

The Best of kindyRock

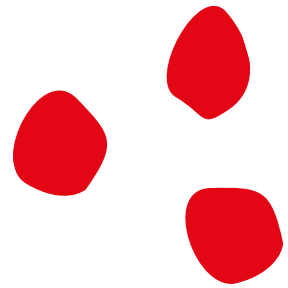
INSPIRING KIDS TO ROCK THE PLANET



A collection of favourite kindyRock songs, activities and music ideas gathered from over the years to help make music time fun, engaging and easy.

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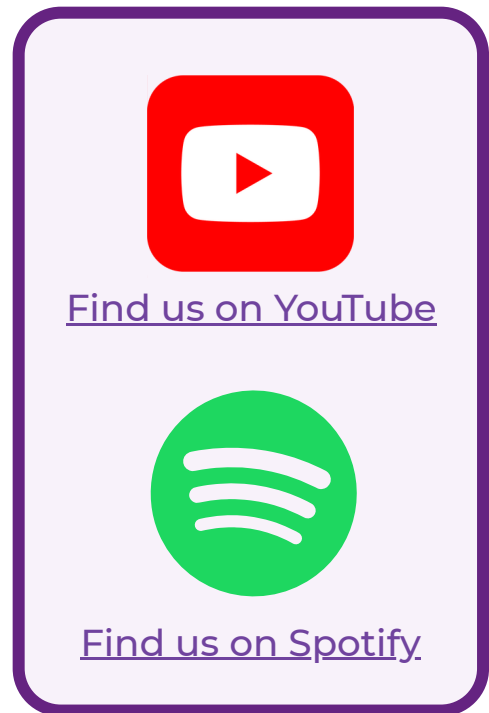
A collection of favourite kindyRock songs, activities and music ideas gathered from over the years to help make music time fun, engaging and easy.

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It's Time for Music

Babies, toddlers, pre-schoolers -
action song

Teaching Notes: This fun song is a great way to get everyone ready for a fun music session. Simple words and a simple melody make it suitable for babies, toddlers and pre-schoolers.

It's time for music let's clap our hands
It's time for music let's stamp our feet
It's time for music let's shake our hips
It's time for music lets pat the beat
Jump up and down
Now spin around
Because it's time for music today
Weeheeee



Musical skills

Singing a simple melody

Beat: moving in time to the beat

Other skills:

Imagination

Gross motor skills -big movements

Listening to instructions.

Extension (for older children):

Come up with some new words to the song. Start off by using different body percussion, then graduate onto instruments.



kindyRock Twist

Action song.

Twist, twist, twist. Twist your hips. Clap, clap, clap. Clap your hands. Jump, jump, jump. Jump so high!

**Let's do the KindyRock Twist. I'm gonna twist so low.
Let's do the KindyRock Twist. How low can you go?
Turn around and touch the ground. Doing the KindyRock
Twist.**

Shake, shake, shake. Shake your arms.
Wiggle, wiggle, wiggle. Wiggle your knees.
Stamp, stamp, stamp. Stamp your feet.

Let's do the KindyRock twist.....

Come on, twist! Clap! Jump! Now, shake! And wiggle! And stamp! **Let's do the KindyRock twist.....**

Actions: Stand up and follow the words for the actions to this song.

Musical Skills:

Pitch - simple melody lines.

Pitch - finding the "low" note (how low can you go).

Tone Colour - hearing the difference between a female and male vocal voice

Other Skills:

Motor skills – different actions.

Language – words associated with different actions (e.g. twist, shake) and different parts of the body (e.g. hips, arms etc).

Extension Activities:

Children to make up new actions for each body part.

KindyRock Twist

Note this is in the key of Eb on the CD, if you want to play along to the CD, use capo 1 and play in D, or play without the CD in the key of D

INTRO: D Bm G A

D
Twist, twist, twist. Twist your hips.

G D
Clap, clap, clap. Clap your hands.

A7 G D A7
Jump, jump, jump. Jump so high!

D
Let's do the KindyRock Twist. I'm gonna twist so low.

G D
Let's do the KindyRock Twist. How low can you go?

A7 G A7 D
Turn around and touch the ground. Doing the KindyRock Twist.

D
Shake, shake, shake. Shake your arms.

G D
Wiggle, wiggle, wiggle. Wiggle your knees.

A7 G D A7
Stamp, stamp, stamp. Stamp your feet.

Chorus

D G D A7 G D A7
Come on, twist! Clap! Jump! Now, shake! And wiggle! And stamp!

D
Let's do the KindyRock Twist. I'm gonna twist so low.

G D
Let's do the KindyRock Twist. How low can you go?

A7 G A7 D
Turn around and touch the ground. Doing the KindyRock Twist.



Jump Up And Down



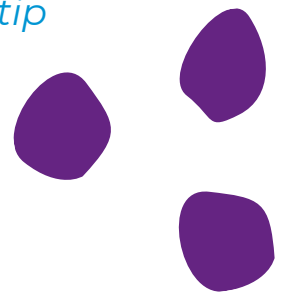
Jump up and down and turn around
Jump up and down and touch the ground

Start very small then get really tall

Crouch down then slowly stand up stretch up standing on tip toes with arms up high

Now wave your hands around

Wave arms up high in the sky



Teaching Notes: *This is an easy song to get children moving.*

Musical Skills:

Melody- Singing simple melody lines

Other Skills:

Gross Motor Skills - Jumping, turning, crouching down, stretching up

Language skills – developing language skills

Extension Ideas:

Try using with scarves, ribbon or stars. Discuss the difference in size of some- one who is crouched down and someone who is standing up high on their tiptoes. Explore the concepts of small/tall and low/high.

I Can Play On The Beat

I can play on the beat, on the beat
I can play, play, play all day
I can play on the beat, on the beat
I can play, play, play, play, play
I can play it up high, I can play it down low
I can play to the left, now don't you know
I can play it up high, I can play it down low I can play
and then I stop.



I can play very quickly on the beat...

I can play very slowly on the beat....

I can play very quickly on the beat....

Teaching notes: Encourage the children to play on the beat by the teacher using good strong beat actions. With younger children, patting them on the arm or shoulder in time to the music helps instil a good sense of rhythm.

Musical Skills:

Responding to stops and starts.

Beat - playing in time to the beat.

Tempo –responding to tempo changes.

Other Skills:

Mathematics – developing directional language.

Listening to the lyrics to follow the actions.

Extension Activities:

Discuss the musical terms used in this song (slowly, quickly) what other things are slow or quick. What animals move slowly or quickly?

I Can Play On The Beat

Key: C

INTRO: C Bb F G

C F
I can play on the beat, on the beat
C G7
I can play, play, play all day
C F
I can play on the beat, on the beat
C G C
I can play, play, play, play, play
F C
I can play it up high, I can play it down low
G7 C
I can play to the left, now don't you know
F C
I can play it up high, I can play it down low
G7 C
I can play and then I stop.

I can play very quickly on the beat...

I can play very slowly on the beat...

I can play very quickly on the beat...



Play it Right

Play, play, play it right on the beat.
Right on the beat, right on the beat.
Play, play, play it right on the beat.
Play and play and stop.

Play, play, play it softly on the beat.
Softly on the beat, softly on the beat.
Play, play, play it softly on the beat.
Play and play and stop.

Play, play, play it loudly on the beat.....

Play, play, play it slowly on the beat.....

Play, play, play it quickly on the beat.
Quickly on the beat, quickly on the beat.
Play, play, play it quickly on the beat.
Play and play and..... Play and play and..... Play and play and
stop!



Teaching Notes: Encourage playing on the beat with various instruments.

Musical Skills

Responding to stops and starts in music.

Beat – playing in time to the beat.

Dynamics – responding to changes in volume.

Tempo – responding to changes in tempo.

Other Skills

Language – developing vocabulary.

Listening skills – following instructions.

Extension Activities

Discuss musical terms used in this song (play and stop, so /loud, slow/quick). Try using just your hands or props such as stars or lycra to clap the tempo and dynamics.

Pack up your Instruments

Instrument Song

Pack up your instruments, put them away
Let's get them out another day
Shakers and drums and jingle bells
It's me to put them away

Pack up your instruments, put them away
Let's get them out another day
Tappers and the castanets
It's me to put them away

Infants: *This is a nice way to teach children about packing up, getting young children to help as well, which they all seem to love.*

Older children: *This is a great song for the children to learn to pack up with. Encourage them to sort the instruments into baskets and be finished when the song is finished.*



Musical skills:

Responding to music.
Tone Colour - exploring and identifying different instruments.

Other Skills:

Mathematics - sorting.
Language - new vocabulary.
Social - learning about helping to tidy up putting things away and boundaries.

Extension Ideas:

Discuss other things that need packing up. Why do we put things away etc. Make up new lyrics for putting toys away e.g.

Pack up your toys, put them away.

Let's get them out another day.

Bikes and paints and all the blocks. It's me to put them away.

Jump in the Puddles

Jump in the puddles let's jump, jump! x 3

Jump

I've got my gumboots on.

Pull gumboots onto each foot

Stomp in the puddles, let's stomp, stomp! x3

Stomp with knees up high

I've got my gumboots on.

Hop in the puddles let's hop, hop! x3

Try hopping on alternate feet

I've got my gumboots on.

Run in the puddles let's run, run! x3

Run either small steps around the room, or on the spot

I've got my gumboots on.

Jump in the puddles let's jump, jump! x 3

I've got my gumboots on.

Big jump at the end to match the splashing sound.

Teaching Notes: Follow the words of the lyrics and encourage free movement around the room. This can also be done as a follow the leader song or in a big circle.

Musical Skills

Beat - moving in time to the beat

Melody - responding to higher and higher pitching (each verse moves up a note)

Other Skills

Gross Motor Skills – learning how to jump, stomp, hop, run

Listening skills – following instructions

Spatial awareness – moving without touching others

Extension Activities

Create an obstacle course with gumboots. Take turns being the leader. Create a path to follow (rather than moving in a circle).

Discuss other things you might need to jump over, or even jump in!



What Comes Next?

Action Song

We're going on a holiday, holiday, holiday.
We're going on a holiday. (*Driving actions with your arms*)
Yes we are! (*Clap 3 times*)
What comes next? (*Hands out as if asking a question.*)

We're helping put the tent up... (*Hit fists on top of each other, alternating for older children*)

We're swimming in the ocean... (*Swimming actions*)

We're eating yummy sausages... (*Run hands over your tummy or pretend to eat*)

We're snoozing in our sleeping bags... (*Sleeping actions*)
Zzzzzzzzzzzzz

Teaching Notes: These are just some action ideas. Ideally make up your own actions with the children as you discuss the lyrics and song.

Musical Skills:

Beat – moving in time to the beat.

Melody - singing simple tunes.

Other Skills:

Language – developing vocabulary.

Mathematics - developing sequencing skills.

Extension Activities:

Discuss holidays.

Use the words “ what comes next” to make up your own story about a holiday. What would the children like to do on their holiday?

Make up some other verses to this song.

A Wriggly Song

Wriggle your fingers (echo)
Wriggle your toes (echo)
Wriggle your elbows (echo)
Wriggle your nose (echo)
Wriggle on the side (echo)
And back you go (echo)
Wriggle up high (echo)
And wriggle down low (echo)

REPEAT SONG



Teaching Notes: Follow the lyrics for this song. Explore different ways of wriggling.

Musical Skills:

Beat – moving in time to the beat.
Melody - singing simple tunes.

Other Skills:

Language – developing vocabulary including parts of the body. Mathematics - directional language.

Extension Activities:

Explore different ways of wriggling your body.
Discuss the word wriggle. What else wriggles? What animals wriggle? Replace the word wriggle with other actions words such as shake, tap etc. E.g. Shake your fingers, shake your toes...

Wobble, Wobble

Action Song

Wibble, wobble, wibble, wobble jelly on the plate.
Wibble, wobble, wibble, wobble jelly on the plate.
Going up, going down. Going up, going down.
Wibble, wobble, wibble, wobble jelly on the plate.

Let's go faster!

Wibble, wobble, wibble, wobble jelly on the plate.
Wibble, wobble, wibble, wobble jelly on the plate.
Going up, going down. Going up, going down.
Wibble, wobble, wibble, wobble jelly on the plate.
(Repeat)

Oh no!
What's happening?
The jelly's falling off the plate! SPLAT!

Teaching Notes: Use this with scarves, a parachute or lycra or even without props. Can even be used as a mat song. Find ways to wobble first. At the end encourage the children to stop and join in with the final lyrics. Then all fall over on the ground.



Musical Skills

Beat – moving in time to the beat
Tempo – responding to changes in tempo
Pitch - singing simple melody lines

Other Skills

Social - working with a group (if using parachute)
Spatial awareness – learning how to co-relate to others in a confined space
Language – developing vocabulary

Extension Activities

Talk about jelly and other things that wobble.

Jiggle Your Scarf

Scarf song

Jiggle your scarf. Jiggle jiggle jiggle
Jiggle and turn around
Jiggle your scarf
Jiggle jiggle jiggle
Jiggle and touch the ground

Jiggle it by your nose
Jiggle it by your knees
Jiggle it by your toes
Jiggle, jiggle jiggle jiggle
FREEZE!....last me through SIT DOWN!!



Teaching Notes: Follow the lyrics for the actions to this song. This is a great action song for getting people up. Encourage the children to move away from their safe zone, and around the room.

Musical Skills:

Beat – moving in time to the beat.
Responding to stops and starts in the music (the freeze sections).

Other Skills:

Listening skills – following instructions.
Creativity – choosing freeze “poses”.
Spatial awareness – moving without touching others.

Extension Ideas:

Get the children to think about how they could freeze in the freeze section of this song. E.g. Freeze with one foot up. Freeze like you are an animal. Freeze as though you are asleep. Discuss the word jiggles. What else jiggles?

Jiggle Your Scarf

Key C

C
Jiggle your scarf, Jiggle jiggle jiggle
G
Jiggle and turn around

Jiggle your scarf, Jiggle jiggle jiggle
C
Jiggle and touch the ground

F C
Jiggle it by your nose, Jiggle it by your knees
D G
Jiggle it by your toes, Jiggle, jiggle jiggle jiggle FREEZE!

(repeat)

C
Jiggle your scarf, Jiggle jiggle jiggle
G
Jiggle and turn around,
G C
Jiggle your scarf, Jiggle jiggle jiggle, SIT DOWN!



Zippity Zap

(Instruments on the ground to start this song)

Zippity Zap, Zippity Zap,. Clap my hands, just like that
Clap on the beat now listen to me
Zippity, zippity zap.

Zippity Zap, Zippity Zap. Tap my shoulders...

Zippity Zap, Zippity Zap. Slap my knees...

(Pick up your instruments now)

Zippity Zap, Zippity Zap,
Play on the instruments, just like that
Play on the beat now listen to me
Zippity, zippity zap.

Zippity Zap, Zippity Zap. Play very so y...
Zippity Zap, Zippity Zap. Play very loudly...

Teaching Notes: *This song starts with body percussion, so have your instruments on the ground ready to play. Encourage the children to play on the beat.*

Musical Skills:

Beat – playing, and moving in time to the beat.

Tone Colour – identifying different voices (child's, woman's).

Dynamics – responding to changes in dynamics (loud/soft)

Other Skills:

Motor skills – clapping, slapping, tapping.

Language – developing vocabulary, rhyming.

Listening – following instructions.

Extension Ideas:

Explore other body percussion. Discuss rhyming words in the song (zap, clap, tap, slap).

What other words rhyme with zap?

I'm Playing Tappers

Instrument/Tapper/Stick Song

I'm playing tappers, tappers, tappers. I'm playing tappers play with me.

I'm playing softly, softly, softly...
I'm playing loudly, loudly, loudly...

I'm playing softly, softly, softly...
I'm playing loudly, loudly, loudly...

I'm playing quickly, quickly, quickly... I'm playing quickly, quickly,
quickly...



Teaching Notes: *This song is written for tappers but can be used with any instruments. Explore different ways of playing the instruments to be able to play softly, loudly and quickly.*

Musical Skills:

Beat – playing in time to the beat.
Dynamics - responding to different volumes in the music. Tempo - responding to different speeds.

Other Skills:

Listening skills – following instructions.
Fine Motor Skills – gripping.
Creativity - different ways of using the instruments to make tappers or loud and soft sounds.

Extension Activities:

Discuss the describing words in the verses (softly, loudly), what other things/animals move like that? How else could we play tappers?

Sit On The Mat And Clap

Action/Mat Song

Sit on the mat and clap
Sit on the mat and clap
Sit on the mat and clap

Clap your hands

Sit on the mat and slapSlap your knees
Sit on the mat and tapTap your shoulders
Sit on the mat and patPat your head
Sit on the mat and clapClap your hands

Teaching Notes: *This is such an easy song to sing. Encourage all ages to try it!*

Musical Skills:

Beat – clapping etc to the beat
Melody – singing simple melody lines
Dynamics – responding to the change in volume (at verse 4)

Other Skills:

Language – developing vocabulary: parts of the body and rhyming.
Motor Skills – clapping, slapping etc

Extension Ideas:

Encourage everyone to make up new verses. Try it with standing actions such as “let’s stand up and jump...jump really high”. Pick a theme such as food and make up a song.... ” What do we like to eat.....yellow bananas”.

Sit On The Mat And Clap

Key: D

Intro: D A7

D G
Sit on the mat and clap
D A7
Sit on the mat and clap
Bm G
Sit on the mat and clap
D A7 D
Clap your hands

D G
Sit on the mat and slap
D A7
Sit on the mat and slap
Bm G
Sit on the mat and slap
D A7 D
Slap your knees

D G (D A7, BmG)
Sit on the mat and tap

D A7 D
Tap your shoulders

D G (D A7, BmG)
Sit on the mat and pat

D A7 D
Pat your head

D G (D A7, Bm G)
Sit on the mat and clap

D A7 D
Clap your hands

Muddy Clothes

Action song.

My clothes are muddy, muddy, muddy, muddy
Muddy yes they are x 3

Pick at clothes in random parts all over the body as though you are picking off mud

Muddy, muddy, muddy yes they are.
How can I get them clean?

Hands out as though asking a question

Put them in the washing machine!

Point both hands as though putting clothes into washing machine.

My clothes are washing, washing, washing, washing, washing yes they are x 3

Use both hands in circular washing motion on each side of the body

Oh, no, they're much too wet! *Put both hands on hips*

I can't put them on just yet. *Shake finger and head*

My clothes are spinning, spinning, spinning, spinning, spinning yes they are x 3

Roll arms around each other in front of body

How can I get them dry? *Hands out as though asking a question*

Put them on the washing line. *Make action as though hanging up washing on line*

My clothes are flapping, flapping,...yes they are x 3 *Use big flapping actions with both arms*

Now it's such a lovely day. *Smiling and thumbs up*

I'm gonna go outside and play. *Point to outside or thumbs over your shoulder*

There's a puddle, jump right in.

Point to a space in front of you and jump in or if sitting use you hands to jump in

Oh, no, my clothes are muddy again! *Hands over mouth*

My clothes are muddy, muddy, muddy...

Teaching Notes: *Clap in time to the beat at the beginning and end of the song. Try to do all actions in time to the beat. Use this with scarves or ribbons as well*

Musical Skills:

Beat – moving in time to the beat.

Other Skills:

Motor skills– spinning, washing and flapping actions.

Extension Activities:

Discuss other ways that people wash their clothes, in particular in other countries/cultures.

At The Zoo

On Monday I went to the zoo. And what did I see?

(Slap knees)

I saw a cheeky monkey, and he was looking at me

(Make glasses with your fingers)

Then he said ooh ooh ooh ooh ooh ooh.....

(make monkey movements)

Then he said ooh ooh ooh ooh ooh ooh

That's what he said to me



On Tuesday I went to the zoo. And what did I see?

I saw a stripey tiger, and he was looking at me then he said Rrrrrrrrrrrr,
rrrrrrrrrrr.....Then he said rrrrrrrrrrrr.....

(Spread your fingers out wide and roar like Tiger)

That's what he said to me

On Wednesday I went to the zoo. And what did I see?

I saw a big fat turkey.....gobble, gobble, gobble.

(Arms out your sides and wobble from side to side in time to the words gobble)

On Thursday I went to the zoo. And what did I see?

I saw a handsome elephantaaaaaawwwwwwww

(Make your arms into a trunk and go up and down with it in time to the elephant sound)

Musical Skills:

Beat - playing in time to the beat.

Tempo - responding to tempo changes.

Other Skills

Language - developing vocabulary with days of the week, animals and animal sounds.

Extension Activities:

Make up your own action to go with each animal.

Use this song as an introduction to the days of the week.

At the Zoo

Key: Eb Capo 1

D G D A7
On Monday I went to the zoo. And what did I see?

D G
I saw a cheeky monkey

D A7 D
And he was looking at me then he said

D G D A7
Ooh ooh ooh, ooh ooh ooh, ooh ooh ooh, ooh

D G
Then he said ooh ooh ooh, ooh ooh ooh

D A7 D
That's what he said to me

On Tuesday I went to the zoo. And what did I see?

I saw a stripey tiger. And he was looking at me then he said
Rrrrrrrrrrr, rrrrrrrrrrr.....

Then he said rrrrrrrrrrr.....

That's what he said to me

KindyRock Hoedown

Action Song

We're gonna slap our knees
Stamp our feet
Turn around and clap the beat
Find a partner and do si do.
This is the KindyRock hoedown.

(Hook arms with a partner or hold hands and turn around in a circle)

Go into the middle with a big YEEHEE *(Walk into the middle of the circle and wave one hand in the air like a lasso)*

Out again and slap your knees *(Walk backwards out to form the circle again)*

Go into the middle with a big YEEHAW *(Wave one hand in the air like a lasso)*

This is the KindyRock hoedown *(Walk backwards out to form the circle again)*

Actions: Stand in a circle first. Follow the lyrics. Find a partner (or two) that you can do the do si do with. This dance takes a little bit of practise but once the children have learnt it, it is great fun. It is a good idea to go slowly through the actions the first few times you do this song. Also practise the do si do line a few times. For younger children, instead of finding a partner, they can turn around with their hands on hips.

Musical Skills:

Tempo – Respond to tempo changes.

Beat - do the actions in time to the beat.

Other Skills:

Motor skills – different actions: slapping knees, clapping turning around. Social skills – working with a partner.

Extension Activities:

Make up new actions the song. Discuss what a hoedown is and the “country feel” to the song. Listen to other examples of country music.

kindyRock Hoedown

Key: C

C

We're gonna slap our knees. Stamp our feet

C G7

Turn around and clap the beat

C F

Find a partner and do si do

C G7 C

This is the kindyRock hoedown

F C

Go into the middle with a big YEEHEE

G7 C

Out again and slap your knees

F C

Go into the middle with a big YEEHAW

G7 C

This is the kindyRock hoedown

3 times through with a double chorus to finish

Can You Wave Goodbye?

Can you wave goodbye with your fingers?
Can you wave goodbye with your toes?
Can you wave goodbye by blinking your eyes?
Can you wave goodbye with your nose?

Can you wave goodbye with your elbows?
Can you wave goodbye with your thumbs? Can
you wave up high as you wave goodbye? Can
you wave goodbye with your tongue? (*Can you
wave goodbye with your tongue?*)

Goodbye, goodbye
I'm sending you a hug (*aah*). I'm sending you a kiss (x)
Goodbye, goodbye
Can you wave goodbye with me? (*goodbye*)

Goodbye, goodbye
I'm sending you a hug (*mmm*). I'm sending you a kiss (x)
Goodbye, goodbye
Can you wave goodbye with me?

Bye everyone see you next time

Teaching Notes: This is a great song to use at the end of your music session, or at the end of the day. It encourages little ones to use different parts of their bodies to wave goodbye, creating lots of giggles and laughter!

Musical skills:

Pitch - singing a simple melody

Other skills:

Identifying parts of the body - fingers, toes, eyes, nose, elbows, thumbs, tongue

Extension activities:

This song has a steady beat, so try using instruments to play along with the melody.

What actions can you do for 'hug' and 'kiss'?

What other body parts can you say goodbye with? Your foot? Your knee? Your hips?

Have fun working out how to incorporate these into the song!

Using the same melody, can you make up a song to say 'hello' for the start of your music session or the beginning of the day



What kind of shoes?

Action song - chant or to the tune of 'Old McDonald had a Farm

What kind of shoes will I wear today?

Hands out to the side of the body, palms tapping legs in time to the beat

What will I put on my feet? *Tap on feet*

I'll put gumboots on today. *Pretend to pull on a pair of gumboots*

Gumboots are so neat! *Thumbs up*

Stomping in my gumboots, *Stomp around in time to the music.*

Stomping with my feet.

Stomping in my gumboots,

Gumboots are so neat!

What kind of shoes will I wear today?

Hands out to the side of the body, palms tapping legs in time to the beat

What will I put on my feet? *Tap on feet*

I'll put sneakers on today, *Pretend to pull on a pair of sneakers*

Sneakers are so neat!

Tiptoe in my sneakers, *Tip toe around in time to the music*

Tiptoe with my feet. Thumbs up

Tip toe in my sneakers,

Sneakers are so neat.

Teaching Notes: *This song encourages children to use their memory and imagination to think about how we walk in different kinds of shoes. Here are some other ideas. Ask the children what shoes they like to wear and try their suggestions.*

high heels – wobble

ballet slippers – dance

ice skates – slide



Musical skills:

Beat: saying or singing to a strong beat

Rhythm: following the chant/song rhythms

Pitch: singing a simple melody

Other skills:

Gross motor skills: moving in a variety of ways

Language and vocabulary: words for different shoes and different types of movement

Creativity: imagination and memory

Extension activity:

Imagine wearing no shoes? How would it feel to walk bare feet on - prickly grass, hot sand, cool water, soft grass, stony ground?

Can you make up a different musical game eg 'What kind of sound will I make today?'

What kind of sound will I hear? I can tap with the tappers, tapping here and there.

This is the Way the Seagull Flies

Musical Game

Put your baby on your knee, holding him/her firmly under the arms

This is the way the seagull runs, along the beach to catch the wind

3x – Each time bobbing your knees faster

Wheee!

Lift baby up above your head then back onto your knees,

This is the way the seagull flies, up in the sky, above the waves

x3 Sway them from left to right. If they are older enough, get them to put out their arms like wings.

Then down... down.... down..... Splash! into the sea to catch his tea.

Let baby drop between your knees

Teaching Notes: This is a 'knee bobbing' game based on the likes of the traditional 'This is the way the lady rides', but with a beach twist.

Musical skills:

Beat: feeling the beat in time to the words through the bobbing on an adults knees

Rhythm: following a chant rhythm

Other skills:

Creativity: using your imagination

Memory: based on a known experience – seeing seagulls at the beach

Bonding with an adult

Extension Activities

Once the child is older, encourage them to do the rhyme with a favourite toy. A toddler sibling could do this with a teddy as you play with the baby.

Use instruments to create the sounds of the ocean.

Next time you're at the beach observe the way the seagulls take off, fly around and land.

THANK YOU

Thank you for being part of the kindyRock journey.

Whether you've sung the songs, danced with scarves, shaken instruments, used the music in your classroom or shared it with your own children — thank you.

kindyRock was always created to make music time fun, relevant, easy and effective, and it means so much to know the songs and activities have brought joy, learning and connection to children, teachers and families over the years.

Thank you for helping spread the magic of music with children and for being part of this beautiful community.

With so much gratitude,

Judi Cranston

kindyRock / Soul Rocker



kindyRock
INSPIRING KIDS TO ROCK THE PLANET