

Soaring Scarves Academy Workbook

Bring Scarf Dancing into YOUR Classroom



MEET YOUR PARTNER IN SUCCESS

The Soaring Scarves Academy is a place where teachers who understand that movement is music and movement is learning come to give their students a chance to learn the way they were meant to!



Leanna is a *master movement creator!*
Always finding new ways to give her students musical experiences vs. vocab

She started the Soaring Scarves Academy to give not only her students, but **your students**, the chance to move through music and make connections that last!

Join Leanna's FaceBook Community-
Soaring Scarves Academy

STOP- Read this before you take the training and dive in!

The online world can be confusing - with an opt-in at every click, rarely do you get substance for free.

This is not that kind of content.

From this one download and our free Soaring Scarves Bootcamp you will get 3 free scarf dances that you can use with your students tomorrow. These scarf dances will come with lesson plans, PowerPoints, and many how-to tips and tricks!

When using this workbook make sure you are taking the time to be honest and vulnerable. At the end of the day what you put into it, is what you are going to get out.

Whether you think you can, or you think you can't--you're right."

-Henry Ford

Day 1

Who are YOU?

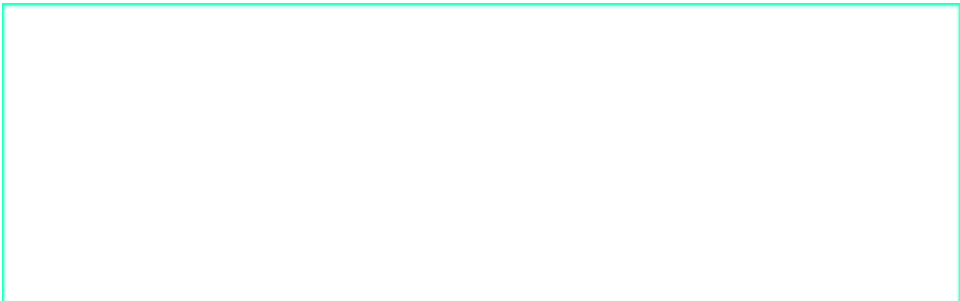
Who are you without including anyone else?

A large, empty rectangular box with an orange border, intended for a student to write their reflection on the question "Who are you without including anyone else?".

Who are you as a student?

A large, empty rectangular box with a yellow border, intended for a student to write their reflection on the question "Who are you as a student?".

Who are you as a teacher?

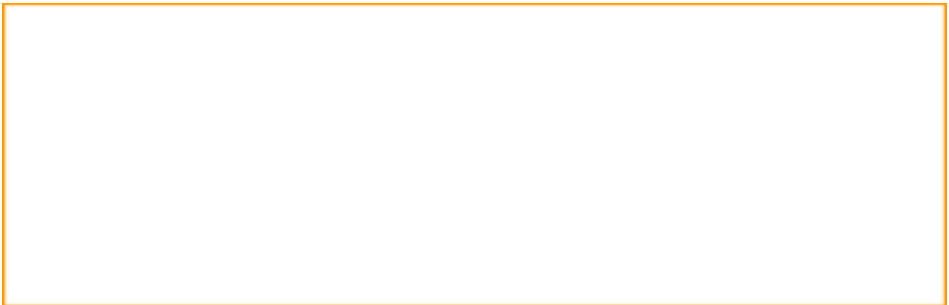
A large, empty rectangular box with a cyan border, intended for a student to write their reflection on the question "Who are you as a teacher?".

What is YOUR routine?

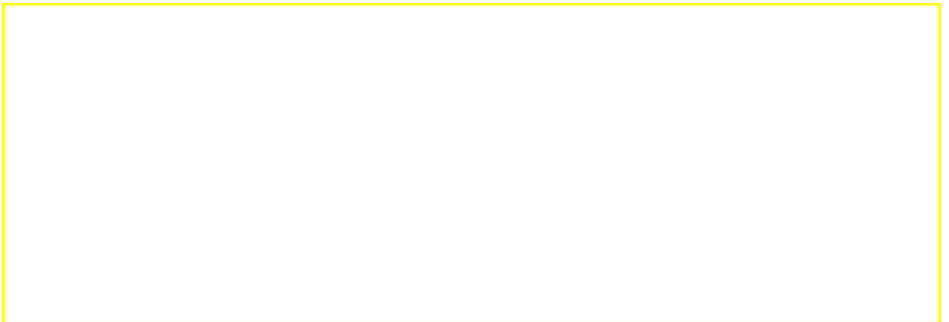
Beginning Routine

A large, empty rectangular box with a thin red border, intended for writing the beginning routine.

Chunk Time

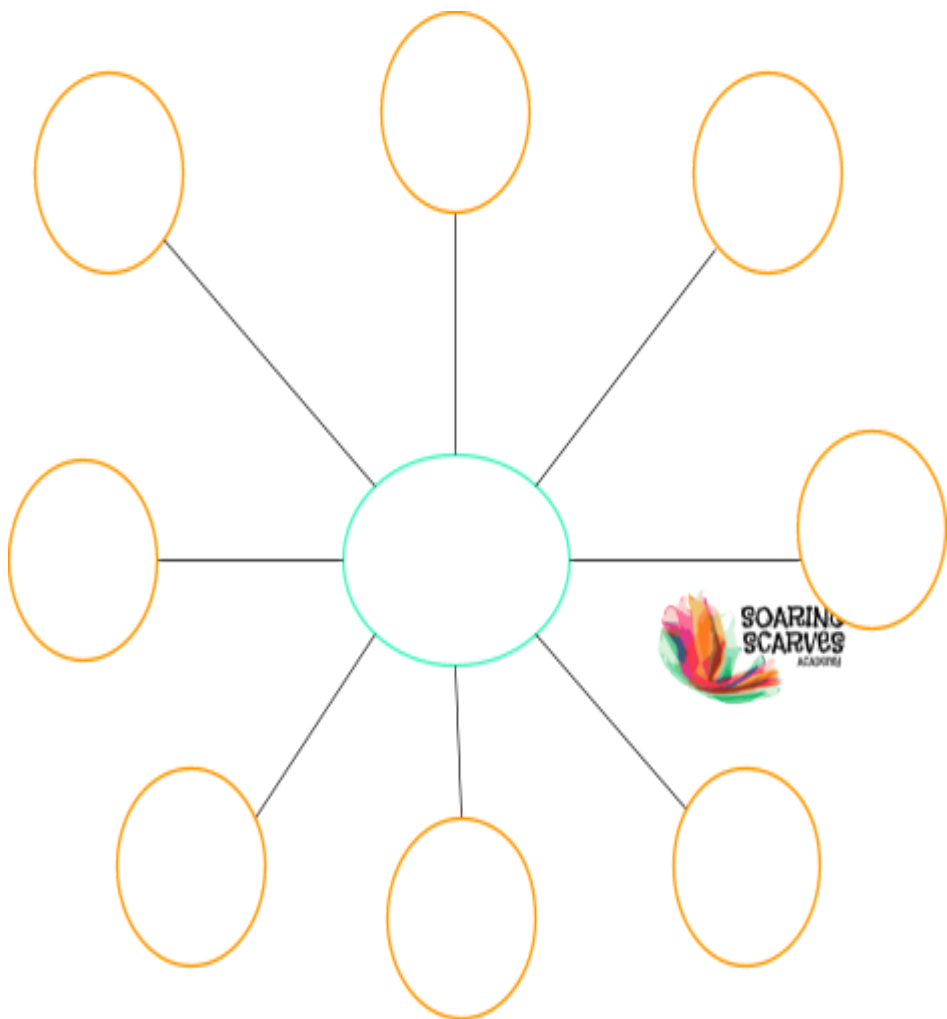
A large, empty rectangular box with a thin orange border, intended for writing the chunk time.

End Routine

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Create a goal about movement in your classroom.

GOALS and STEPS



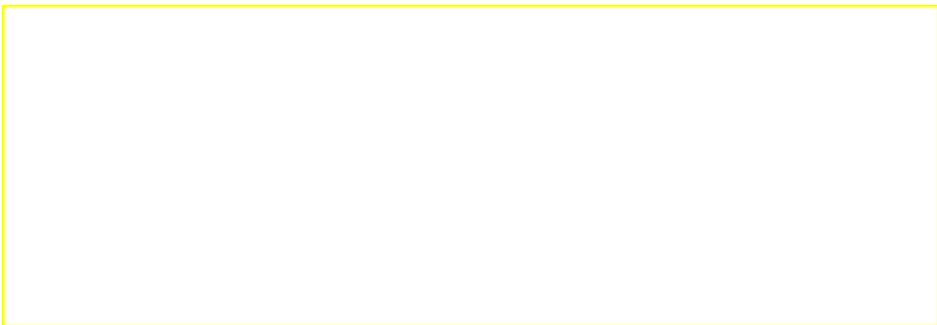
Time to Reflect-

The best habit a teacher could have is to reflect on what they have learn and ask themselves these questions-

How can I use this?



Why must I use this?



When will I use this?



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Soaring Scarves Academy

Hall of the Mountain King

Lesson Plan

Grades Addressed-3/4/5		Date-		
Music Lesson Goal/Objective- The student will know: a review/introduction to different fundamentals of music including; dynamics style, and articulation to mimic the music they hear. This experience will help student connect what they are doing in their bodies to the actual vocabulary. The student will be able to: follow along with either a video or with teacher to explore dynamics(big/small), tempo(fast/slow) and articulation(bounce/glide) as a way to connect to the actual musical vocabulary.				
Music Elements Addressed				
Expressive: Dynamics, Tempo, Style	Timbre: Instrumental	Duration: Beat, Rhythm	Pitch: Melody, Harmony, Tonality	Structure: Form, Texture
Music Standards Addressed				
Perform: Dance	Creating: Improvising	Relate to History or Culture: Edvard Grieg	Listen, Analyze, Describe	Read and Notate



Learning Activities (Be sure to address modification & differentiation needs)	
The teacher will:	The student will:
1. Have students watch a body percussion video on In the Hall of the Mountain King.	Watch video- https://www.youtube.com/watch?v=lk75qDst8wE
2. Introduce students to scarf rules- they don't go near our mouth, don't go on our heads, you get what you get and you don't get upset	Students finish the sentences along with teacher "mouth", "head", "and you don't get upset"
3. Pass out scarves and have the children complete the Soaring Scarves Beginning Routine	Students take time to smooth out their scarves, focus, and understand the scarf dancing expectations.

4. Either have students follow along with the Soaring Scarves Follow Along video or have them follow along with you!	Dance along to "In the Hall of the Mountain King". The main focus for this song is dynamics and tempo
5. Soaring Scarves End Routine-	Make a magic scarf wish
6. For older students- Using google slides review dynamics. Constantly having students demonstrate how they started the song vs. how it ended. If students need a brain break this is a good time to play a little Walking Running Sitting Beat	Recall tiptoeing as the teacher talks about piano and stomping as the teacher explains forte. Get up and demonstrate the difference between the two.

7. Review piano, forte, pianissimo, fortissimo and then go through the mezzo's. With each change ask for different body movements that can connect the students to each dynamic (tiptoeing past a monster vs. tiptoeing past your parents bedroom, walking normal vs. walking while trying to imitate a flamingo- let them get creative!)	Review and help think about different ways to move that would make sense with each dynamic.
8. Have students read a poem using the dynamics they just review. This poem should grow and grow! See if they can stay consistent as they grow louder and softer!	Try to get through the entire poem keeping the correct dynamic level.

9. If the students are ready for a challenge, have them try to learn a basic version of the hand clapping game from the video! I have my students write/count the beats while we are learning the hand clapping game. Afterwards we add the music and see how long we can last before the song gets too fast!	Try the hand clapping game for In the Hall of the Mountain King.
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This lesson plan's main purpose is to give students an experience that can later be connected to the fundamentals of music. Getting students to feel the basics; pitch, tempo, texture, articulation, dynamics, and form will make adding the vocabulary that much easier later on!

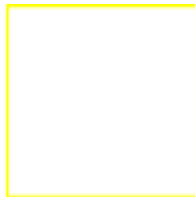
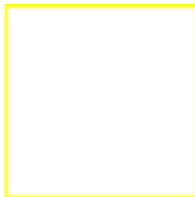
We hope you enjoyed this lesson plan from the Soaring Scarves Academy!

Day 2

Make a list of your favorite tools/tricks you use in your classroom everyday.



Write four big successes in your classroom



Write four of your biggest struggles

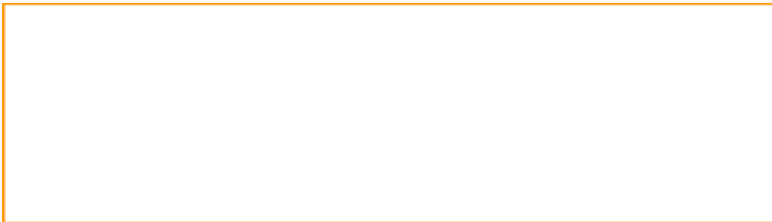


What are YOUR expectations?

Core Values

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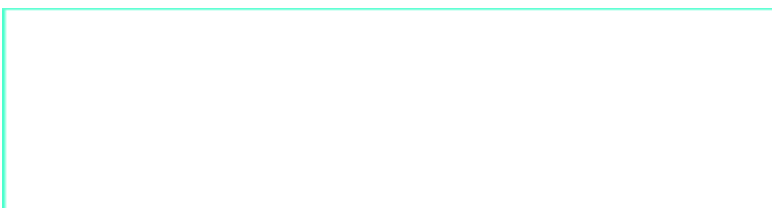
Classroom Priorities

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Classroom Targets

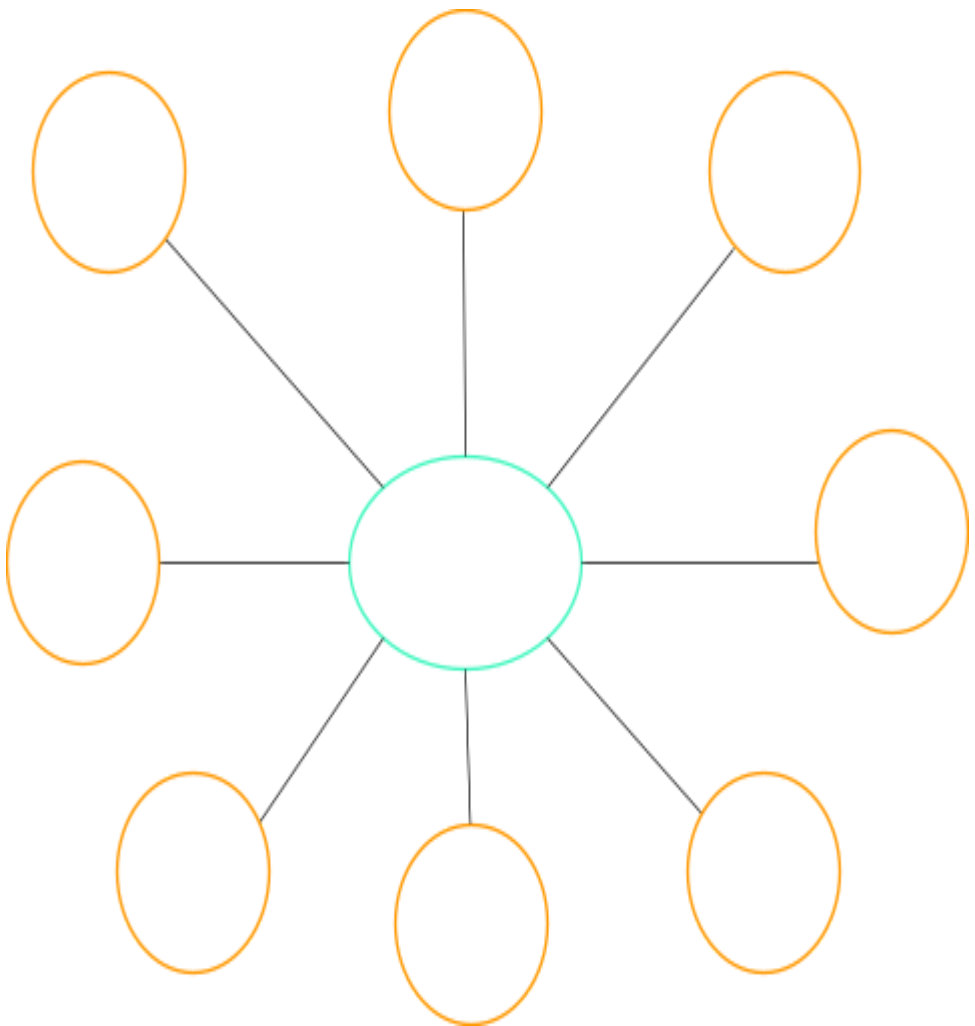
A large, empty rectangular box with a yellow border, intended for writing classroom targets.

Classroom Mission

A large, empty rectangular box with a teal border, intended for writing the classroom mission.

Create a goal about composers in your classroom. How can you incorporate them in a way that your students will love?

GOALS and STEPS



Brain Dump-

Which idea is simplest for you to articulate the value of right now?

What 3-5 challenges can you resolve with movement?

This image shows a full page of blank handwriting practice paper. It features approximately 28 evenly spaced horizontal blue lines across the entire page, providing a guide for letter height and placement. The lines are consistent in color and thickness throughout.

Soaring Scarves Academy

Autumn Movement 3

Lesson Plan

Grades Addressed-2/3/4	Date-			
Music Lesson Goal/Objective- The student will know: an introduction to classical composers in a way that will inspire further curiosity and excitement. Students will first dance to and listen to Vivaldi Autumn and experience the music before learning about where it comes from and who it is by. The student will be able to: imitate movements along with music as demonstrated by teacher and improvise their own movements using clues and connections to dynamics(big/small), tempo(fast/slow) and articulation(bounce/glide). Students will then listen to a story about Vivaldi and listen to a few of his songs.				
Music Elements Addressed				
Expressive: Dynamics, Tempo, Style	Timbre: Instrumental	Duration: Beat, Rhythm	Pitch: Melody, Harmony, Tonality	Structure: Form, Texture
Music Standards Addressed				
Perform: Dance	Creating: Improvising	Relate to History or Culture: Vivaldi	Listen, Analyze, Describe	Read and Notate



Learning Activities (Be sure to address modification & differentiation needs)	
The teacher will:	The student will:
1. Introduce students to scarf rules- they don't go near our mouth, don't go on our heads, you get what you get and you don't get upset	Students finish the sentences along with teacher "mouth", "head", "and you don't get upset"
2. Pass out scarves and have the students complete the Soaring Scarves Beginning Routine	Students take time to smooth out their scarves, focus, and understand the scarf dancing expectations.
3. Either have students follow along with the Soaring Scarves Follow Along video or have them follow along with you! You can learn to do this through the Soaring Scarves Bootcamp.	Dance along to Carnival of Animals Finale. Students will use this time to connect how the music sounds to how their bodies are moving(tempo, pitch, articulation, dynamics)
5. Soaring Scarves End Routine- students will be using scarves later in class.	Make a magic scarf wish and either hand in the scarf if it is collected or sit on it.

reading to pause the story and allow students to hear and imagine what the main character heard from Vivaldi's music. This is a good time, if students need a brain break, to let them get up and show you what they hear.	
7. During the story you will have gone through Vivaldi's Seasons. Use the Google Slides to show students the small poems that are stables for Vivaldi's music. Save "Autumn" for the very end. Ask students if they have heard this song before(remember this is the scarf dance they just did at the beginning!) Maybe see how much they remember of the scarf dance for another short brain break.	Listen and watch the videos from Vivaldi's "The Seasons".
8. Hopefully students curiosity for Vivaldi is at a high. They have heard his music, read a story and recollected a song that they already know! Now is the time to talk to the students about his history. This will include where he	Learn some history on Vivaldi.

came from and some facts to help them remember who he is.	
9. Afterwards it might be time for a little more movement with music! Here is a video that my students <u>love</u> and find extremely fun! https://www.youtube.com/watch?v=jIVsHvRqrMY	Watch and follow along with short video.

This lesson plan's main purpose is to give students an experience that can later be connected to the composers from classical music. Getting students excited about classical music(where it came from, who created it, their background) will help to make learning about the composers so much easier later on!

We hope you enjoyed this freebie from the Soaring Scarves Academy!



Day 3

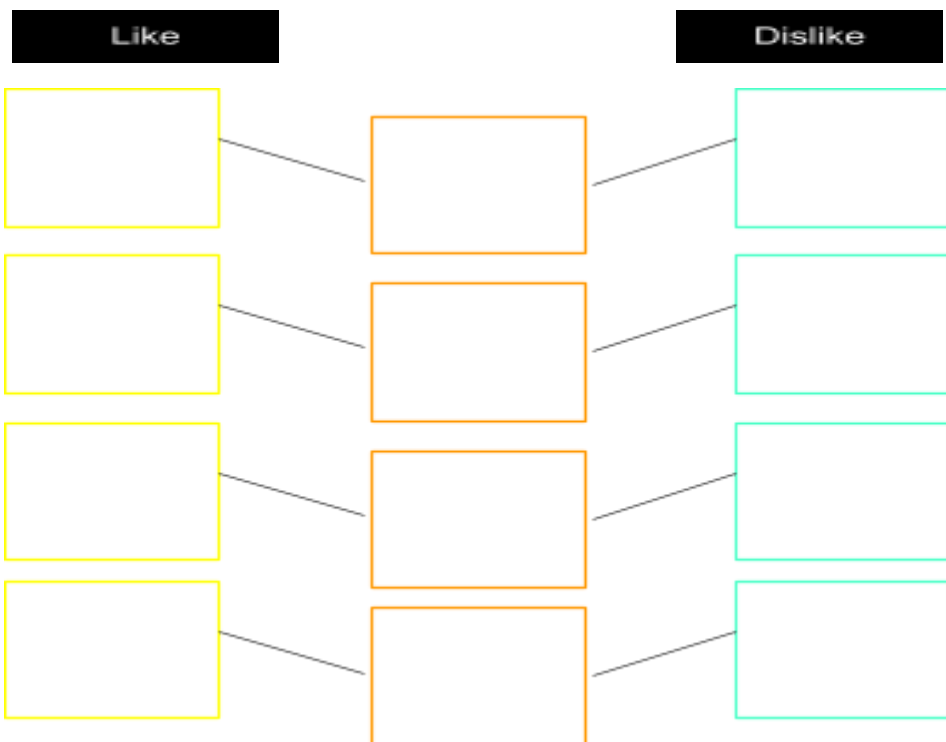
Write four of the things your students love to do during music class.

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Write four of the things your students do not like to do during music class.

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Now try to find what can connect them...



How will you hold yourself accountable to meet your goals?

Checklist

- ☐ Beginning and End Routine
- ☐ Movement Goal
- ☐ Core Values/Priorities/Targets
- ☐ Mission Statement
- ☐ Composer Goal
- ☐ Improvisation Goal

Before jumping in!

Remember the Rule of 3 and keep track of what class has completed the 3 scarf dances you have access to.

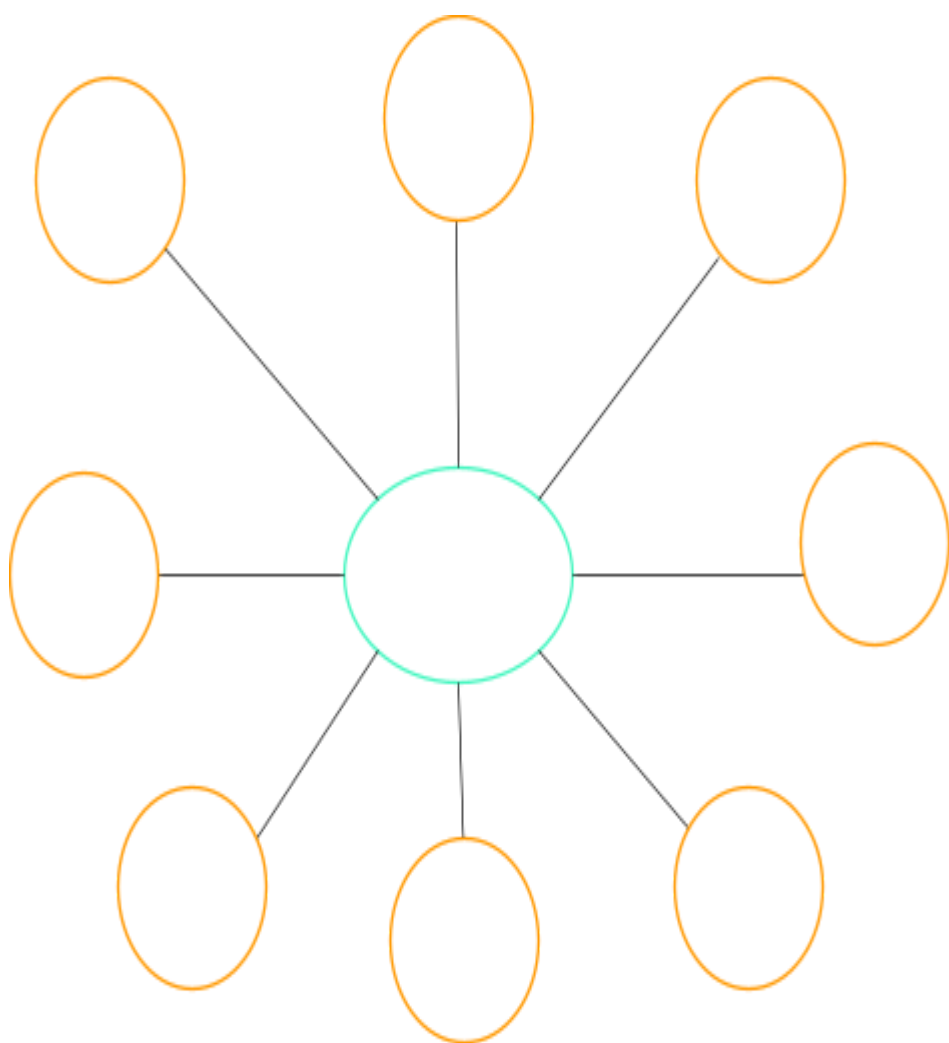
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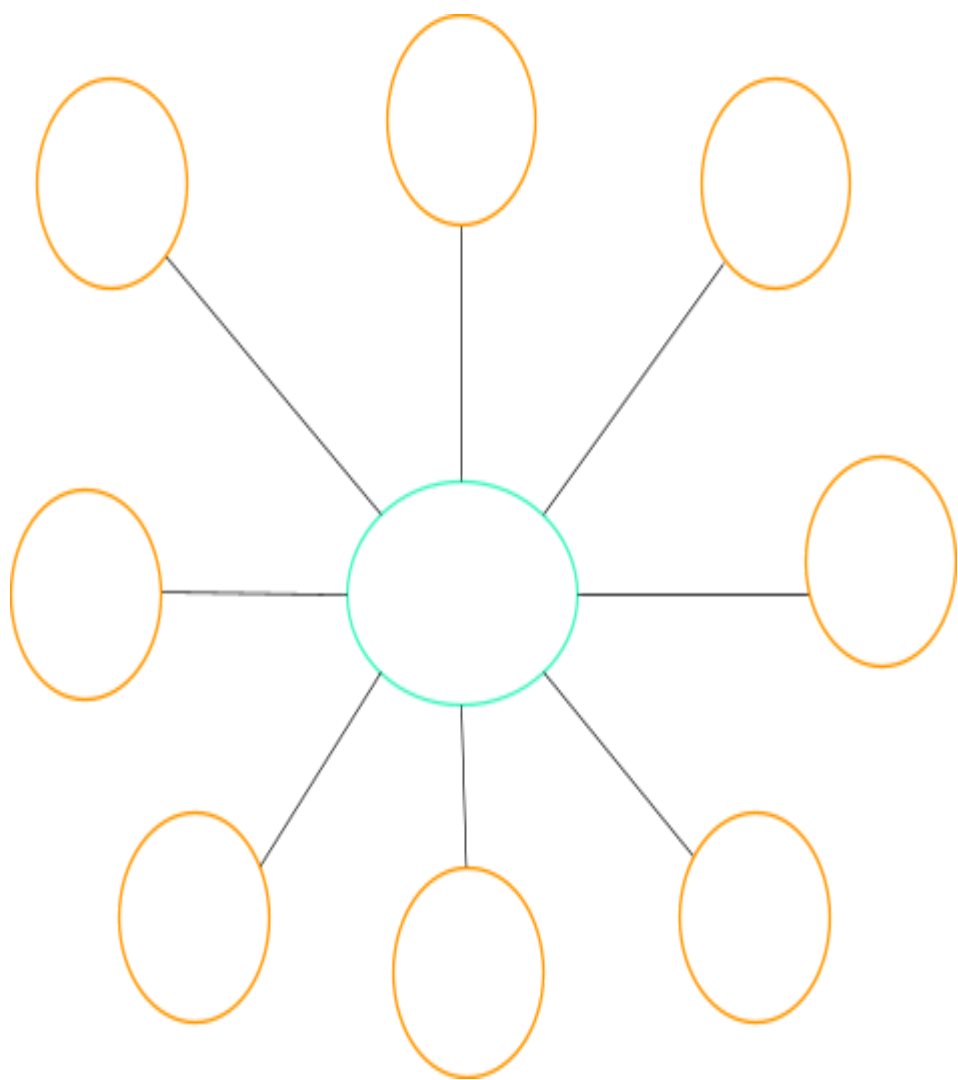
This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, providing a guide for handwriting or typing. The paper itself is a clean, off-white color. There are no margins, text, or other markings present on the page.

Here are 5 sheets to write your goals and action steps. Think about movement, composers and improvisation!

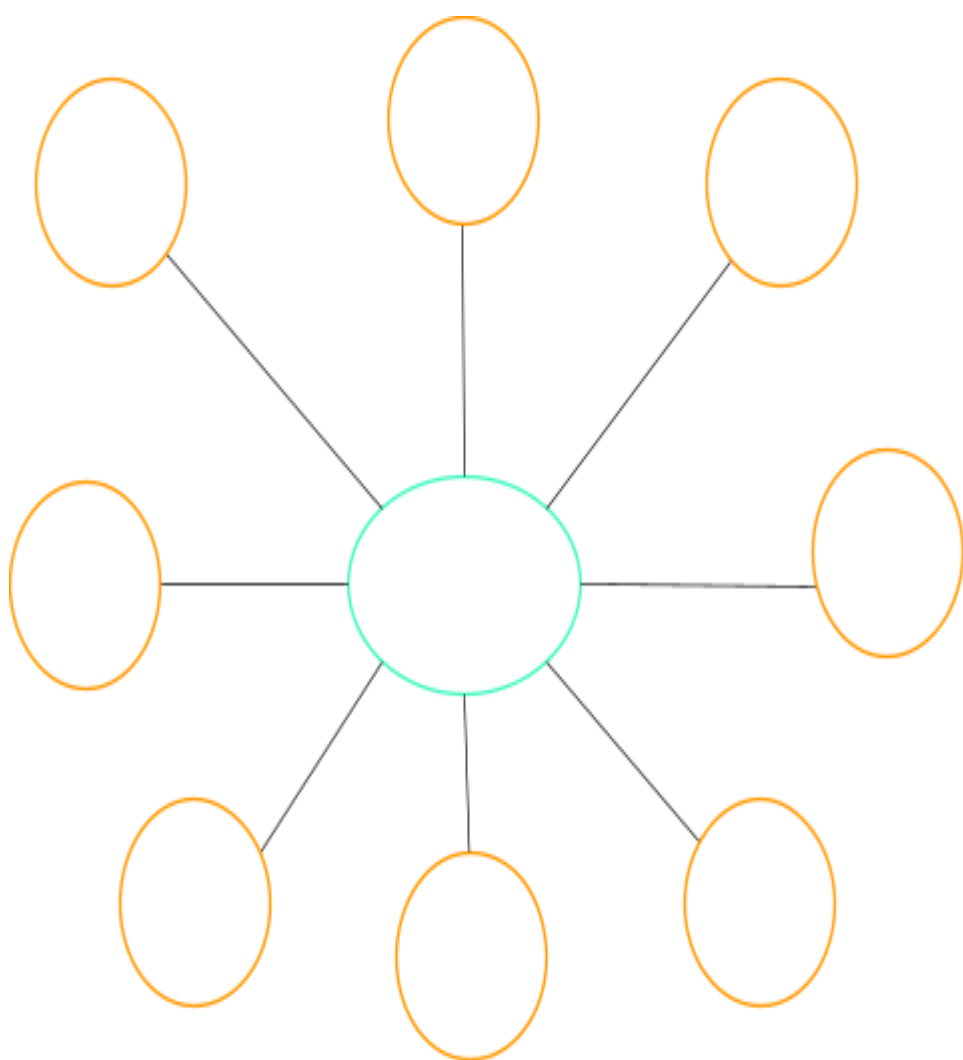
GOALS and STEPS



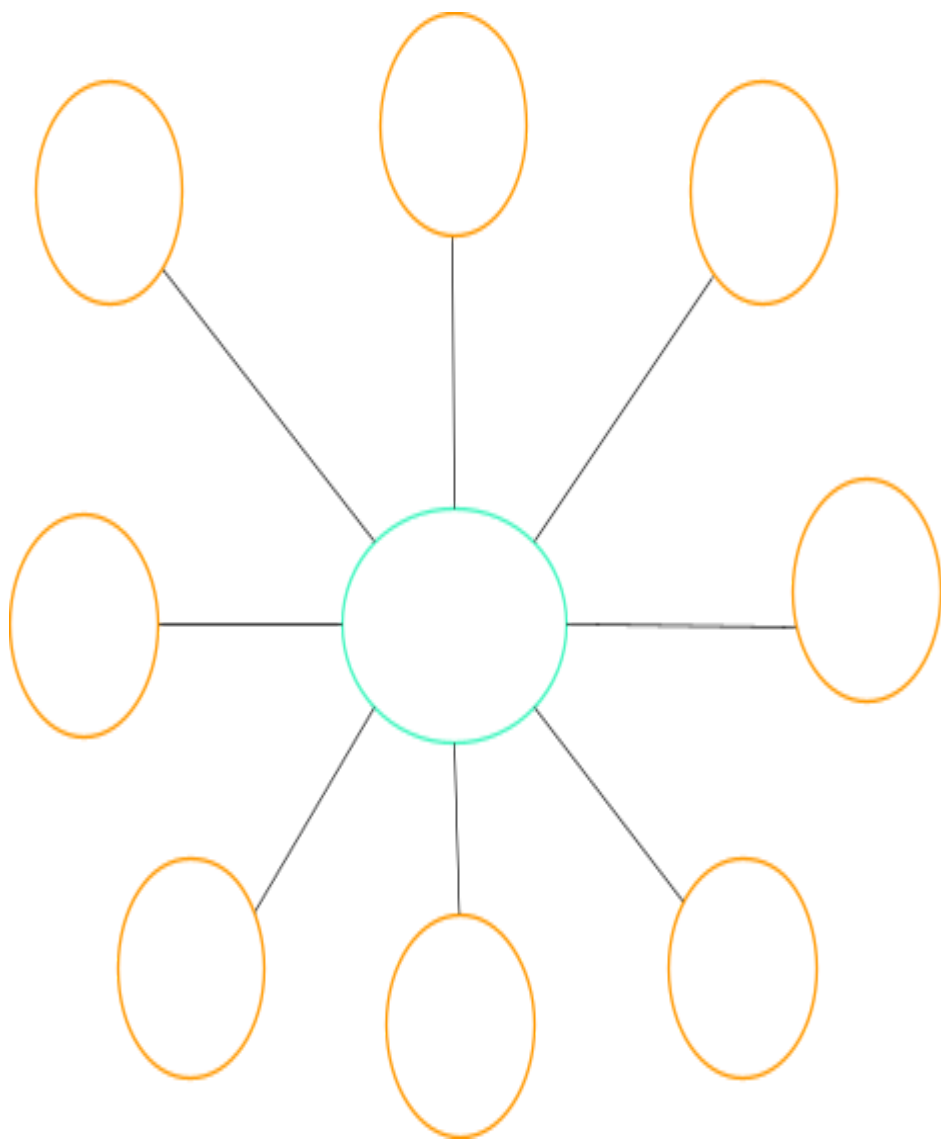
GOALS and STEPS



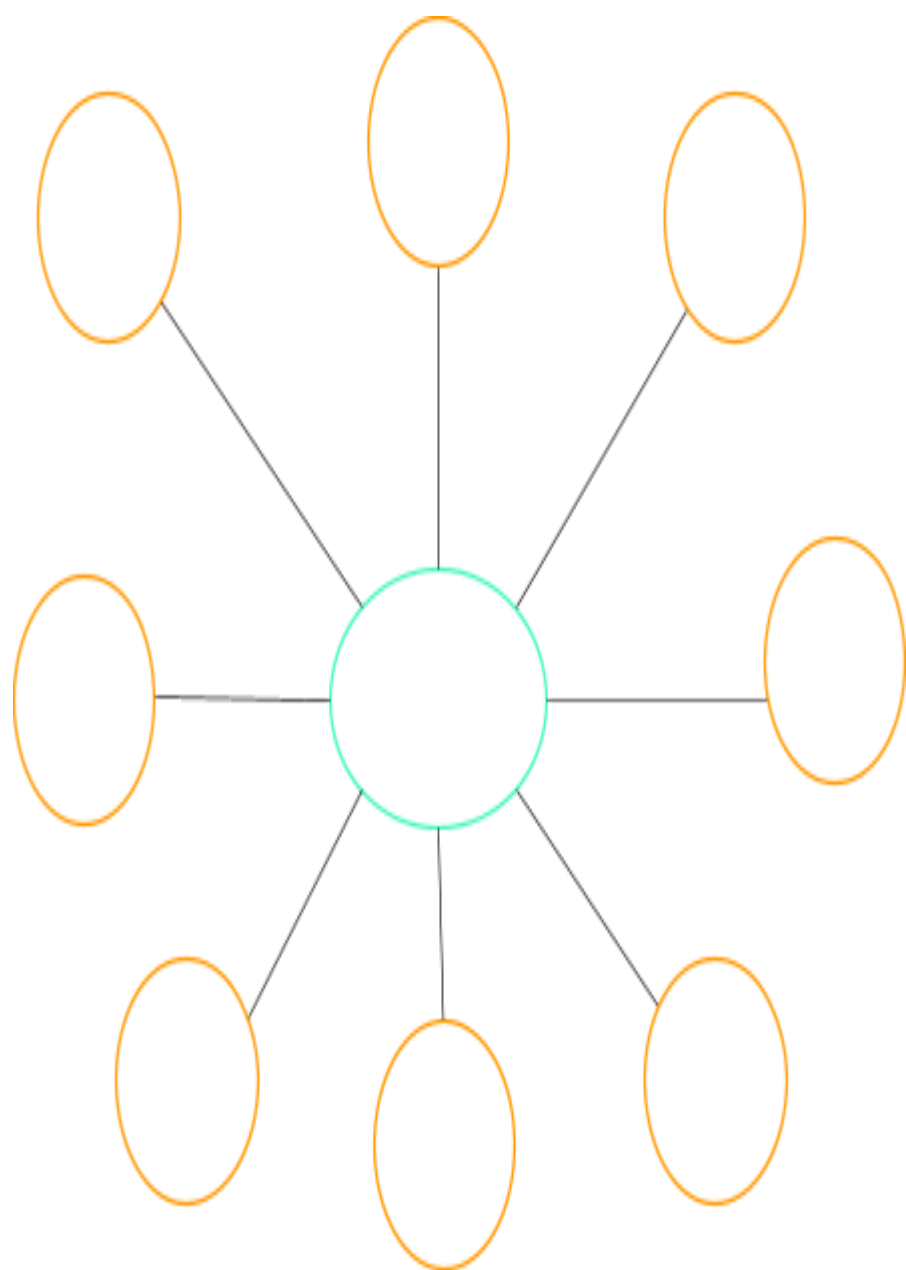
GOALS and STEPS



GOALS and STEPS



GOALS and STEPS



Soaring Scarves Academy

Carnival of Animals

Lesson Plan

Grades Addressed-k/1/2	Date-			
Music Lesson Goal/Objective- The student will know: an introduction to improvising using their bodies set to classical music, the beginning routine to scarf dancing, an introduction into different fundamentals of music including; dynamics, style, and articulation to mimic the music they hear and the animal the music portrays. The student will be able to: imitate movements along with music as demonstrated by teacher and improvise their own movements using clues and connections to dynamics(big/small), tempo(fast/slow) and articulation(bounce/glide) to infer what animal the songs were written for.				
Music Elements Addressed				
Expressive: Dynamics, Tempo, Style	Timbre: Instrumental	Duration: Beat, Rhythm	Pitch: Melody, Harmony,Tonality	Structure: Form, Texture
Music Standards Addressed				
Perform: Dance	Creating: Improvising	Relate to History or Culture: Camille Saint Sean	Listen, Analyze, Describe	Read and Notate



Learning Activities (Be sure to address modification & differentiation needs)	
The teacher will:	The student will:
1. Introduce students to scarf rules- they don't go near our mouth, don't go on our heads, you get what you get and you don't get upset	Students finish the sentences along with teacher "mouth", "head", "and you don't get upset"
2. Pass out scarves and have the children complete the Soaring Scarves Beginning Routine	Students take time to smooth out their scarves, focus, and understand the scarf dancing expectations.
3. Either have students follow along with the Soaring Scarves Follow Along video or have them follow along with you! You can learn to do this through the Soaring Scarves Bootcamp.	Dance along to Carnival of Animals Finale. Students will use this time to connect how the music sounds to how their bodies are moving(tempo, pitch, articulation, dynamics)
5. Soaring Scarves End Routine- students will be using scarves later in class. Based on the class I either collect the scarves(because if I don't my students will play with them while we are talking) or I sometimes have them sit on their scarves depending on the class.	Make a magic scarf wish and either hand in the scarf if it is collected or sit on it.

6. Tell students you have some awesome songs for them all about animals, but they have to guess what animals the songs are about! Play the first song and lead students through the first slide dragging the cartoons of big/small, fast/slow, and what the students think the animal is more likely to do- jump or glide. This you can later connect with pitch, tempo, and articulation.	Try to guess the animal from what they hear! It is big/small, fast/slow, what is it more likely to do? Jump or glide?
7. After listening to one song(my first is always elephant) I have the students act what animal they think the song is about with their bodies. I go over the rules for safe improvising(stay off the floor, keep in your bubble, no running) and remind my students to let the music tell their bodies what to do. I will show students a picture of the animal's habitat if they need a hint.	Using clues from the music/worksheet make an informed guess about the type of animal the song is about. Use their body to act it out.
8. Have the students sit and show them the animal! Repeat this step with as many songs as you like! I usually use the songs for elephant, aquarium, swan, and hen.	Guess each animal using the clues from the music. Demonstrate how you think each looks, moves and dances.

9. I usually let my students watch/listen to a clip of Carnival of Animals Finale that was turned into a small short by Disney in the movie Fantasia. This can be found on youtube. A lot of the time this is when I hear my students say "I've heard this before!" or "I know this" because it's the same song we danced to at the beginning of class. It really peaks their interest in the music and Camille Saint Sean!	Watch the short video
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This lesson plan's main purpose is to give an experience that can later be connected to the fundamentals of music. Getting students to feel the basics; pitch, tempo, texture, articulation, dynamics, and form will make adding the vocabulary that much easier later on!

We hope you enjoyed this freebie from the Soaring Scarves Academy!



This is the start of a journey to make

moving,

creating musical

experiences,

and giving your

students the



chance to learn the way they were meant to

as a part of your classroom!

Use the next few pages to keep yourself

accountable. Reflect on each lesson and ask

yourself

- What went well?
- What can I change for the future?
- How can I best set myself and my students up for success next time?

Movement Reflection

What went well?	What can I change for the future
How can I best set myself and my students up for success?	

Movement Reflection

What went well?	What can I change for the future
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Movement Reflection

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Movement Reflection

What went well?	What can I change for the future
How can I best set myself and my students up for success?	

Movement Reflection

What went well?	What can I change for the future

Continue to reflect.

Continue to add movement and continue to



grow your classroom
into a place where
students are set up to
learn the way they were
meant to.

In 5 hours of PD you are
now able to bring scarf

dancing into your classroom, but there is no
way to teach all the benefits of moving in this
amount of time. Become a Soaring Scarves
Curriculum Member and gain access to-

- Soaring Lesson Plans,
- A year's worth of Scarf Dances,
- Soaring Movement Breaks,
- Teacher Breakdowns/ Follow Along Videos
- Monthly Bootcamps and PD

Don't forget to check the complete button to
gain access to your Soaring Scarves
Professional Development Certificate!

