

sing about summer

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Introduction

Welcome to Sing About Songs

Thanks for your interest in offering music therapy services and for using this book to inspire you!

In the next pages, you will find information on how to use music to enhance, stimulate, motivate, educate, and how to offer your students, or clients, or patients, or residents information about the selected topic, summer.

These themes are written to be as age-neutral as possible with the idea that you can use any and all of these therapeutic music experiences (TMEs) with people of all ages. You should be able to use these TMEs with preschoolers and with older adults without the need to adapt things too much.

Please contact us at contactus@musictherapyworks.com with questions, comments, theme ideas, and ways to make these packets more effective for you in your role as music therapist.

How to Use This Theme Packet

There are many ideas, activities, and therapeutic music experiences (TMEs) included in this packet. These are meant to be used, adapted, mixed up, and repeated. You will find that your clients enjoy some of these TMEs more than others.

When you are starting to plan your session, always start with the people that you will be seeing in your mind. If a TME doesn't address a therapeutic goal for at least one of the people in music therapy, there is no reason to use that TME as it is presented. Adapt the TME to the people that you will see. Pick songs that you know your customers like and use them.

Let Us Know

We are always looking for theme ideas, current goal areas, and adaptations that other music therapists need, use, and want.

Contact us at contactus@musictherapyworks.com to offer ideas, ask questions, or make comments. Really. We want to hear from you!

The Theme

The theme for this packet of therapeutic music experiences (TMEs) is “summer.” In writing this packet, I thought about all of the different things that people do during the summer - all people, old and young. There are many things that we do during the summer. We celebrate several holidays. We spend time in the sunshine. We take vacations and visit our friends and family. All of those things made their way into this theme.

Materials

As you move through the TMEs in this theme packet, you will find a list of materials that you will want to use during each of the experiences. This is a comprehensive list of materials recommended for use and which TMEs use which materials. Some of these materials are readily available. Others you may need to collect, purchase, or make.

Materials	Therapeutic Music Experiences
USA flags - on sticks for waving	<i>Flag Wave, Marching, Star Spangled Banner</i>
Scarves	<i>Scarf Toss, Marching; Fireworks</i>
Lyric Sheets	<i>Group singing TMEs</i>
Instruments - handheld percussion	<i>Optional - Conducting the Band</i>
Instruments - marching band instruments or pictures	<i>Seventy-Six Trombones; Conducting the Band</i>
Conductor's Baton or pointer	<i>Conducting the Band</i>
Pictures of Picnic Food	<i>We're Going to Pack a Picnic</i>
Pictures of Ants	<i>The Ants Go Marching</i>
US Maps	<i>My State; This Land Is Your Land</i>

Available for purchase on www.musictherapyworks.com:

- Lyric sheets for songs in the public domain
- File folder presentation files - for download (make your own after downloading the visual aids)
- File folder visual aids - Made for you and shipped to your door

Check the website for prices and shipping information.

Therapeutic Music Experiences

Flag Wave

Purpose: To practice upper extremity gross motor skills; to practice upper extremity fine motor skills; social awareness; social interaction; entrainment; awareness of an external stimulus

Source: Typical music therapy intervention. TME development and procedure developed by Mary Jane Landaker, MME, MT-BC, © May 27, 2015.

Materials: Flags for each group member; live or recorded music (see song/chant/words section for recommended music)

Environment: Group members can be seated or standing. If group members are ambulatory, encourage marching to the beat. Group members need to have enough room to wave their flags without touching others.

Song/Chant/Words:

Recommended Music: *Stars and Stripes Forever; America the Beautiful; Seventy-Six Trombones; You're a Grand Old Flag; Yankee Doodle; This Land is Your Land; The Caissons Go Rolling Along; Yankee Doodle; America (My Country 'Tis of Thee); Anchors Aweigh*

The benefits of live music is that the music can be adapted to meet the needs of group members - tempo, pitch, and other elements of music. Recorded music offers benefits of consistent tempi, familiar timbres, and opportunities for the therapist to put the instrument down and to engage with group members.

The therapist should make decisions about whether to offer live or recorded music based on the group members in the group and their particular therapeutic needs.

Procedure: R = Reinforcement opportunities; C = Redirection/Cue opportunities; A = Assessment

1. C= start the music.
2. C= hand each group member a flag.
3. A= assess what group members do with the flag. Do they start to wave it without prompting? Do they move the flag in the tempo of the song presented?
4. R= reinforce all attempts of group members to engage in desired behaviors of moving the flags with the musical stimulus.
5. C= move around the area, engaging in individual interaction with each group member.
6. A= assess how long group members engage in flag waving.
7. C = prompt group members to continue to wave the flag. NOTE: For older adults or others who may not have the strength to sustain waving for long periods of time, use only portions of the songs. Then offer a rest period. For younger clients, keep songs going until group members show signs of fatigue or boredom.

Therapeutic Function of Music:

The music provides the impetus for movement. Familiar songs, such as patriotic songs or marches, often stimulate memories as well as patterns of responses. For example, hearing *The Stars and Stripes Forever* (Sousa) may remind group members of attending a parade or of holiday celebrations.

Melody	Pitch	Rhythm	Dynamics	Harmony
Not applicable - will vary based on music	Not applicable - will vary based on music	Not applicable - will vary based on music	Not applicable - will vary based on music	Not applicable - will vary based on music

selected; Live music can include variations based on client needs	selected; Live music can include variations based on client needs	selected; Live music can include variations based on client needs	selected; Live music can include variations based on client needs	selected; Live music can include variations based on client needs
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Form	Tempo	Timbre	Style	Lyrics
Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs

Chart adapted from Hanson-Abromeit, D. (2010). *A Closer Look at the Therapeutic Function of Music*. Presentation at 2010 American Music Therapy Association National Conference: Cleveland, OH.

Adaptations:

- Encourage group members who are ambulatory to march around the room.
- Assist group members who are not ambulatory to move around the room as space allows.
-

Extensions:

- Lead group members into a discussion about the music presented during the TME. Ask about memories about the music, about previous celebrations, and about people who engaged in celebrations.
- Prompt group members to only wave the flags during specific portions of the music - for example, only waving the flag during the chorus of *America the Beautiful*.

Scarf Toss - Fireworks

Purpose: To practice upper extremity gross motor skills; to practice upper extremity fine motor skills; social awareness; social interaction; entrainment; color identification; awareness of an external stimulus

Source: Typical music therapy intervention. TME development and procedure developed by Mary Jane Landaker, MME, MT-BC, © May 27, 2015.

Materials: At least one scarf for each group member (scarves should be brightly colored, and more than one for each group member is recommended); live or recorded music (see song/chant/words section for recommended music)

Environment: Group members can be seated or standing. Group members need to have enough room to toss their scarves without touching others.

Song/Chant/Words:

Recommended Music: *Stars and Stripes Forever*; *America the Beautiful*; *Seventy-Six Trombones*; *You're a Grand Old Flag*; *Yankee Doodle*; *This Land is Your Land*; *The Caissons Go Rolling Along*; *Yankee Doodle*; *America (My Country 'Tis of Thee)*; *Anchors Aweigh*; *Firework* (by Katy Perry)

The benefits of live music is that the music can be adapted to meet the needs of group members - tempo, pitch, and other elements of music. Recorded music offers benefits of consistent tempi, familiar timbres, and opportunities for the therapist to put the instrument down and to engage with group members.

The therapist should make decisions about whether to offer live or recorded music based on the group members in the group and their particular therapeutic needs.

Procedure: R = Reinforcement opportunities; C = Redirection/Cue opportunities; A = Assessment

1. C= start the music.
2. C= hand each group member a scarf (or a pair of scarves).
3. A= assess what group members do with the scarf. Do they start to wave it without prompting? Do they move the scarf in the tempo of the song presented? Do they start to place it on their heads like a head covering?
4. R= reinforce all attempts of group members to engage in desired behaviors of moving the scarves with the musical stimulus.
5. C= move around the area, engaging in individual interaction with each group member.
6. A= assess how long group members engage in scarf movement.
7. C = prompt group members to continue to move the scarf. NOTE: For older adults or others who may not have the strength to sustain waving for long periods of time, use only portions of the songs. Then offer a rest period. For younger clients, keep songs going until group members show signs of fatigue or boredom.
8. C= encourage group members to toss the scarf into the air and watch the scarf float down.
9. A= assess whether group members are able to toss the scarf
10. R= reinforce group members for all attempts to complete the task.

Therapeutic Function of Music:

The music provides the impetus for movement. Familiar songs, such as patriotic songs or marches, often stimulate memories as well as patterns of responses. For example, hearing *The Stars and Stripes Forever* (Sousa) may remind group members of attending a parade or of holiday celebrations.

Melody	Pitch	Rhythm	Dynamics	Harmony
Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs

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Chart adapted from Hanson-Abromeit, D. (2010). *A Closer Look at the Therapeutic Function of Music*. Presentation at 2010 American Music Therapy Association National Conference: Cleveland, OH.

Adaptations:

- Encourage group members who are ambulatory to march around the room.
- Assist group members who are not ambulatory to move around the room as space allows.
- Ask group members to identify the colors of the scarves that they are holding.
- Ask group members to identify the colors of the scarves that others are holding.
- Offer opportunities for group tossing and individuals to toss their scarves while others watch the scarves move.
- Wave the scarves in front of the eyes of persons who are not able to move the scarves independently.

Extensions:

- Lead group members into a discussion about the music presented during the TME. Ask about memories about the music, about previous celebrations, and about people who engaged in celebrations.
- Prompt group members to only move their scarves during specific portions of the music - for example, only tossing the scarf into the air during the chorus of *Firework* (Katy Perry).

Marching

Purpose: To practice lower extremity gross motor skills; body awareness; proprioceptive input; vestibular input; social awareness; social interaction; entrainment; color identification; awareness of an external stimulus

Source: Typical music therapy intervention. TME development and procedure developed by Mary Jane Landaker, MME, MT-BC, © May 27, 2015.

Materials: live or recorded music (see song/chant/words section for recommended music); OPTIONAL: flags or scarves to encourage upper extremity movements while marching.

Environment: Group members can be seated or standing. Group members need to have enough room to move around the room without touching others.

Song/Chant/Words:

Recommended Music: *Stars and Stripes Forever*; *America the Beautiful*; *Seventy-Six Trombones*; *You're a Grand Old Flag*; *Yankee Doodle*; *This Land is Your Land*; *The Caissons Go Rolling Along*; *Yankee Doodle*; *America (My Country 'Tis of Thee)*; *Anchors Aweigh*; *Firework* (by Katy Perry); *The Ants Go Marching*;

The benefits of live music is that the music can be adapted to meet the needs of group members - tempo, pitch, and other elements of music. Recorded music offers benefits of consistent tempi, familiar timbres, and opportunities for the therapist to put the instrument down and to engage with group members.

The therapist should make decisions about whether to offer live or recorded music based on the group members in the group and their particular therapeutic needs.

Procedure: R = Reinforcement opportunities; C = Redirection/Cue opportunities; A = Assessment

1. C= start the music.
2. C= prompt group members to move to the music. NOTE: for group members who are ambulatory, encourage them to move around the room. For those who are not ambulatory, encourage movements with the feet. If there is space, assist group members to move around the space.
3. A= assess what group members do. Do they start to walk in the tempo of the song presented? Do they follow in a line? Do they walk in a random manner around the space?
4. R= reinforce all attempts of group members to engage in desired behaviors of moving with the musical stimulus.
5. C= move around the area, engaging in individual interaction with each group member.
6. A= assess how long group members engage in marching.
7. C = prompt group members to continue to move around the space. NOTE: For older adults or others who may not have the strength to sustain walking for long periods of time, use only portions of the songs. Then offer a rest period. For younger clients, keep songs going until group members show signs of fatigue or boredom.
8. R= reinforce group members for all attempts to complete the task.

Therapeutic Function of Music:

The music provides the impetus for movement. Familiar songs, such as patriotic songs or marches, often stimulate memories as well as patterns of responses. For example, hearing *The Stars and Stripes Forever* (Sousa) may remind group members of attending a parade or of holiday celebrations.

Melody	Pitch	Rhythm	Dynamics	Harmony
Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs

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Chart adapted from Hanson-Abromeit, D. (2010). *A Closer Look at the Therapeutic Function of Music*. Presentation at 2010 American Music Therapy Association National Conference: Cleveland, OH.

Adaptations:

- If using the optional materials (scarves or flags), encourage group members to move those materials along with marching. Assess whether group members are able to move both lower and upper extremities simultaneously. Assess whether group members can establish a coordinated four-point pattern of moving arms and legs in counter motion (right arm with left leg).
- Offer rest periods in between songs or in between choruses.

Extensions:

- Lead group members into a discussion about the music presented during the TME. Ask about memories about the music, about previous celebrations, and about people who engaged in celebrations.
- Live music presentation - change the tempo of the marching in order to assess whether group members can entrain movements to an external beat.

Conducting the Band

Purpose: To practice upper extremity gross motor skills; to practice upper extremity fine motor skills; body awareness; proprioceptive input; vestibular input; social awareness; social interaction; entrainment; instrument identification; awareness of an external stimulus

Source: Typical music therapy intervention. TME development and procedure developed by Mary Jane Landaker, MME, MT-BC, © May 27, 2015.

Materials: live or recorded music (see song/chant/words section for recommended music); conductor's baton for at least one group member (OPTIONAL: a baton for every group member); OPTIONAL: pictures of conducting patterns; instruments for each group member

Environment: Group members can be seated or standing. Group members need to have enough room to move batons without touching others.

Song/Chant/Words:

If group members are conducting as a group, recorded music may be a good way to encourage movements. If only one group member is conducting at a time, then offer the other group members instruments to play. This allows the entire group to be involved with active music-making even when not acting as leaders. The therapist should make decisions about whether to offer live or recorded music based on the group members in the group and their particular therapeutic needs.

Recommended Music: Stars and Stripes Forever; America the Beautiful; Seventy-Six Trombones; You're a Grand Old Flag; Yankee Doodle; This Land is Your Land; The Caissons Go Rolling Along; Yankee Doodle; America (My Country 'Tis of Thee); Anchors Aweigh; Firework (by Katy Perry); The Ants Go Marching;

The benefits of live music is that the music can be adapted to meet the needs of group members - tempo, pitch, and other elements of music. Recorded music offers benefits of consistent tempi, familiar timbres, and opportunities for the therapist to put the instrument down and to engage with group members.

Procedure: R = Reinforcement opportunities; C = Redirection/Cue opportunities; A = Assessment

- Group Conducting Experience
1. C= hand each group member a conductor's baton.
 2. C= start the music.
 3. C= prompt group members to move to the music, waving the baton.
 4. A= assess what group members do. Do they wave the baton in the tempo of the song presented? Do they show awareness and evidence of music training in how they move their batons? Do they demonstrate awareness of changes in the music presented? Can they slow their movements when the music slows?
 5. R= reinforce all attempts of group members to engage in desired behaviors of moving with the musical stimulus.
 6. C= move around the area, engaging in individual interaction with each group member.
 7. A= assess how long group members engage in conducting.
 8. C = prompt group members to continue to conduct for the duration of the time. NOTE: For older adults or others who may not have the strength to sustain walking for long periods of time, use only portions of the songs. Then offer a rest period. For younger clients, keep songs going until group members show signs of fatigue or boredom.
 9. R= reinforce group members for all attempts to complete the task.

Individual Conductors with Group Instrument Playing Experience

1. C= offer one group member the conductor's baton.
2. C= offer other group members instruments to play (NOTE: it's best to use instruments that group members have some familiarity with in order to offer them opportunities for success in active music-making).
3. A= assess whether group members (including the leader) engage as desired (playing or moving baton).
4. For recorded music - C= start the music. For live music - C= ask group members playing instruments to wait until cued by conductor to start playing.
5. R= reinforce all desired responses including (but not limited to) waiting to play until cued, playing as cued, the offering of cues, and other prompts offered during the experience.

Therapeutic Function of Music:

The music provides the impetus for movement. Familiar songs, such as patriotic songs or marches, often stimulate memories as well as patterns of responses. For example, hearing *The Stars and Stripes Forever* (Sousa) may remind group members of attending a parade or of holiday celebrations.

Melody	Pitch	Rhythm	Dynamics	Harmony
Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs

Form	Tempo	Timbre	Style	Lyrics
Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs	Not applicable - will vary based on music selected; Live music can include variations based on client needs

Chart adapted from Hanson-Abromeit, D. (2010). *A Closer Look at the Therapeutic Function of Music*. Presentation at 2010 American Music Therapy Association National Conference: Cleveland, OH.

Adaptations:

- If using the optional materials (pictures of conducting patterns), encourage group members to move the batons in patterns indicated. NOTE: Ensure that the music presented matches the patterns being taught. Assess whether group members can cross midline, stay within the tempo of the external stimulus, and complete the patterns.
- Offer rest periods in between songs or in between choruses.
- When using recorded music, allow all group members to play without waiting for a cue from the conductor.

Extensions:

- Lead group members into a discussion about previous music experience. Did they play instruments? Who were their most memorable conductors?
- Live music presentation - change the tempo of the music in order to assess whether group members can entrain movements to an external beat.
- Recorded music - Increase the number of stimuli in the area by playing the recording and asking group members to wait to play until cued by conductor.

July

Purpose: To stimulate reality awareness; to encourage reminiscence about summer and Independence Day holiday; reality orientation; calendar concepts

Source: Original song. © 2000 by Mary Jane Landaker, MME, MT-BC. All rights reserved.

Materials: Accompanying instrument; OPTIONAL: calendar, month header or name of the month

Environment: Group members within earshot of therapist

Song/Chant/Words:

I V7
Flash, Boom. Crash, Zoom! Firecrackers light up the sky. Flash, Zoom, Crash,
I
Boom. This is the month of July!

July!

Mary Jane Landaker
Copyright © 2000 by Mary Jane Landaker.

1
Flash, Boom, Crash, Zoom, Fire-crack-ers light up the sky, Flash, Zoom.

2
Crash, Boom, This is the month of July.

Procedure: R = Reinforcement opportunities; C = Redirection/Cue opportunities; A = Assessment

1. C= start singing song.
2. A= assess whether group members show attentive behaviors to the music or therapist.
3. R= reinforce attentive behaviors of group members. Redirect group members who do not appear to be paying attention through proximity, use of names, or other techniques.
4. C= repeat song, leaving off the last word. Wait for group members to supply last word.
5. A= assess whether group members can complete the song with the word, "July."
6. R= reinforce all attempts to complete the sentence. Correct those who are wrong - possibly use phrase such as "which month has fireworks?" to spur memory.
7. C= repeat song until all group members appear aware of the month. To assist in this, therapist may ask group members for other activities common in the month of July. Replace words "firecrackers light up the sky" with group members' suggestions.

Therapeutic Function of Music:

The music acts as a container of information. The lyrics offer the setting and the cue for the desired response. The lyrics can be altered to include information offered by group members to assist in reality orientation.

Melody	Pitch	Rhythm	Dynamics	Harmony
6 note melody; short phrases; alternates between downward motion and upward motion	Variable based on needs and preferences of client(s)	Syncopation	Variable based on needs and preferences of client(s)	Major tonality; I, V7, I

Form	Tempo	Timbre	Style	Lyrics
Strophic	Variable based on needs and preferences of client(s)	Variable based on needs and preferences of client(s)	None	Offer reality orientation cue. Can be changed to increase attention to the music and to increase reality orientation of group members

Chart adapted from Hanson-Abromeit, D. (2010). *A Closer Look at the Therapeutic Function of Music*. Presentation at 2010 American Music Therapy Association National Conference: Cleveland, OH.

Adaptations:

- Write new versions for the different months of the year.
- Use the wrong month name purposefully to see if group members are attending to the lyrics.

Extensions:

- Move from song into discussion about summer/July activities

We're Going to Pack a Picnic

Purpose: To offer opportunities for communication; to offer opportunities for choice making; to spur reminiscence of past events; social awareness; social interaction

Source: Original song. © 2015 by Mary Jane Landaker, MME, MT-BC. All rights reserved.

Materials: Accompanying instrument; pictures of picnic foods; file folder presentation board;
OPTIONAL: lyric board/strips/sheets; names of group members; props - basket, plastic foods.

Environment: Group members seated where they can see and hear the therapist

Song/Chant/Words:

I IV I IV I
We're going to pack a picnic, yes we are. Yes we are.

I IV V7 I IV I
We're going to pack a picnic, yes we are. Yes we are.

IV V/V V7
What do you like to eat? What's your favorite picnic treat?

I IV I V7 I IV I
We're going to pack a picnic, yes we are. Yes we are.

Verses

What should we pack for our picnic, Mary Jane? Mary Jane?

What should we pack for our picnic, Mary Jane? Mary Jane?

What do you like to eat? What's your favorite picnic treat?

What should we pack for our picnic, Mary Jane? Mary Jane?

Mary Jane likes to eat hotdogs, yes she does. Yes she does.

Mary Jane likes to eat hotdogs, yes she does. Yes she does.

That's what Mary Jane likes to eat. That's a very good picnic treat.

Mary Jane likes to eat hotdogs, yes she does. Yes she does.

Procedure: R = Reinforcement opportunities; C = Redirection/Cue opportunities; A = Assessment

1. C= Take out materials and display them in area of session space that allows all group members to see the materials easily.
2. C= start to sing chorus of song. Repeat chorus until materials are displayed or until group members start to sing along.
3. A= assess whether group members are demonstrating attention behaviors (watching the therapist, moving to the music, singing along).
4. R= reinforce group members who are attending to the song. Redirect group members who are not displaying attentive behaviors through proximity, use of names, direct invitations, etc.

5. C= move to one group member and offer the pictures or materials. Sing first verse, asking group member to select a food.
6. A= assess whether the group member is able to complete the task with one prompt.
7. C= offer additional prompts as needed for group member to complete task.
8. R= reinforce all attempts to complete the task. Continue to prompt and redirect if needed.
9. C= sing verse two, replacing the underlined words with lyrics specific to the situation and particular group member.
10. C= sing chorus of the song and move to next group member.
11. Repeat steps 3-10 until all group members have had a turn to choose, until time runs out, or until group members start to show signs of disengagement or boredom.

Therapeutic Function of Music:

The music acts as a container of information. The lyrics offer the setting and the cue for the desired response. The lyrics can be altered to include information offered by group members to assist in reality orientation.

Melody	Pitch	Rhythm	Dynamics	Harmony
Repetitive; limited skips; upward motion and downward motion.	Variable based on needs and preferences of client(s)	Constant, predictable	Variable based on needs and preferences of client(s)	Major tonality; I, IV, V7, V/V7

Form	Tempo	Timbre	Style	Lyrics
Strophic with chorus	Variable based on needs and preferences of client(s)	Variable based on needs and preferences of client(s)	None	Offer reality orientation cue. Can be changed to increase attention to the music and to reflect suggestions of group members

Chart adapted from Hanson-Abromeit, D. (2010). *A Closer Look at the Therapeutic Function of Music*. Presentation at 2010 American Music Therapy Association National Conference: Cleveland, OH.

Adaptations:

- Limit the number of choices offered to group members.
- Ask group members to indicate whether food stuffs are appropriate for a picnic. For example: clam chowder or bar-be-que chicken

Extensions:

- Ask group members to brainstorm other foods to include.
- Change lyrics to “Does this belong at a picnic, yes or no? Yes or no?”

We're Going to Pack a Picnic

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1

3 MIDI
we're going to pack a pic-nic, yes we are. Yes we are. We're going to pack a pic-nic, yes we

5

3 MIDI
are. Yes we are. What do you like to eat? What's your fav - rite pic - nic treat? We're going to pack a pic-nic, yes we

9

3 MIDI
are. Yes we are.

My State

Purpose: To increase awareness of geography; to increase awareness of current location; reminiscence; social interaction; map navigation

Source: Original song. © 1998 by Mary Jane Landaker, MME, MT-BC. All rights reserved.

Materials: Map of United States

Environment: Group members in places where they are able to see the map of the United States and where they are able to hear the music.

Song/Chant/Words:

I IV I V7
Kansas is the state we're in. Kansas is where we live.
 I IV I V7 I
Kansas is the state we're in. We live in the state of Kansas.

Replace the underlined words with the name of the state. Change/adapt the words to indicate different locations.

Procedure: R = Reinforcement opportunities; C = Redirection/Cue opportunities; A = Assessment

1. C= display the map.
2. C= start to sing the song. Point to the state on the map.
3. A= assess whether group members attend to the map and/or the song.
4. R= reinforce desired responses of group members. Redirect or prompt group members who are not attending through proximity, use of names, or other prompting methods.
5. C= repeat the song, leaving out the state name after the first time. Wait for group members to name the state before moving on with the melody.
6. A= assess which group members are able to complete the lyric by naming the correct state.
7. R= acknowledge all responses. Reinforce correct answers and use incorrect answers to extend the song and related discussion. Redirect incorrect answers to the correct answer.
8. C= ask group members to indicate the state on the map.
9. A= assess whether group members can identify the state on the map.
10. R= reinforce correct responses and redirect incorrect responses.
11. Repeat song until group members have completed the task, show signs of disengagement or boredom, or time runs out.

Therapeutic Function of Music:

The music contains the information required for completing the task of identifying the state. The repetition of the state name offers a priming cue for subsequent responses.

Melody	Pitch	Rhythm	Dynamics	Harmony
Repetitive; small tessitura	Variable based on client needs and preferences	Syncopated rhythm; short phrases	Variable based on client needs and preferences	Major tonality; I, V7

Form	Tempo	Timbre	Style	Lyrics
Strophic	Variable based on client needs and preferences	Variable based on client needs and preferences	None	Repetitive; Can be varied based on client needs and preferences

Chart adapted from Hanson-Abromeit, D. (2010). *A Closer Look at the Therapeutic Function of Music*.
Presentation at 2010 American Music Therapy Association National Conference: Cleveland, OH.

Adaptations:

- Present enlarged copy of the map with less of the states showing to assist in identification of the current state.

Extensions:

- Use song with different TMEs about the state - review state symbols, etc.
- Change the lyrics to include places group members would like to go - “Kansas is the state we’re in, but we’d like to go to Colorado. In Colorado, we’d go to the mountains. That’s what we’d do in Colorado.”

My State

Mary Jane Landaker
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1
Kan - sas is the state we're in, Kan - sas is where we live.

5
Kan - sas is the state we're in, We live in the state of Kan - sas.

Lyric Scramble

Purpose: To address cognitive skills; To assess sequencing skill; long-term memory; academic skill development - reading comprehension

Source: Traditional music therapy experience. TME development and Procedure by Mary Jane Landaker, MME, MT-BC. © 2015 by Mary Jane Landaker, MME, MT-BC

Materials: Prepared song lyric cards/strips large enough for group members to see from seats/places in the session; accompanying instrument; OPTIONAL: lyric sheets

Preparation: When preparing lyric cards or strips, consider the cognitive function of the group members. For group members with high cognitive function and strong cognitive and reading skills, consider writing one word on each card. For group members with less skill in reading and comprehension, use phrases on each card.

1. Gather materials. Black marker, index cards or word strips (can be found in teacher supply stores); OPTIONAL: laminating film and laminating machine. NOTE: these lyric scrambles may also be placed within a file folder activity.
2. Choose song to use.
3. Write one phrase/part of a phrase/word on each card/strip.
4. Cut out or cut apart desired parts of phrases.
5. OPTIONAL: laminate each of the phrases to increase durability
6. Mix up the phrases.

Environment: Group members need to be able to see the lyric cards/strips and hear the music without difficulty.

Song/Chant/Words: Variable based on theme of session and group member goals and objectives. May use songs that have target words for specific group members

For this theme: Use songs presented within this theme such as *The Star Spangled Banner* or *In the Good Old Summertime*.

Procedure: R = Reinforcement opportunities; C = Redirection/Cue opportunities; A = Assessment

1. C= spread out lyric cards/strips where group members can see them easily
2. A= assess group members to see if they are looking at the materials. Reading? Figuring out the puzzle?
3. C= tell group members that the TME is a puzzle based on a song. If group members require additional prompting, provide them with the title of the song. If group members have higher cognitive skill levels, prompt them to figure out the song title using just the words.
4. A= assess whether group members can complete the task.
5. R= offer reinforcement for group members who attempt to complete the task. Offer redirection for group members to engage if needed.
6. C= when group members link some phrases together, sing them to assist group members with checking their accuracy. Sing the phrases as presented by group members.
7. A= assess whether group members can follow the lyrics as presented by the group.
8. R= reinforce group members who complete the lyric scramble without error. Also reinforce group members who identify mistakes within the lyric scramble.
9. C= when lyric scramble is complete, invite group members to sing song together.

Therapeutic Function of Music:

Music serves as the structure and as a motivating factor in this therapeutic music experience. The successful completion of the lyric scramble leads to the communal singing of the song.

Adaptations:

- Use one word per card.
- Only use chorus of song (if appropriate) in the scramble.
- Offer group members the lyric sheets to assist in matching phrases and in sorting phrases into appropriate order

Extensions:

- Set up two groups to compete in a speed competition.
- Use the lyric scramble to introduce a theme to the group.
- Offer two lyric scrambles to the group for sorting into their respective songs.

Firework Countdown

Purpose: To address impulse control; to assist with number concepts; upper extremity gross motor function; upper extremity fine motor function

Source: Traditional music therapy experience. TME development and Procedure by Mary Jane Landaker, MME, MT-BC. © 2015 by Mary Jane Landaker, MME, MT-BC

Materials: At least one scarf per group member (more scarves per group member make for a more visually stimulating experience)

Environment: Group members need enough space to move arms without touching others.

Song/Chant/Words: Chant - countdown from different numbers to address impulse control. Vary the tempo in order to increase need for listening and mastery of impulses.

Procedure: R = Reinforcement opportunities; C = Redirection/Cue opportunities; A = Assessment

1. C= pass scarves to each group member.
2. A= assess what group members do when passed the scarves.
3. R= reinforce all reactions to scarves by group members.
4. C= ask one group member to choose a number for the countdown.
5. A= assess whether the group member understands the concept of numbers.
6. R= reinforce group member for completing the task of selecting a number.
7. C= prompt group members to join into the countdown
8. C= start counting down from number
9. A= assess whether group members engage in the countdown. Assess whether group members are able to count backwards from the targeted number.
10. R= reinforce group members for counting
11. C= release the scarves when the countdown is complete.
12. A= assess whether group members can release scarves at end of the countdown.
13. R= reinforce group members for participation.
14. Repeat steps 4-13 until group members start to show signs of boredom or disengagement or time runs out.

Therapeutic Function of Music:

Music serves as the structure and as a motivating factor in this therapeutic music experience. The successful completion of impulse control through the countdown manifests in the opportunity to throw the scarves into the air.

Adaptations:

- Choose one person to be in charge of releasing the scarves while everyone else counts down.
- Use instruments to coordinate the counting. Use the rhythm or tempo to coordinate the responses.

Extensions:

- Use only instruments (without verbal counting) to coordinate the firework release.
- Change tempi every time to encourage entrainment to an external stimulus.

The Ants Go Marching

Purpose: To address number concepts; lower extremity gross motor skill; rhyming words; social interaction and awareness

Source: Traditional children's song. TME development and procedure © 2015 by Mary Jane Landaker, MME, MT-BC.

Materials: None required: OPTIONAL: pictures of ants; rhyming word pairs - in folder format or on lyric strips; file folder activity for counting ants

Environment: Group members within eye sight of visual aids (if used); Group members within appropriate distance to hear therapist clearly.

Song/Chant/Words: (Sung to the tune of *When Johnny Comes Marching Home*)

The ants go marching one by one. Hoorah! Hoorah! The ants go marching one by one. Hoorah! Hoorah! The ants go marching one by one; The little one stops to suck his thumb, And they all go marching down into the ground To get out of the rain. Boom, boom, boom, boom!

The ants go marching two by two. The little one stops to tie his shoe,
The ants go marching three by three; The little one stops to climb a tree,
The ants go marching four by four; The little one stops to shut the door,
The ants go marching five by five; The little one stops to take a dive,
The ants go marching six by six; The little one stops to pick up sticks,
The ants go marching seven by seven; The little one stops to pray to heaven,
The ants go marching eight by eight; The little one stops to rollerskate,
The ants go marching nine by nine; The little one stops to check the time,
The ants go marching ten by ten; The little one stops to shout "THE END!!"

***Rhymes may vary based on regional affiliation, other patterns, and previous experiences with the song.

Procedure: R = Reinforcement opportunities; C = Redirection/Cue opportunities; A = Assessment

1. C= start singing the song.
2. A= assess whether group members sing along, pay attention to the therapist, or display attention behaviors when the music starts.
3. R= reinforce all attention behaviors. Redirect all group members who are not attending to the song through use of proximity, use of names, etc.
4. C= if using visual aids, display them where group members can see the visuals.
5. C= continue the song, changing the verses for each number of ants.
6. C= encourage group members to move in time with the music, marching to the beat.
7. A= assess group members' gait patterns (fluidity, tempo). Assess entrainment to steady beat in the song. Assess ease with lower extremity movements (either ambulation or moving feet/legs to the music).
8. R= reinforce all attempts at movement.
9. C= sing song, leaving out number words to prompt responses from group members. Keep music going until group member contributes number word to the song. (Can do same thing with rhyming words - stop and wait for group member to fill in or indicate the rhyme.)
10. A= assess which group members are able to track and sequence the numbers without prompting.
11. R= reinforce group members who are able to track numbers. Assist other group members in sequencing the correct numbers.

12. Continue to sing song until you reach the end, group members start to show signs of boredom or disengagement, or time runs out.

Therapeutic Function of Music:

The song is repetitive, strophic, and easy to remember. The only lyrics that change are the numbers and the rhyming words. The music prompts movement through steady beat and syncopation.

Melody	Pitch	Rhythm	Dynamics	Harmony
Set to tune of <i>When Johnny Comes Marching Home</i> ; octave tessitura	Variable based on needs and preferences of group members	Syncopated with underlying march pattern	Variable based on needs and preferences of group members	Minor key - i, III, i, III, V7, i, V/III, i, V7, i, V/III, VI, V7, i

Form	Tempo	Timbre	Style	Lyrics
Strophic	Variable based on needs and preferences of group members	Variable based on needs and preferences of group members	Folk Song	Majority of lyrics remain the same - repetitive; numbers and rhyming words change

Chart adapted from Hanson-Abromeit, D. (2010). *A Closer Look at the Therapeutic Function of Music*. Presentation at 2010 American Music Therapy Association National Conference: Cleveland, OH.

Adaptations:

- Visual Aid (File Folder with Ants) - Use file folder with lines of ants to illustrate the march. Flip over one line of ants each time you add a number to the song.
- Visual Aid (Rhyming Words - either file folder or lyric strips) - Encourage group members to match numbers with rhyming words. Sing all matches, regardless of whether they are correct or incorrect to check comprehension of the group members for rhyming concepts.

Extensions:

- Move into discussion about picnics, picnic foods, or other summertime leisure activities.
- Use all of the adaptations to extend the theme idea and to complete all therapeutic goals.

Gotta Gonna Go On a Trip

Purpose: To develop concepts of life-long leisure planning; to reminisce about travel; to assess group members' ability to sequence, plan, and act in logical manner; social interaction; geography awareness; travel; abstract thought development

Source: Original Song. © 2009 by Mary Jane Landaker, MME, MT-BC

Materials: Accompanying Instrument; pictures of objects people pack for a variety of trips (for example: keys, money, wallet, shoes, coats, others as appropriate for the types of trips to focus on. Some trips might be long vacations. Others may be errands to run around the town.); OPTIONAL: suitcase; actual items (rather than pictures); map or globe

Environment: Group members need to be able to hear and see the therapist

Song/Chant/Words: See sheet music attached.

i V i

Gotta gonna go on a trip to Fiji, gotta gonna go on a trip,

i V i

Gotta gonna go on a trip to Fiji, gotta gonna go on a trip,

i V

Gotta gonna get my wallet. Gotta get my swimsuit, too.

i V i

Gotta gonna get my passport. Gotta gonna go on a trip.

Procedure: R = Reinforcement opportunities; C = Redirection/Cue opportunities; A = Assessment

1. C= start singing song using visual aids to introduce topic of song.
2. A= assess whether group members attend to therapist when music begins.
3. A= assess whether group members can choose items for the first verse.
4. R= reinforce all attempts from group members to complete song or for attentive behaviors. Redirect group members who do not appear to be paying attention through proximity, use of names, or sung redirections.
5. C= ask one group member to choose a location.
6. A= assess whether specific group member is able to name a place to go on a trip.
7. R= reinforce all types of trips - errands, vacation locations, etc. Redirect conversation to travel if group member is unable to complete the conversation
8. C= start to sing the song, filling in the chosen destination and asking group members to indicate items that would be needed for successful completion of the trip. ***NOTE: therapist can extend the portion of the song where items are named in order to include all suggestions by group members. Just repeat the third and fourth lines as needed. If group members are unable to choose a location, use a map or the globe to assist group members in choosing a destination.
9. A= assess whether group members are able to identify items to pack for specific trips.
10. R= reinforce all responses. Ask clarification questions about chosen items that appear to be incorrect to see if there is a logical explanation for why the group member chose that particular item.
11. Repeat steps 5-10 until group members start to show signs of boredom, disengagement, or time runs out.

Therapeutic Function of Music:

The music provides the framework for addressing the therapeutic goals. The repetitive melody, harmony, and rhythmic patterns assist group members in engaging in discussion and making selections. The lyrics are simple and offer opportunities to adapt the music to accommodate the wishes of group members.

Melody	Pitch	Rhythm	Dynamics	Harmony
9 note tessitura - repetitive melody line	Variable to accommodate group members' needs and preferences	Repetitive; some syncopation; swing feel	Variable to accommodate group members' needs and preferences	Minor tonality; i, V7

Form	Tempo	Timbre	Style	Lyrics
Strophic; AABA'	Variable to accommodate group members' needs and preferences	Variable to accommodate group members' needs and preferences	Blues	Variable to accommodate group members' needs, preferences, and contributions

Chart adapted from Hanson-Abromeit, D. (2010). *A Closer Look at the Therapeutic Function of Music*.
Presentation at 2010 American Music Therapy Association National Conference: Cleveland, OH.

Adaptations:

- Choose the trip locations prior to the session to limit or guide the group members into specific locations (based on goal needs)

Extensions:

- Discuss previous trips by each group member. Ask what types of items they found useful during their trips. Ask group members to indicate what they wish they had taken with them during those trips.

Gotta Gonna Go on a Trip

Mary Jane Landaker, MME, MT-BC
Copyright © 2009 by Mary Jane Landaker, MME, MT-BC

Swing style

1

1: MIMM 1

Go - lla go - nna go on a trip___ to Wal-mart, go - lla go - nna go on a trip___

2: MIMM 2

5

1: MIMM 1

Go - lla go - nna go on a trip___ to Wal-mart, go - lla go - nna go on a trip___

2: MIMM 2

9

1: MIMM 1

Go - lla go - nna get my wal - let___ Go - lla go - nna get my cook___

2: MIMM 2

13

1: **Soprano** 1 Co - lla go - ma get my li - lit. Co - lla go - ma go on a trip.

2: **Soprano** 2

3: **Piano**

Suggested Music - Recordings and Repertoire

Here is a list of music that it is recommended that you learn to supplement the theme presented in this packet. This music is available but may require purchase from an outside vendor.

Songs About Summer

It's A Grand Night for Singing - from *State Fair*

Summertime - from *Porgy and Bess*

In the Good Old Summertime - written by Ren Shields and George Evans -
<http://levysheetmusic.mse.jhu.edu/catalog/levy:147.102>

Those Lazy Hazy Crazy Days of Summer - performed by Nat King Cole, 1963

Seventy-Six Trombones - from *The Music Man*

The Ants Go Marching - children's song

Firework - performed by Katy Perry; words and music by Katy Perry, Mikkel S. Eriksen, Tor Erik Hermansen, Sandy Wilhelm, and Ester Dean

The Teddy Bears' Picnic - words by Jimmy Kennedy, 1932. Music by John Walter Bratton, 1907

The United States/Patriotic Songs

The Star Spangled Banner

Fifty Nifty United States - Performed by Ray Charles;
<http://www.azlyrics.com/lyrics/raycharles/fiftyniftyunitedstates.html>

This Land Is Your Land - words and music by Woody Guthrie

Delaware - Performed by Perry Como; written by Irving Gordon

Stars and Stripes Forever - March by John Philip Sousa

The Caisson Song - The Official Song of the Army - Written and adapted by H.W. Arberg

The Marines' Hymn - composer unknown

Anchors Aweigh- The Official Song of the U.S. Navy - written by Lt. Charles A. Zimmerman and Midshipman Alfred Hart Miles, 1906; Second verse of revised lyrics written by George D. Lottman

The Army Air Corps Song - (Off We Go Into the Wild Blue Yonder); Written by Robert Crawford, 1938

Semper Parodus - Official Song of the United States Coast Guard; Words and music written by Captain Frances S. Van Boskerck, 1927; additional adaptations between 1927-1943

You're a Grand Old Flag -words and music by George M. Cohan, 1906

The Preamble - from *Schoolhouse Rock*; <https://www.youtube.com/watch?v=yHp7sMqPL0g>

Yankee Doodle - Writer: Richard Shuckburgh. Traditional tune from 1780's

Suggested Songbooks, Resources

Appleby, A. (1991). *America's all-time favorite songs*. Amsco Publications: New York

Contains the following songs:

- *America the Beautiful*

- *Anchors Aweigh*
- *You're a Grand Old Flag*
- *The Marines' Hymn*
- *The Star Spangled Banner*
- *The Caissons Go Rolling Along (The Army Song)*
- *Columbia, the Gem of the Ocean*
- *America (My Country 'Tis of Thee)*
- *The Teddy Bears' Picnic*
- *In the Good Old Summertime*
- *Yankee Doodle*

Blood, P., & Patterson, A. (2004). *Rise up singing: The group songbook* (2nd Ed.). SingOut Corporation: Bethlehem, PA

Contains the following songs:

- *America the Beautiful*
- *This Land Is Your Land*
- *Seventy-six Trombones*
- *Summertime*
- *In the Good Old Summertime*
- *The Teddy Bears' Picnic*

_____. (n.d.). *Children's songs*. Hal Leonard: Milwaukee, WI.

Contains the following songs:

- *America (My Country 'Tis of Thee)*
- *America the Beautiful*
- *Yankee Doodle*
- *You're a Grand Old Flag*

Sample Session Plans

These session plans are included for reference only. You do not need to follow these plans in order to provide appropriate music therapy. In fact, you are encouraged to mix and match these therapeutic music experiences (TMEs) to fit your group members' needs for progressing towards their individual goals.

The order of these session plans is completely arbitrary based on the author's wish to demonstrate the way that music therapy sessions often progress, but feel free to change the order of any of these sessions at any time.

Session One

Opening: Greeting song to indicate music therapy session start.

July - reality orientation

Seventy-Six Trombones - marching and conducting the band

We're Going to Pack a Picnic

The Ants Go Marching - number recognition

It's A Grand Night for Singing - group singing

The Lazy, Hazy, Crazy Days of Summer - group singing

Closing: Transition song to assist group members in leaving the music therapy environment

Session Two

Opening: Greeting song to indicate music therapy session start.

My State - reality orientation; geography

July - reality orientation

Armed Forces Anthems - group singing, lyric scrambles, marching, conducting the band, flag wave

Stars and Stripes Forever - marching, conducting the band, flag wave

Firework - scarf movement

Fifty Nifty United States - geography, group singing

Closing: Transition song to assist group members in leaving the music therapy environment

Session Three

Opening: Greeting song to indicate music therapy session start.

Star Spangled Banner - lyric sort, flag wave

Delaware - humor, group singing, scarf movement

Conducting the Band - use instruments rather than recordings

Firework Countdown - scarves

The Ants Go Marching - number recognition

Summertime - group singing

Closing: Transition song to assist group members in leaving the music therapy environment

Information

For more information on music therapy, how to use these theme packets, or to suggest ideas or therapeutic music experiences for different themes, contact us at contactus@musictherapyworks.com

Theme packets are released to subscribers for a fee. Details on subscription packets available at www.musictherapyworks.com.