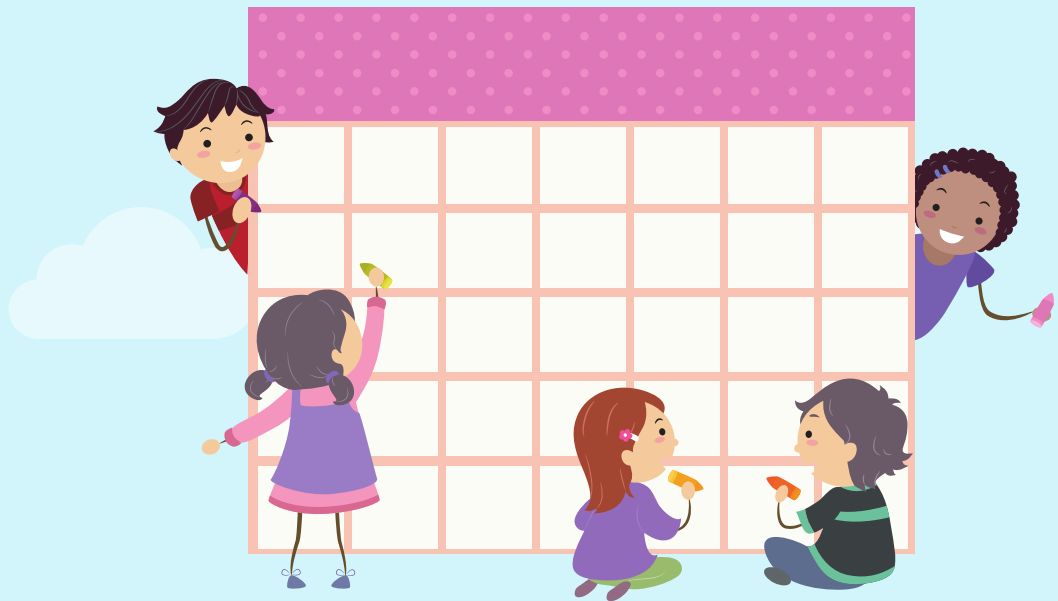
*Oh no
(children echo)
Oh no
(echo)
Oh no
(echo)
Oh no
(echo)
Oh no
(echo)
Oh no
(echo)
You can't hide from me*



Episode 8: “Seven Days of the Week”

Words and music by Phil Baker

Children practice “scat singing” as they sing about the days of the week.



Warm-up: Talk about the seven days of the week. Some classrooms may have pictures for each day. These can be used in the song.

Prompt: Repeat after me. Monday – echo Monday; Tuesday – echo Tuesday; and so on.

This song incorporates scat singing. Scat singing is using sounds rather than words along with the melody. Jazz singers would use scat singing as if they were using their voice as an instrument.

Variation: For fun, have children make up a funny sound with their voice. Others may echo their sound.

Lyrics to “Seven Days of the Week”

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

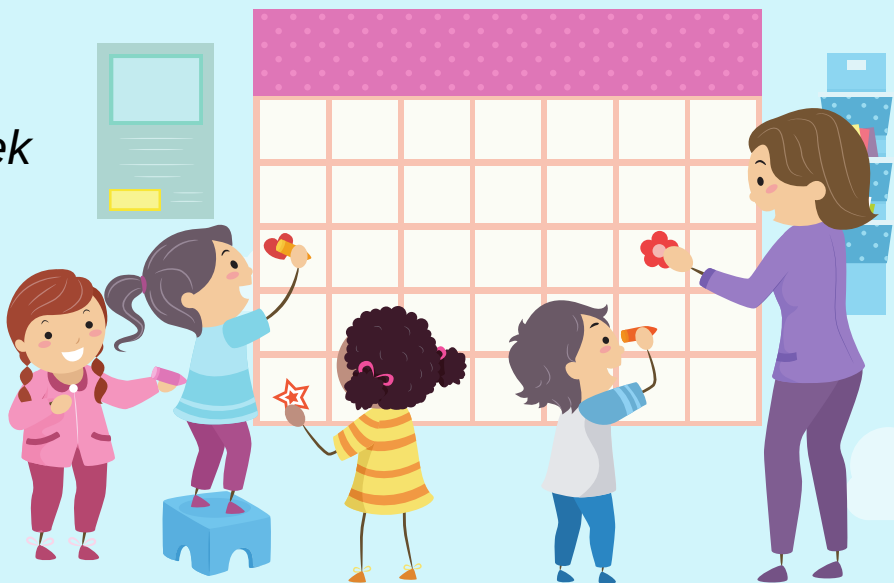


Seven days of the week

One, two, three, four, five, six, seven
Seven days of the week
One, two, three, four, five, six, seven
Seven days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Seven days of the week



Episode 9: "The Car Song"

Words and music by Phil Baker

In this song, children follow actions and use their voices for a variety of fun sounds.



Warm-up: Practice the actions in the song. Practice the sounds in the song.

Prompt: Follow along with the actions and sounds in the song.

Variation: What other sounds and actions can children make that have to do with transportation?

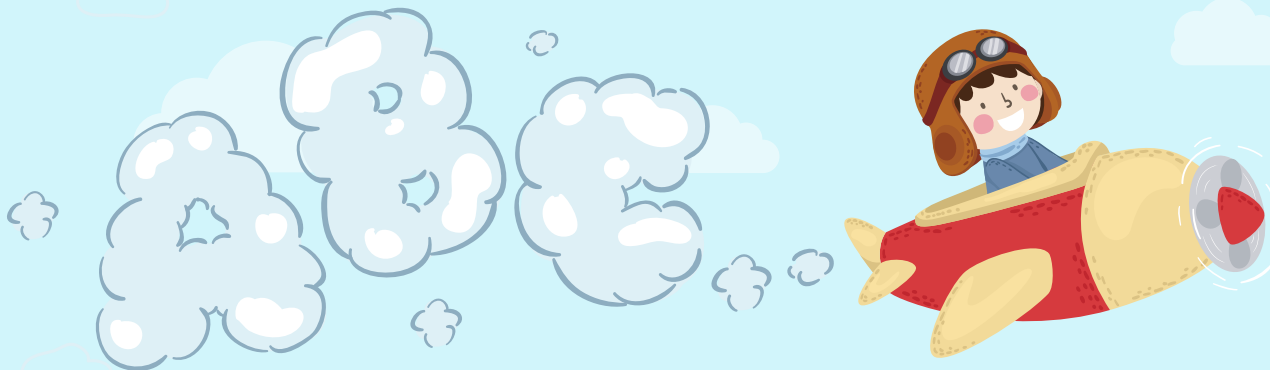
Lyrics to “The Car Song”

*I have a car with four wheels
Rolling down the street
Round and round and round and round
Hear the horn go beep*

*I have a plane with two wings
Flying through the air
Zoom, zoom, zoom, zoom
Flying everywhere*

*I have an old red tractor
Plowing through the rows
Bumpity, bump, bump
Bumpity, bump, bump
Helps the garden grow*

*I have a yellow school bus
With children in the seats
Up and down and up and down
Bouncing to the beat*



Episode 10: "Flea Fly"

Words and music by Phil Baker

In this blues song, children have fun with finger snapping.



Warm-up: Wiggle your fingers. Wiggle your toes. Snap your fingers. Snap your toes.

Prompt: When you hear the music, snap your fingers to the music. Do not worry about snapping in time.

Demonstrate finger snapping, an excellent way to use body parts in a song.

Variation: Find another song and snap along.

Lyrics to “Flea Fly”

*Flea fly
Come fly with me*

*Flea fly
Come fly with me*

*Flea fly
Come fly with me*

*There's a
Big Blue Sky
Waitin' for me*

*There's a
Big Blue Sky
Waitin' for me*

*There's a
Big Blue Sky
Waitin' for me*

*Flea fly
Come fly with me*

*Flea fly
Come fly with me*

*Flea fly
Come fly with me*



Links:

SFJB Youtube Channel:

<https://www.youtube.com/channel/UCjJftul7HTaj6cNrN9wPxg>

SFJB Facebook: <https://www.facebook.com/SFJazzBlues/>

SFJB Website: <https://sfjb.org/>



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