

Camp S'More:

Activities For Summer Camp Fun Now And Summer Magic Recall In The Fall!

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Creating the indoor camping experience.

1—To create your very own “campfire,” here is a simple how to video and guide: <https://scoutingmagazine.org/2018/12/scout-crafts-campfire-centerpiece/>. You can even make little scout figurines and have your students put their school photo on the “face!” 😊

2—Need a class bulletin board for background ambiance to create the right environment? Here is one I like from teachers pay teachers. There are plenty of others as well. <https://www.teacherspayteachers.com/Product/Camping-Theme-Classroom-Decor-Camp-Fire-Bulletin-Board-End-of-Year-Door-Decor-3181099>

“The More We Get Together” (Grade 2, Spiraled Extension for Grade 4-5)

Kids love to do things they “already know.” Many of your students will already know this song. Additionally, the song can be introduced in a camp setting, at the beginning of a new school year and then at Valentine’s Day. You can also extend the activity to make it an audiation (“inner hearing”) activity for Grades 4-5 (see below).

1—Children sing the song. Song is in triple meter. Have students experience the feeling of three with Strong/Weak beats using one Body Percussion (BP) on beat 1 and another on beat 2 (ie. Pat/Snap/Snap). This may be teacher led.

2—Small groups...Have students get into their own chosen groups of 3-4 to make up their own body percussion as a group and perform for the class with the song. Even in later grades, this creation piece is a lot of fun and gives kids a chance to “own their work” in a social setting with their friends.

3—Rhythm Play Along (Audiation Extension). The play along is conveniently “Valentine’s Day themed” with hearts so you might re-introduce the piece again at Valentine’s Day to do this with your older kids. Have students do the play-along on Rhythm Sticks. Students then listen to the piece and show I and V with fingers to show Tonic-Dominant chord changes (Play along is in F Major). Half the class plays boom whackers (each child has F and C) or uses barred instruments to show the chord structure and change while the other half of the class plays rhythm on rhythm sticks. Then the class “changes jobs” so all have a chance to experience both aspects of the piece (rhythm vs. chord structure).



“Goin’ on A Picnic!” (Grades 2-5)

A fairly simple activity but I like it for two reasons: 1—Even among my more hesitant singers, they will usually sing this since the phrase are short and simple and there is fun in choosing “the food they are bringing.” 2—The chosen item they are bringing on the picnic allows for additional creativity and spontaneity, especially as the song goes on and more food items are taken (I like to challenge my students to choose something that hasn’t been chosen but also give them “the out” of repeating an item if they need to.)

“Rhythm and Recorder Baseball” (Grades 3-5 for Recorder Baseball; Grades 1-5 for Rhythm Baseball).

Direct link to recorder baseball directions: <https://musicplayonline.com/media/recorder-baseball-directions/>. Check out these tips as well. I think they will help with management: <https://musicplayonline.com/media/recorder-baseball-tips-suggestions/>.



How To Modify to Play Rhythm Baseball.

- 1—Go to “Rhythm Practice” on www.musicplayonline.com and select the rhythms you wish.
- 2—Open up two separate tabs, one for the four beat flashcards and one for the eight beat flashcards. The four beat flashcards will be for those choosing a “single” and the eight beat flashcards for those choosing a “double.” The files are PDF so they can also be downloaded ahead of time to your computer if that is easier.
- 3—Follow the Recorder baseball rules for scoring (link above). You might want to review rhythms first with an echo practice or a poison rhythm to “warm up the ball players.”

Developing Audiation (“Inner Hearing”) in the young—“Swimming, Swimming” (Grades 2-3)

I believe that the ability to match pitch on the outside is solidified when one hears the pitch first on the inside. “Swimming, Swimming” is a perfect song to develop this inner/outer hearing connection and all the tools are so easily presented in www.musicplayonline.com.

As for your toolbox, you will want to use the lyric slides, the lyric video and watch the demonstration video:

- 1—Teach the song using the lyric slides and add the suggested movements on the provided video or make up your own or have your students make up their own.
- 2—Use the lyric video to have the children audiate the song as noted on the video as they perform the movement. I believe that the movement helps to connect the inner hearing and the overall musical piece. Also, the children aren’t physically stagnant. They are moving during a singing activity which by itself, might get taxing.

Continuing the Development—“I Love The Mountains” (Grades 3-5)

I love this song because it has both it can be sung in unison or a round and also contains an ostinato. An ostinato sung against the unison is a great intermediary step between unison only and singing as a round.



“Canoe Song”—A Flexible activity for all ages and abilities.

I’ve used “Canoe Song” in several capacities. Here are some:

1—As a single chord song, I’ve had students who are in my ASD (Autism Spectrum Disorder) classes play the root of the chord on a contrabass bar to the steady beat. This can also be done on boom whackers as well. For other one and two chord songs, go to Instruments, Guitar, 1-2 chords songs at www.musicplayonline.com.

2—With my older students (Grades 4-5), I use it “Canoe Song” in three capacities: 1—to sing as a round, 2—to teach and/or review the rhythm ti-Ta-ti (eighth-quarter-eighth) and to play on the recorder. A recorder play along is provided by www.musicplayonline.com here (listed as the alternate title “My Paddle”): <https://musicplayonline.com/instruments/my-paddle-2/>

3—Of course, the song can be played on guitar and there is also a ukelele play along as well (also available in the ukelele section under instruments).



