



MINDFUL
MUSICIANS

confidence • curiosity • compassion

RED ALBUM: CURRICULUM

SONGS

Hello

Become What You Are

Buckets

Buddy Boo

Celebrate

Centrally Rooted

Flower Sprout

I Belong

Kindness Bus

Life Goes On

Meditation

Not Much Else To Say

Path

Pocket

Saying Goodbye

Seeker

Selah

Shaker Song

Slow Down

Tappa Tappa

Vitamin Train

Goodbye

SONG CATEGORIES

Lap

1. Buddy Boo

Chant

1. Buckets
2. Selah
3. The Path
4. Centrally Rooted

Shaker

1. Shaker Song

Movement

1. Kindness Bus
2. Vitamin Train
3. Celebrate
4. I Belong
5. Life Goes On
6. Slow Down
7. Pocket

Refocus

1. Slow Down
2. Tappa

Instrument Box

1. Flower Sprouts
2. Seeker

Scarves

1. Become
2. Rain

Rest

1. Not Much Else To Say
2. Soft **Replace**
3. Meditation

WEEK 1: PARENT SINGING

SEATED STANDING	SONGS	MATERIALS
↓	1. Hello (P.E.A.K)	1. Expectations prior to starting
↓	2. Selah	2. Chant ("We start with chant on purpose. It lights up both sides of the brain and helps focus"). First chant on "ba"
↓	3. Buddy Boo	3. Lap Song - acapella - choose one section of the song
↓	4. Shaker Song/ Life Goes On (SEL)	4. Follow a movement pattern, identifying a repetitive action at each chorus.
↑	5. Kindness Bus	5. Live & Movement Around Room to Stations
↓	6. Tappa (Music Ed.)	6. Walk through tapping order before adding music. Mindfully led with recording
↑	7. Celebrate	7. Scarves
↓	8. Flower Sprouts	8. Instruments
↓	9. Not Much Else To Say	9. Snuggle/Rock
↓	10. Goodbye	10. Announcements (FB page, tshirt sizes, pins)

DISCUSSION TOPICS:

P.E.A.K (Parent Engagement and Knowledge):

Yours is the most important voice to them. Yours was the first they ever heard and yours informs and gives permission to their experience (whether it seems like it or not). You singing imperfectly allows them to feel supported in enjoying the experience, rather than the result, of singing.

Music Ed: Beat: tap along to the the consistent pulse

SEL: Mindset: even when we don't get the things we want, we can still choose to let it go

Tune Into the Topic: The Lots of Time Machine by Paulette Bogan ("Buddy Boo")

WEEK 2: RHYTHM

SEATED STANDING	SONGS	MATERIALS
↓	1.Hello	1.Emphasize belly breathing on butterflies/bees
↓	2. Centrally Rooted (P.E.A.K)	2. Chant on “ba” for call/response 1x through -2nd time words
↓	3.Buddy Boo	3. Lap Song - acapella - build on the one section from last week
↓	4.Shaker/Celebrate	4. Passing Shakers on verse and “celebrating” on chorus
↑	5. Vitamin Train (SEL)	5. Choreographed-verse/chorus sections
↓	6. Tappa (Music Ed.)	6. Same as last week, sitting in a circle..
↑	7. Become	7. Scarves
↓	8. Flower Sprouts	8. Instrument Box
↓	9. Meditation	9. Play recording; use breathing ball to encourage breathing in nose out mouth
↓	10. Goodbye	

DISCUSSION TOPICS:

P.E.A.K.-Parent Engagement and Knowledge:Rhythm: it is never too soon to work on rhythm - it is in everything we do: walking, talking, blinking; even our heart beat aligns with rhythm. It encourages coordination, verbal development, and even reading comprehension. Encourage beat keeping at random times and make a game out of it!

Music Ed: Rhythm: (music’s pattern in time) “Last week we talked about beat. This week, we will talk about the rhythm of Tappa. Can you repeat it?”

SEL: (Self-Awareness) “Taking care of ourselves can look like making healthy choices about what foods we put into our body!”

Tune into the Topic: Meditation Station by Susan B. Katz (“Meditation”)

WEEK 3: AFFIRMATIONS

SEATED STANDING	SONGS	MATERIALS
↓	1. Hello	1. Reiterate expectation as necessary
↓	2. Buckets	2. w/ recording; while seated, hit 3 different areas of the floor followed by one clap
↓	3. Buddy Boo	3. Lap song: Complete with the recording
↓	4. Life Goes On	4. Played live; Begin with “ba ba” section. Prompt shakers go up on “things come up” and shake down at “let it go”
↑	5. Vitamin Train	5. Choreography repeat from last week
↓	6. Tappa (SEL)	6. Played Live; first review the moves and see if the class can gain independence by doing it without the recording
↑	7. I Belong (P.E.A.K.)	7. Scarves; announce PEAK prior to starting: “See if you can listen to all of types of things you belong to”. Check after the song
↓	8. Seeker	
↓	9. Not Much Else To Say (Music Ed.)	8. Instrument Box
↓	10. Goodbye	9. Live Relaxation Song. Encourage rocking/cuddling/big belly breathing

DISCUSSION TOPICS:

P.E.A.K.-Parent Engagement and Knowledge: Affirmations: a lot of our songs contain self-affirmative language on purpose. MRI studies reveal that practicing them helps activate parts of the brain that are associated with self-related processing, rewards, and can help build or restore self-competence. It is the same reward center that responds to other pleasurable events, such as eating great food. It fires up your neural pathways and makes changes to those areas of the brain that make you happy & positive.

Music Ed: Unison: (when voices/instruments sing/play the same notes)

SEL: (Self-Management) “This song can help you control your emotions and urges if you practice it regularly and use it at home!”

Tune into the Topic: The Brand-New, Never-Used, Perfect Crayons by Leanne Hatch (“Life Goes On”)

WEEK 4: CROSSING MIDLINE

SEATED STANDING	SONGS	MATERIALS
↓	1. Hello	1. Take note of the children learning to expect their name (& attention) coming their way. Point out this step to parents if it feels easy
↓	2. Centrally Rooted	2. Call & Response
↓	3. I Belong (P.E.A.K.)	3. Play Live (transpose to G). Encourage different movements that cross midline
↑	4. Kindness Bus (SEL)	4. Play Live; Review Chorus first. Then move into stations around the room to pick up the people
↑	5. Path	5. With Recording and different crossing midline movements. Move from standing to sitting during the song
↓	6. Slow down	6. Rhythm Sticks (with recording). Find one movement for chorus and different for verse
↑	7. Become	7. Parachute
↓	8. Pocket (Music Ed)	8. Instrument Box
↓	9. Soft **Replace**	9. Recording; Use a straw and cotton balls to blow across the floor
↓	10. Goodbye	

DISCUSSION TOPICS:

P.E.A.K.-Parent Engagement and Knowledge: Crossing the midline is vital to the development of using both sides of the body together, such as putting on shoes and socks, writing and cutting. It promotes the coordination and communication of the left and right hemispheres of the brain via the corpus callosum. Notice all the easy ways to “hide” this work during dance and play.

Music Ed: Texture: layers of sound in music. “See if you can notice how many different instruments you hear on the recording while you play along!”

SEL: Social Awareness: “It’s important to know that even when people are different from you, they are good inside just like you!”

Tune into the Topic: Thank You, Earth by April Pulley Sayre (“Path”)

WEEK 5: REPETITION

SEATED STANDING	SONGS	MATERIALS
↓	1. Hello	1. Challenge the kids to lead the song and adults to only assist when necessary
↓	2. Buckets (SEL)	2. 3 “buckets” in different locations on the floor followed by one clap
↓	3. Buddy Boo	3. Lap Song Acapella
↓	4. Celebrate (Music Ed)	4. Shakers; Pass on verse; “celebrate” on chorus
↑	5. Kindness Bus	5. (Live) Lead the Kindness Bus all over the building; review chorus before moving
↑	6. Selah (P.E.A.K)	6. Call & Response; 1st time standing; 2nd time sitting
↓	7. Slow Down	7. Drums (& pass). Attention to big beat vs little beat
↓	8. Seeker	8. Instruments
↓	9. Soft **Replace**	9. Rest lying down with a scarf over face; trying to blow it up in the air while listening to music
↓	10. Goodbye	

DISCUSSION TOPICS:

P.E.A.K. – Parent Engagement and Knowledge: Repetition

it may feel boring to your adult brain, but repetition is a great way to ensure neural pathways are created. Without repetition, information will just fall through like a sieve. Imagine a pencil tracing a singular line on a piece of cardboard. The more times you go over that line, the more likely the groove will stick. Be intentional and patient about repetition. It’s a vitamin their brain needs.

Music Ed: Legato/Staccato: “Notice how these verses are smooth and connected (legato) while the refrain feels more bouncy (staccato)!”

SEL: (Self-Awareness) “This song helps you understand and feel your energy. It’s important to pay attention and keep some for yourself.”

Tune Into the Topic: The Sun Never Hurries by Roxane Turcotte (“Slow Down”)

WEEK 6: MOVEMENT

SEATED STANDING	SONGS	MATERIALS
↓	1. Hello	1. Butterflies/bees and live greeting
↓	2. Path (P.E.A.K.)	2. Call & response acapella for 1st section only with patterned movement
↓	3. I Belong	3. With recording; piggy back off of movement from "Path" and add it to it. Consider passing if it's appropriate for age group
↑	4. Pocket	4. Partner dance! Encourage spin in/spin out, dips, leg kicks while holding hands. Prompt the following of lyrics eg "clap"
↑	5. Vitamin Train (Music Ed)	5. Same Choreography from week 3
↓	6. Tappa	6. Following a belly breath, find spots on the floor again and use recording to tap along after identifying a real life time when this song might be used.
↑	7. Celebrate	7. Scarves
↓	8. Flower Sprouts	8. Instruments - "Can you raise your hand every time you hear high pitched bells?"
↓	9. Meditation (SEL)	9. Remind them they can do this anytime during the day. Have them place the rice sacks on their belly and notice their breath as they listen.
↓	10. Goodbye	

DISCUSSION TOPICS:

P.E.A.K. - Parent Engagement and Knowledge: Movement: We are also honing in on appropriate developmental milestones like balance and crossing midline to support further coordination accomplishments.

Music Ed: Refrain: "There's one part of this song that's repeated a bunch of times. It's called the 'refrain'. Can you identify what the lyrics of the refrain are?"

SEL: (Self-Management) "Allow this song to help you feel 'grounded'. That means feeling safe and calm when you are feeling a tough emotion."

Tune Into the Topic: Today by Gabi Snyder ("Pocket")

WEEK 7: MIRROR NEURONS

SEATED STANDING	SONGS	MATERIALS
↓	1. Hello	1. Butterflies/bees and live greeting
↓	2. Path (Music Ed)	2. Call & response acapella- review last week's section and then add on with 2nd section (keep movement the same)
↓	3. Buddy Boo (P.E.A.K)	3. Acapella: Have child face adult; do similar movements to when the kid is on the lap, but now facing one another
↓	4. Slow Down (SEL)	4. Shakers w/ recording
↑	5. Celebrate	5. Choreography
↓	6. Tappa	6. Resonator Bells (one/family). Challenge kids to teach you! Face caregiver again (PEAK). One person of the family taps the bell the other shows how to tap
↑	7. Become	7. Scarves
↓	8. Seeker	8. Instruments
↓	9. Not Much Else To Say	9. Played live; encourage singing along (remind them whose voice is most important to their kiddo.
↓	10. Goodbye	

DISCUSSION TOPICS:

P.E.A.K. - Parent Engagement and Knowledge: Mirror Neurons: are 'mimicking' neurons that fire when you're looking at someone doing an action that you may be able to imitate in time. They can help young people learn theory of mind, language, and practice a new skill.

Music Ed: Chant: "This type of song is called a chant. It can be really helpful to do chant when you're desiring focus because it has a way of encouraging both sides of the brain to work together."

SEL: (Relationship Skills) "This song reminds us that even on busy days, it is so important to make quality time with people you love and to slow down, breathe, and reflect at the end of the day."

Tune Into the Topic: **Not Much Else To Say** to the Moon and Back by Amelia Hepworth ("Not Much Else To Say")

WEEK 8: AFFIRMATIONS

This week, I often allow children to request what songs they would like to hear since it's the last week of classes. Feel free to adjust/adapt as necessary*

SEATED STANDING	SONGS	MATERIALS
↓	1. Hello (Music Ed)	1. Continue encourage beat keeping and belly breathing.
↓	2. Buckets	2. See if kids can remember what all three buckets represent; then, attempt the whole chant acapella (no recording).
↓	3. Pocket	3. Teachers' choice (passing/movement/mirroring)
↑	4. Vitamin Train	4. Choreography and loud singing encouraged
↑	5. Life goes On	5. Parachute!
↓	6. Kindness Bus	6. Resonator Bells; sung acapella and at a slower tempo (likely just the chorus)
↑	7. I Belong (SEL) (P.E.A.K)	7. Scarves
		8. Instrument Box
↓	8. Slow down	9. Live music; belly breathing and cuddles encouraged
↓	9. Not Much Else To Say	10. Sincere thanks for committing to build their kids' brain health and our community. Request to continue their journey through the summer and/or through a MM subscription.
↓	10. Goodbye	

DISCUSSION TOPICS:

P.E.A.K. - Parent Engagement and Knowledge: Affirmations: a lot of our songs contain self-affirmative language on purpose. MRI studies reveal that practicing them helps activate parts of the brain that are associated with self-related processing, rewards, and can help build or restore self-competence. It is the same reward center that responds to other pleasurable events, such as eating great food. It fires up your neural pathways and makes changes to those areas of the brain that make you happy & positive.

Music Ed: Dynamics: "This is kind of silly, but let's try to do the refrain really loud and then really quiet! When we do this, we are playing with the volume and in music, the volume is called 'dynamics'. Ready?"

SEL: (Relationship) "It's important to respect the relationship you have with yourself! Choose friends that are kind to you and make you feel loved!"

Tune Into the Topic: Which Food Will You Choose? by Claire Potter ("Vitamin Train")