

## CREATIVE MUSIC FOR INFANTS AND TODDLERS

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|---------------------|--|--|---------------------|------------------|------------------|---------------------|---------------------|----------------|----------------|--------------------------------------|
| Song # 1.           | Hello, (tap tambourine, while singing) <u>Child's Name</u> ,<br>Hello, _____, Hello and How are you?<br>Hello, _____, Hello, _____,<br>You can say hello by waving your hand, hello, hello, hello.<br>(Child taps tambourine with you.)  | PROPS: TAMBORINE   |                     |                  |                  |                     |                     |                |                |                                      |
| Song # 2.           | Bubbles, Bubbles, in the air,<br>Bubbles, Bubbles, everywhere,<br>(Repeat over and over while blowing Bubbles!)  | PROPS: BUBBLES   |                     |                  |                  |                     |                     |                |                |                                      |
| Song # 3.           | Bubbles are made to POP, POP, POP. (Clap with Pops).<br>Bubbles are made to go UP, Up, UP!<br>Bubbles are made to go down, down, down!<br>Bubbles, Bubbles, floating all around.   | PROPS: BUBBLES   |                     |                  |                  |                     |                     |                |                |                                      |
| Song # 4.           | When the animals get up in the morning,<br>They always say Good-day<br>When the pig gets up in the morning<br>Oink, oink, oink, oink<br>That is what he says.<br>(Repeat verses using other animals and their sounds.)   | PROPS: USE A BOX<br>MADE INTO A BARN<br>AND BAG PUPPETS<br>FOR EACH ANIMAL,<br>& OLD MAC DONALD. |                     |                  |                  |                     |                     |                |                |                                      |
| Song # 5.           | Feathers, Floating, Floating by.<br>Feathers, Floating, Floating by<br>Feathers, Floating, Dropped on <u>child's name</u> as they passed by<br>(Drop material over Toddlers head as you say his name, then say "Where's _____.")   | PROPS: A LARGE<br>PIECE OF LIGHT<br>WEIGHT MATERIAL.   |                     |                  |                  |                     |                     |                |                |                                      |
| Song # 6.           | Where oh where is little _____<br>Where oh where is little _____<br>He is under the hat!   | PROPS: LARGE BRIMMED HAT.  |                     |                  |                  |                     |                     |                |                |                                      |
| Song # 7.           | <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Look in the mirror</td> <td style="width: 50%;">Look in the mirror,</td> </tr> <tr> <td>What do you see?</td> <td>What do you see?</td> </tr> <tr> <td>Someone is looking,</td> <td>someone is looking,</td> </tr> <tr> <td>Looking at me.</td> <td>Who can it be?</td> </tr> </table> <p>It's <u>child's name</u>, _____, _____. (You may now ask the child questions about him/herself, e.g., What's your last name? Where do you live? Etc.)</p> | Look in the mirror   | Look in the mirror, | What do you see? | What do you see? | Someone is looking, | someone is looking, | Looking at me. | Who can it be? | PROPS: A SMALL LOOKING GLASS MIRROR. |
| Look in the mirror  | Look in the mirror,  |  |                     |                  |                  |                     |                     |                |                |                                      |
| What do you see?    | What do you see?   |  |                     |                  |                  |                     |                     |                |                |                                      |
| Someone is looking, | someone is looking,  |  |                     |                  |                  |                     |                     |                |                |                                      |
| Looking at me.      | Who can it be?   |  |                     |                  |                  |                     |                     |                |                |                                      |
| Song # 8.           | Touch your shirt, 1, 2, 3,<br>Touch your shirt, just like me!<br>(Repeat using all clothing parts, or use body parts!)   |  |                     |                  |                  |                     |                     |                |                |                                      |
| Song # 9.           | Bean Bag, Bean Bag, in my hand   | PROPS: SMALL   |                     |                  |                  |                     |                     |                |                |                                      |

Bean Bag, Bean Bag, in my hand  
Child's name can you find the red beanbag in the pan?

(Throw it back into the pan!)

ASSORTED BEAN BAG  
ALL COLORS, AND  
SHAPES, ALSO A  
TAMBORINE FOR  
THE PAN

Song # 10. This little light of mine, I'm gonna let it shine!  
This little light on mine, I'm gonna let it shine!  
Let it shine on child's name shoulder.  
Let it shine on \_\_\_\_\_ shoulder.

(Repeat using other body parts and other children, Shine the flashlight onto the body part you are using.)

PROPS: FLASHLIGHT

Song # 11 Toes, Toes, Child's name Toes, (Repeat 3 times)  
Child's name, touch your toes.

(Say, "Where's your Toes \_\_\_\_\_? " Good").

PROPS: FLASHLIGHT,  
SHINE ON BODY PART  
AS YOU SING IT.

Song # 12. Look in the box  
What do you see?  
Find the cup and,  
Give it to me!

(Repeating using different kitchen utensils or grooming supplies or other groups of categorical items.)

PROPS: COLORFUL  
SHOEBOX

Song # 13. Repeat song # 12 but place box on table and sing "Look under the box." Work on identification of objects.

Song # 14. Child's name can you find the cow? find the cow? find the cow?  
\_\_\_\_\_ can you find the cow? Yes you can!

(Sing to the tune of Muffin Man)

(Have child find the correct animal in a pull-string bag.)

PROPS: ANIMALS YOU  
WILL BE SINGING  
ABOUT

Song # 15. Tickle, tickle, child's name nose,  
Tickle, tickle \_\_\_\_\_ side!  
Tickle, tickle \_\_\_\_\_ tummy,  
Tickle, tickle \_\_\_\_\_ toes!

(Repeat 2<sup>nd</sup> time faster, then move around circle to different child.)

(Change body parts each day!)

Song # 16. Where oh Where is Mr. Tickle Bug?  
Where oh Where is Mr. Tickle Bug?  
Where oh Where is Mr. Tickle Bug?

Right on child's name head!

(Reach for Mr. Tickle Bug on the child and say "Give Mr. Tickle Bug back!")

(Use other body parts or clothing parts.)

Song # 17. What do you do with your hands?  
What do you do with your hands?  
Clap, Clap, Clap, Clap, Clap, Clap, Clap,  
That's what you do with your hands!

- Song # 18. Clap your hands, 1, 2, 3,  
Clap your hands just like me!  
Touch your shoulders, 1, 2, 3,  
Touch your shoulders just like me!  
Touch around, 1, 2, 3,  
Turn around just like me!  
(use body parts, clothing parts or movements)
- Song # 19. Can you make a silly sound?  
Repeat twice,  
Yes you can!  
Click tongue, Snap fingers, Pop lips etc.
- Song # 20. Wind, Wind, Wind the thread,  
Pull, Pull, Pull the thread,  
Spool, Spool, Tap, Tap, Tap  
Stitches up and down will make the finest shoes in town!
- Song # 21. Offer the children in a circle the string bag and ask, “What do you have?”  
“What do you do with it?” To collect the items from the circle ask,  
“Who has the washcloth? “Who has the cup?” etc
- Song # 22. FLANNEL STORY FOR TODDLERS  
Sometimes it looked like spilled milk.  
Sometimes it looked like a pig.  
Sometimes it looked like a mitten.  
Sometimes it looked like a butterfly  
Sometimes it looked like a bunny rabbit  
(Say but it wasn't after each piece.)  
It was just a cloud in the sky!
- Song # 23. Good-Bye Child's name.  
Good-Bye \_\_\_\_\_.  
Good-Bye \_\_\_\_\_  
It's time to say Good-bye!  
(Tap tambourine as you sing and go around circle.)

PROPS: BAG OF  
ITEMS

PROPS: FLANNEL  
BOARD AND WHITE  
SHAPES

PROPS: TAMBORINE,  
PLAY IT SOFT OR HARD.

*NATIONAL CONFERENCE OF  
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