



Art Sphere Inc.  
Transforming Lives Through Art  
STRENGTHENING OUR COMMUNITIES SINCE 1998

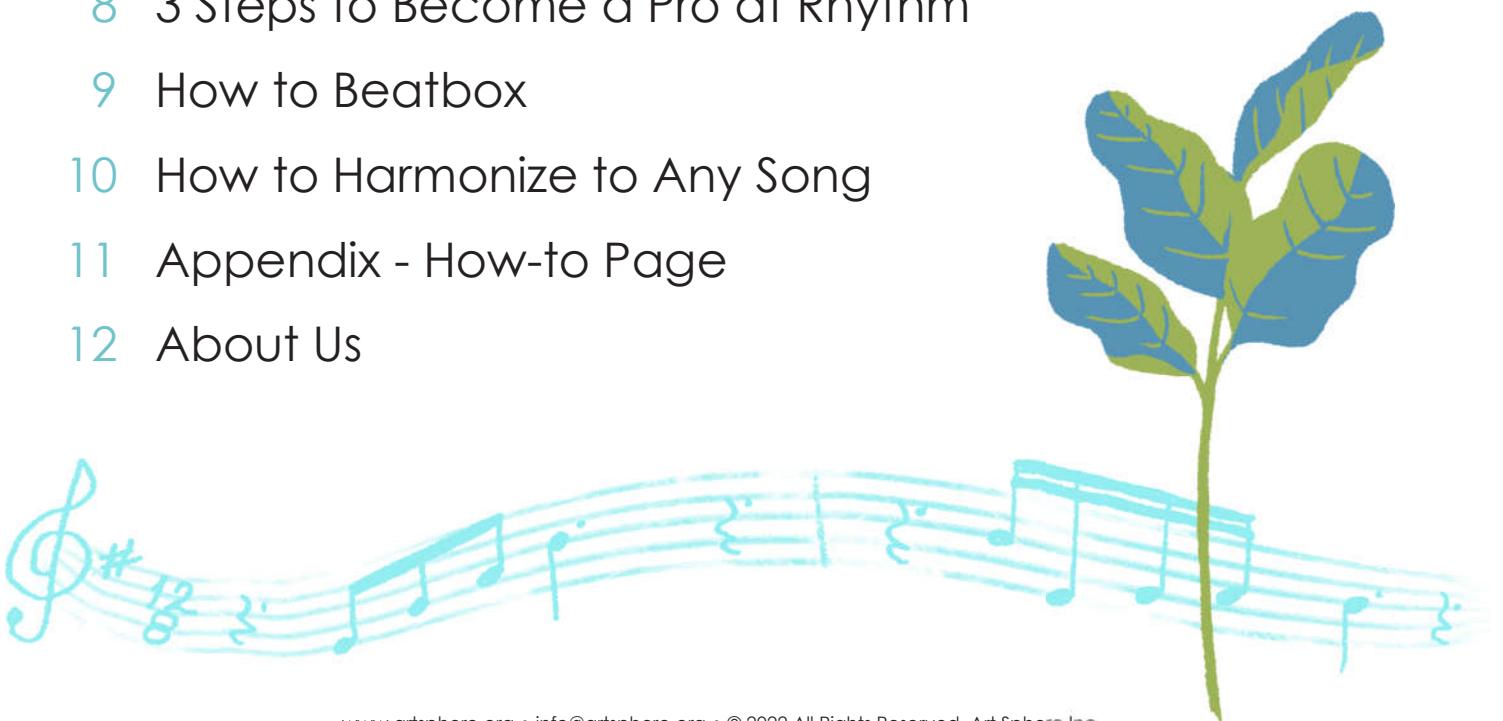
# CONNECTED HEART STRINGS: A SINGING JOURNEY

*for ages: 8-14*



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# INTRODUCTION

Music is a universal language that connects all people from all over the world. It is my belief that we are all connected through music, and especially through song. When we sing, we are “connected heart strings.” We are awakening our souls with music and storytelling.

This journey is meant for anyone who is interested in finding and growing their singing voice and musicianship. I will be teaching important vocal techniques that are basic and simple and can be learned through a video.

My favorite quote:

*“I sing because I’m happy, I sing because I’m free.”*

- Songwriters Denice Williams and Greg Mathieson

Just because we are physically apart, whether during a pandemic or because of distance, it will not stop us from singing and creating music. In stressful times, singing from the top of your lungs can be a very beneficial stress-reliever. It has even been scientifically proven that singing can release dopamine in the body, which is a neurotransmitter that makes us feel happier.

Through knowledge of vocal technique and learning songs from all around the world, it is my hope that you will grow as a musician and person. So, keep singing, keep learning and be your authentic self.





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# CREATING JOURNEYS THROUGH THE ARTS

*Follow your creativity and go beyond where the path leads so you can leave  
a trail to inspire others to express themselves, too!*

## Preface

We are pleased to present the series *Creating Journeys Through the Arts* to take you on a path to transform everyday materials into art, to explore the intersections of art with nature, literacy, technology, theater, music, mindfulness and STEAM and to learn how to use the arts to express your core values. Throughout this journey, we invite you to reflect on the legacy that can be created through the arts.

## How to Use Our Online Materials and This Book

Not everyone learns the same way. Some people are more visual, some more musical, some more mathematical<sup>1</sup>. Our lessons include symbols at the top of each page that indicate the different learning styles to be found in each project. By pointing out the different ways that a project can be approached, parents and teachers can guide their children to their individual paths to artistic success and ways to express their unique creative voices. The different learning styles and the symbols used to represent them in this book include:



**Literacy and Verbal-Linguistic**  
(using words effectively)



**Recycling and Naturalistic**  
(responding to nature)



**Technology and Logical-Mathematical**  
(reasoning, calculating)



**Health and Intra-personal**  
(understanding one's own  
interests, goals)



**Theatre and Bodily-Kinesthetic**  
(using the body effectively  
and creatively)



**Musical-Rhythmic**  
(sensitivity to rhythm and sound)



**Multicultural and Interpersonal**  
(understanding, interacting with others)

<sup>1</sup> These learning styles are based on Howard Gardner's discussion of types of intelligences. For more detail, see: Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 1983).



The lesson plans are more than just making art objects. They incorporate ideas such as compassion, mindfulness, respect for nature, healthy eating, cooperation, and other ideas for living in a way that contributes to a civil society. The pages are laid out as if you and the class are taking a journey:

- **Your Destination:** summarizes the outcome
- **Travel Kit:** list of materials you will need to make the object
- **On the Path:** ideas and directions for each child to make his/her own object, and ideas for exploring the meaning of each object
- **Group Tour:** how to transform the individual process into an interactive and collaborative group experience
- **Extend your Journey:** vocabulary, helpful references, and links to explore additional ideas

*Find ways to express yourself - it's okay to think outside the box!*

Knowing that links sometimes become inactive or are changed is beyond our control, and we apologize for the inconvenience. All the referenced links in this book have been checked for accuracy. Please check our blog: (<https://artsphere.org/free-resources/curriculum/>) and other social media channels for more suggestions on creative art projects.

The lessons in this book are written by instructor, **Alexy Fitzmyer**. The design and illustrations are by **Blair Nakamoto**.



# GLOSSARY

**Alignment** Balanced; arrangement in a straight line.

**Audiation** Audiation is the process of both mentally hearing and understanding music, even when no music is present. In essence, audiation is thinking in music or thinking about music in a way that the brain is able to give meaning to the sounds.

**Diaphragm** A dome-shaped muscle used in the process of respiration (breathing).

**Beat (Pulse)** Basic unit of time in a piece of music.

**Belt** A specific singing technique that singers do to create a louder singing sound.

**Dynamics** Volume of a sound or note in music.

**Embody** Giving a concrete and visible form to something ("embodying the rhythm").

**Falsetto** A method of singing that produces higher notes than the normal vocal range.

**Forte** Loud volume.

**Fortissimo** As loud as possible.

**Harmonize** Adding notes to produce a new harmony.

**Harmony** The combination of musical notes that creates a new sound and chord in music.

**Interval** Difference in pitch between sounds.

**Kinesthetic** A way of learning through physical movement.

**Macro beat** The long and dominant pulse felt in music.

**Major scale** A scale in which the 3rd scale degree is a major third above the tonic.

**Melody** A sequence of musical notes that is musically satisfying.

**Mezzo piano** Moderately soft volume.

**Mezzo forte** Moderately loud volume.

**Micro beat** The short and in-between pulse felt in music.

**Music theory** Study of the practices and possibilities of music.

**Nasal cavity** Area inside of your nose that helps keep your nose moist; area where your "vocal mix" is located.

**Pianissimo** Very soft volume.

**Piano** Soft volume.

**Pitch** A sound (note) created by musical vibrations.

**Posture** The stance that allows for an aligned spine (not twisted) and joints that are not bent.

**Soft palate** A muscle in the back of the roof of the mouth that plays an important role in singing and speech.

**Rhythm** A repeated pattern of music or sound.

**Scale** A set of musical notes ordered by pitch.

**Scale degree** Position of a particular note on a scale in relation to the tonic.

**Solfège** The application of syllables to a musical scale.

**Tempo** The speed at which a music piece is played.

**Time signature** A notation in music that specifies the number of beats per measure.

**Tonic** The first scale degree in a key.

**Vocal cords** Two bands of smooth muscle tissue found in the voice box that vibrate and allow air to pass through, creating the sound of your voice.

**Vocal register** A range of notes in a person's voice that is produced by vibrations from the vocal cords.

**Vocal mix** A placement of the singing voice that is located in between the two primary vocal registers: your chest and head voice.

**Vocal percussion** The art of creating sounds with one's mouth that serve the same purpose as a percussion instrument.



# 1. HOW TO BECOME A PROFESSIONAL SINGER IN THREE STEPS

## Travel Kit:

voice, popsicle stick (chopstick, pen, or any smaller stick)

## Your Destination:

Learn basic vocal techniques in three steps to begin your singing journey. By learning good singing posture, warming up properly, and having the confidence to be yourself, you will be able to learn how to become a professional singer in no time.

## On the Path:

**Step 1** When singing, it is always important to maintain a good posture. Stand up straight and say this phrase, while also completing the actions in the phrase: "Shoulders back, knees relaxed, hands at side, smiling wide." Then, take a popsicle stick and place it vertically under your chin, balancing on your chest. This finds alignment for your throat/voice.

**Step 2** Now it is time to warm up. Stretch your arms up to the sky, and then down to the ground. Scrunch up your face like a mouse, and then smile wide like a lion. Then, use the video below to learn how to do lip trills in order to help improve your vocal technique and warm up your voice. Breathe with your diaphragm in for 4 snaps and out for 4 snaps. Repeat going in for 4, out for 8 and then out 12 if you can. Maintaining your good posture, begin to sing, "mmmm, ahhh," with a piano as an aid, going up the vocal scale.

**Step 3** Every professional singer needs to have confidence. By believing in yourself, you can achieve your dreams. You can do this. Just be yourself.

## Group Tour:

Sing, "Let It Go" from Disney's Frozen along with the video. Then, share these techniques with a friend or family member, and sing your favorite song together, or by yourself.

## Extend the Journey:

Keep going. Here is a playlist of karaoke songs to sing along to. Learn the lyrics, and have fun with it! [https://www.youtube.com/playlist?list=PL-VN5yNMbQ7aXjEz\\_W-sOthCXZrUdY-a](https://www.youtube.com/playlist?list=PL-VN5yNMbQ7aXjEz_W-sOthCXZrUdY-a)

**Learn New Vocabulary:** posture, alignment, diaphragm

**Resources and Visual Aids:** Karaoke track to "Let It Go": <https://www.youtube.com/watch?v=ifCAfAzOBJM>  
Lyrics to Frozen's "Let It Go": <https://www.azlyrics.com/lyrics/idinamenzel/letitgo.html>

**Access Our Instructional Video:** <https://www.youtube.com/watch?v=RFoo8CR8u6o&feature=youtu.be>

**Learn More:** <https://artsphere.org/interactive-programs/classes/connected-heart-strings/>





## 2. HOW TO SING IN YOUR DIFFERENT VOCAL REGISTERS (CHEST VOICE VS. FALSETTO)

### Travel Kit:

voice, instructional video, "Party in the U.S.A.," video, paper, 2 colored pencils

### Your Destination:

You will be able to learn the chorus of "Party in the U.S.A." by Miley Cyrus to understand vocal registers. By learning the difference between your chest and head voice, you will be able to get a better sense of your inner and outer singing voices.

### On the Path:

Learn about vocal placement and registers through singing a song.

**Step 1** Chest Voice: Put your hand on your chest and say, "AHHH" to demonstrate chest voice. Then, sing it on an ascending scale. Pick out spots in the song that demonstrate chest voice.

**Step 2** Head Voice/ Falsetto: After washing your hands, put your thumb on the soft part of the roof of your mouth and sing, "Ahh" on a higher note. You will feel your soft palate rise, and you will be singing in your falsetto. Sing parts of the song that show where you should sing in your falsetto using your soft palate as a guide.

### Group Tour:

Sing the whole song together with friends or family. Using the handout, write out the lyrics where all the parts sung in chest voice are written in one color and the parts sung in falsetto with another color.

### Extend the Journey:

Learn "Party in the U.S.A." with this karaoke video:  
<https://www.youtube.com/watch?v=hCPGT93GbTk>

**Learn New Vocabulary:** vocal cords, vocal register, falsetto, soft palate

**Access Our Instructional Video:** <https://youtu.be/CCknGD-A3Bc>

**Learn More:** <https://artsphere.org/interactive-programs/classes/connected-heart-strings/>





### Your Destination:

Learn the proper way to sing in mixed vocal register by learning to belt. You will use new techniques to learn to sing Whitney Houston's song, "I Wanna Dance with Somebody" from the 1980s.

### On the Path:

**Step 1** Warming up to prepare for belting: put fingers on nose and hum (nasally) a "hmmm." This shows where your mixed voice is, and this is where you belt. Sing "N-yah" in your mixed voice on an ascending scale.

**Step 2** Bubbling: fill up a cup with three fingers worth of water, and put your straw in it. Hum "I Wanna Dance with Somebody" in your mixed voice while blowing bubbles into the water. This helps you get comfortable with belting the song, and bubbling will actually help to massage the vocal cords.

### Group Tour:

When you are comfortable, sing the song with others.

### Extend the Journey:

Dance along to the song using this "Just Dance" mashup:  
<https://www.youtube.com/watch?v=b1jyR5dvErM>

**Learn New Vocabulary:** mixed voice, belt

**Access Our Instructional Video:** <https://youtu.be/g3K-9uyvJ6I>

**Resources and Visual Aids:** Learn the song, "I Wanna Dance with Somebody":  
<https://www.youtube.com/watch?v=PvTLGWP4-e0>

Karaoke link: <https://www.youtube.com/watch?v=st-yPBxRVPM>  
Lyrics: <https://genius.com/Whitney-houston-i-wanna-dance-with-somebody-who-loves-me-lyrics>

**Learn More:** <https://artsphere.org/interactive-programs/classes/connected-heart-strings/>



## 4. DO, RE, MI (PART 1)

### Travel Kit:

voice, handout, instructional video, pencil

### Your Destination:

This lesson is part one of learning about solfege. You will learn what solfege is and the concept behind it by learning to sing the "Do, Re, Mi" song from *The Sound of Music* accompanied by a ukulele.

### On the Path:

What are solfege syllables, and how do we sing them?

**Step 1** What is a scale? You will learn what a C major scale is and how it is spelled out. (C,D,E,F,G,A,B,C) using the accompanying handout attached below.

**Step 2** What is solfege? You will learn what solfege syllables are (Do, Re, Mi, Fa, Sol, La, Ti, Do), and how they relate to a scale. "C" is "Do," "D" is "Re," and so on. Watch our instructional video for more.

**Step 3** Sing a scale on the solfege syllables.

**Step 4** Learn the words and the melody of the "Do, Re, Mi" song accompanied by a ukulele.

### Group Tour:

Everyone sings the "Do, Re, Mi" song together and fills out a handout to help remember the syllables. What does changing the order of the "Do, Re, Mi" song sound like? "Do-Re-Mi" lyrics:

<https://glebe.apsva.us/wp-content/uploads/sites/16/2020/05/Do-Re-Mi.pdf>

### Extend the Journey:

Listen to the original "Do, Re, Mi" song from *The Sound of Music*:

<https://www.youtube.com/watch?v=drnBMAEA3AM> or watch the entire movie if you would like.

What did you enjoy about the movie? What was your favorite song?

**Learn New Vocabulary:** solfege, pitch, scale, melody

**Access Our Instructional Video:** <https://youtu.be/mruj0IYhDN0>

**Resources and Visual Aids:** Handouts for this lesson:

<https://artsphere.org/blog/musical-scale-sign-handouts/>

**Learn More:** <https://artsphere.org/interactive-programs/classes/connected-heart-strings/>



## Your Destination:

This is the second class teaching about solfege. You will learn how to do the solfege hand signs and be able to do various exercises.

## On the Path:

What are the solfege hand signs, and how do I do them?

**Step 1** Learn what the solfege hand signs are and why singers and musicians use them. By moving our bodies, we create a whole new experience. Singers use hand signs to make a connection between their voices and their bodies. This is called kinesthetic learning, or learning through physical movement.

**Step 2** Watch our instructional video to learn each hand sign from low Do to high Do. Sing along to the "Do, Re, Mi" song, and do the accompanying hand signals, which are written here as well.

### Exact Directions:

**Do** – Make a fist with your palm facing down.

**Re** – Straighten your fingers, and bring your hand up to make a lowered angle to the ground.

**Mi** – Keep the same hand shape, but move your wrist up so that it is parallel with the ground.

**Fa** – Making a loose fist with four fingers (palm facing downward), extend your thumb and point it downward.

**Sol** – Straighten the fingers so that the hand has the same shape as in Mi, but tilt it so that your palm is directly facing your face.

**La** – Curve the hand gently, with the palm and fingertips facing the floor like a light bear claw.

## Group Tour:

Practice your new singing skills while coordinating your movements with the hand signs to the "Do, Re, Mi" song.

## Extend the Journey:

Take the signs you learned and change the order of each note in the song to create your own new version of the song. Can you do the hand signals along with singing? Is your new song easier or more difficult to do the hand signals to?

**Learn New Vocabulary:** kinesthetic learning, tempo

**Access Our Instructional Video:** <https://youtu.be/wtxrABqQcfo>

**Resources and Visual Aids:** Handouts for this lesson:

<https://artsphere.org/blog/musical-scale-sign-handouts/>

Watch the "Do Re Mi" song from *The Sound of Music*:

<https://www.youtube.com/watch?v=drnBMAEA3AM>

**Learn More:** <https://artsphere.org/interactive-programs/classes/connected-heart-strings/>





## Your Destination:

Learn all about the various dynamics in music and how to sing them. Using, "Let it Be" by The Beatles, we will go through all of the different dynamics and hear what they sound like.

## On the Path:

What are dynamics, and why do singers use them?

**Step 1** Dynamics define how loud a piece of music is at given points. Musicians use them to understand when to sing or play an instrument more softly or more loudly.

**Step 2** Go through each dynamic. Use the song, "Let it Be" as an example for each dynamic.

**Pianissimo** - Very soft volume.

**Piano** - Soft volume.

**Mezzo Piano** - Moderately soft volume.

**Mezzo Forte** - Moderately loud volume. This is the most commonly used dynamic and is about as loud as your speaking voice.

**Forte** - Loud volume.

**Fortissimo** - As loud as possible.

**Step 3** Review the different dynamics and practice singing, "Let it Be" at different volumes.

## Group Tour:

Sing the version you like best for friends and family, or even have them sing along with you.

## Extend the Journey:

Practice singing the song "Let It Be" by The Beatles with different dynamics at different points in the song. How does it change how the song makes you feel?

**Learn New Vocabulary:** dynamics, pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo

**Access Our Instructional Video:** <https://youtu.be/HWGzPdWEizg>

**Resources and Visual Aids:** Listen to "Let It Be" by The Beatles lyric video: <https://youtu.be/6d5ST3tbPIU>

**Learn More:** <https://artsphere.org/interactive-programs/classes/connected-heart-strings/>



## 7. WHAT ARE INTERVALS AND HOW CAN I SING THEM?

### Travel Kit:

voice, handout, instructional video

### Your Destination:

Learn beginner music theory and why it is important for singers to know these basics. You will also learn about intervals and how to remember them through fun songs like the *Star Wars* theme song and "Somewhere Over the Rainbow."

### On the Path:

What are intervals, and how can I sing and remember them?

**Step 1** What is an interval? An interval is the difference in pitch between two notes. When you are jumping from one note to another, you are singing an interval. Intervals are a part of music theory, or all of the practices and possibilities of music.

**Step 2** Learn what each major interval is and what they sound like by listening to different songs online. Here is a guide to help you out:

Song links for intervals:

**Major 2nd:** "Happy Birthday": <https://www.youtube.com/watch?v=z-1fTISDF0>

**Major 3rd:** "When the Saints Go Marching In": <https://www.youtube.com/watch?v=BC7GaAlBMww>

**Perfect 4th:** "Here Comes the Bride": <https://www.youtube.com/watch?v=lgh9XTkQTDI>

**Perfect 5th:** "Star Wars Theme": <https://www.youtube.com/watch?v=D0ZQPqJkk>

**Major 6th:** "NBC" News show theme song: <https://www.youtube.com/watch?v=ZAzc-P9uMpl>

Extended learning of the interval: <https://www.youtube.com/watch?v=O8WFXOupw3Y>

**Major 7th:** "Take On Me": <https://www.youtube.com/watch?v=irljBY9J5ig>

**Perfect Octave:** "Somewhere Over the Rainbow": <https://www.youtube.com/watch?v=PSZxmZmBfnU>

**Step 3** Review what intervals are, and use the instructional video below to learn the difference between half steps and whole steps.

### Group Tour:

Hum an interval, and see if a friend can identify the song.

### Extend the Journey:

Link to your own (free) virtual piano to use at home. Use this piano to play around with intervals, and identify each one that you can play. Go online and find some piano tutorials to learn from as well:

<https://www.onlinepianist.com/virtual-piano>

**Learn New Vocabulary:** music theory, scale degree, tonic, major scale, interval

**Access Our Instructional Video:** [https://youtu.be/HRKN8yGEt\\_I](https://youtu.be/HRKN8yGEt_I)

**Resources and Visual Aids:** Free music theory website: <https://www.musictheory.net>

**Learn More:** <https://artsphere.org/interactive-programs/classes/connected-heart-strings/>



## Your Destination:

Learn the basics and importance of knowing and using rhythm as a singer. By working through various rhythmic exercises, you will be able to feel more accomplished in your rhythmic skills.

## On the Path:

How can I become a pro at rhythm?

**Step 1** Feel the pulse. Demonstrate and follow along by practicing different tempos (slow, fast, very fast) of rhythm with a 4/4 pattern pulse. You may tap your chest, clap, snap or stomp. Do what feels comfortable, and practice keeping a beat in different tempos.

**Step 2** Feel the off-beat. Clap and speak on the beat of a 4 count rhythm and snap on the offbeat while keeping a steady pulse. While offbeat, use audiation and feel in your body where it fits in with the major beat of the pulse. Audiation is the same as thinking in your own language, but with regards to the language of music.

**Step 3** Knowing when to come in and sing is an important skill. Practice counting the on-beat and off-beat in your head (i.e. audiation). Practice coming in to sing on the off-beat of the 3rd beat in a 4 count rhythm for practice.

## Extend the Journey:

Learn more music theory. There is a free music theory website below. What else can you learn about music? It will take some time and effort, but if you would like to, try making your own song.

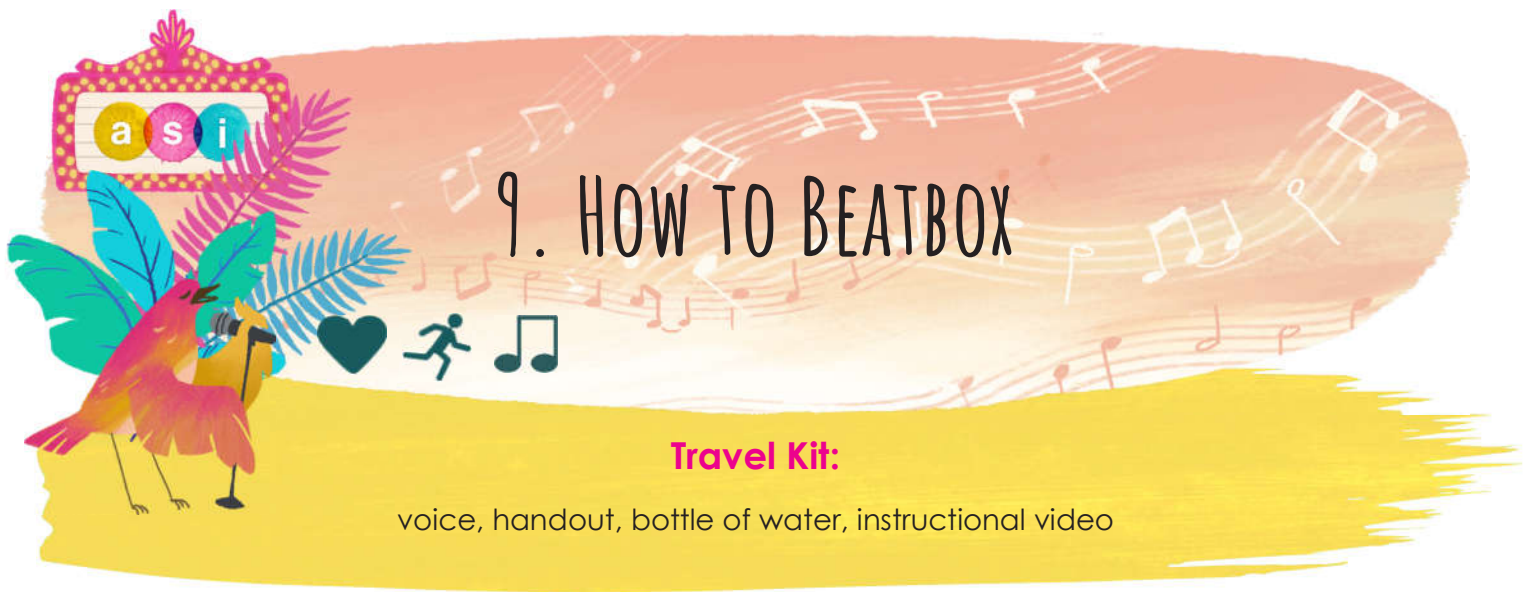
**Learn New Vocabulary:** rhythm, beat, time signature, embody, audiation

**Access Our Instructional Video:** <https://youtu.be/z8mUpq9jrtU>

**Resources and Visual Aids:** Free music theory website: <https://www.teoria.com>

**Learn More:** <https://artsphere.org/interactive-programs/classes/connected-heart-strings/>





## Your Destination:

Learn the basics of how to beatbox, from what the sounds are, where they come from in your body, and the use and importance of breathing in beatboxing to make and perform a beat. For step 4, it is vital to watch the instructional video below the lesson to understand how to beatbox to a rhythm.

## On the Path:

**Step 1** Beatboxing requires you to be more mindful of your breathing so you do not lose your breath when performing. Learn and practice bass beat, the beatboxing sound. Make a "puh" sound by pursing your lips together, and blowing air out of your mouth softly while your lips are still closed. When you feel light pressure on your lips from the inside of your mouth, make the "puh" sound.

**Step 2** Learn and practice the hi-hat beatboxing sound, "tss." You do this by making the same hissing noise a snake makes, but by also putting your tongue on the roof of your mouth to make a T sound.

**Step 3** Learn and practice the snare drum beatboxing sound, "kuh." Make a hard K noise with your mouth, and then add the "uh" at the end of the sound. Play around with the order of these three sounds, and when you are comfortable, move on to the next step.

**Step 4** Each beat is divided into 4 microbeats to help you create more complex rhythms. Apply the terms "macro" (1 2 3 4) and "micro" (+) beats to beatboxing (1 + 2 + 3 + 4 +). Beats are further divided, like into 1 e+a 2 e+a...

- Practice simple beatboxing patterns with all three sounds. Puh(1) tss(+) Kuh(2) tss(+) Puh(3) tss(+) Kuh(4) tss(+), and repeat on a steady pulse of 1 e+a 2 e+a 3 e+a 4 e+a)
- Move on to more complex patterns: Puh(1) tss(e) tss(+) tss(a) Kuh(2) tss(e) tss(+) tss(a) Puh(3) tss(e) tss(+) tss(a) Kuh(4) tss(e) tss(+) tss(a), repeated on a repeated steady pulse of 1 e+a 2 e+a 3 e+a 4 e+a)
- Another challenge: Puh(1) tss(e) tss(+) puh(a) Kuh(2) tss(e) tss(+) puh(a) Puh(2) tss(e) tss(+) puh(a) Kuh(3) tss(e) tss(+) puh(a) Puh(4) tss(e) tss(+) puh(a) on a repeated steady pulse of 1 e+a 2 e+a 3 e+a 4 e+a...

## Extend the Journey:

Use the knowledge of beatboxing sounds and rhythms to get creative and free style. Recommendation: free style while listening to your favorite song, and try your best to imitate the percussion sounds you hear.

**Learn New Vocabulary:** vocal percussion, macro beat, micro beat

**Access Our Instructional Video:** <https://youtu.be/O2VPb-oKik8>

**Resources and Visual Aids:** Beatboxing video: <https://www.youtube.com/watch?v=dxTvUjMRr18>

**Learn More:** <https://artsphere.org/interactive-programs/classes/connected-heart-strings/>



## 10. HOW TO HARMONIZE TO ANY SONG



### Travel Kit:

voice, a way to listen to your favorite music (examples to follow along with are provided)

### Your Destination:

Learn how to harmonize with any song. Get back to the basics of solfege (Do, Re, Mi), and review and apply it to learning how to harmonize. This is a great musical tool to strengthen your voice and your musical ear.

### On the Path:

**Step 1** Harmonizing begins and ends with solfege. Sing a full scale ascending and descending singing all solfege syllables (Do, Re, Mi, Fa, Sol, La, Ti, Do). Then, just sing Do, Mi, Sol and then Do, Mi. Do, Mi is a major 3rd interval, and this is the interval you can harmonize any song and melody to.

**Tip:** Remember that a major 3rd interval is the first interval of the folk song, "When the Saints Go Marching In."

**Step 2** Listen to the first note of the song "Halo" by Beyoncé and sing it on the syllable "Do." Then, sing up to the syllable "Mi."

**Step 3** Play the first note again and harmonize, "up a third," which just means to sing up a major 3rd interval. Harmonize through the first verse of the song on a major third.

### Group Tour:

Harmonize to "Lean on Me" by Bill Withers. Everyone can harmonize at different intervals. How do you all sound? "Lean on Me" Lyrics: <https://genius.com/Bill-withers-lean-on-me-lyrics>

### Extend the Journey:

Extend your musical library and check these songs out:

"Halo" by Beyoncé: <https://www.youtube.com/watch?v=yrJ7CVeiFvo>

"Wishing Well" by Emily King: <https://www.youtube.com/watch?v=w6LvDofrF2w>

"Lean on Me" by Bill Withers: <https://www.youtube.com/watch?v=fOZ-MySzAac>

"Lovely Day" by Bill Withers: <https://www.youtube.com/watch?v=bEeaS6fuUoA>

**Learn New Vocabulary:** harmonize

**Access Our Instructional Video:** <https://youtu.be/prAWR7AMqu8>

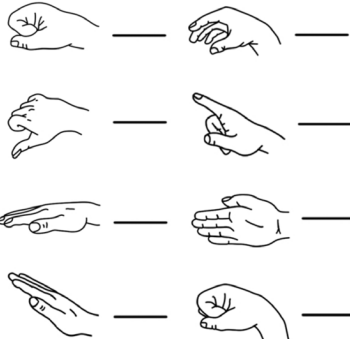
**Resources and Visual Aids:** Get a parent's permission to listen to music on these radio stations before trying them (available as apps as well): <https://www.pandora.com>, <https://www.spotify.com>

**Learn More:** <https://artsphere.org/interactive-programs/classes/connected-heart-strings/>

# APPENDIX

## 4-5 Do, Re, Mi

**Musical Scale Hand Signs**  
Fill in the blanks below with the correct musical note.  
Don't forget, there are two Do's!  
The hand signs are not in order of the scale, but the answers can be found at the bottom of the paper listed from top to bottom!



Left column: Do, Fa, Mi, Re  
Right Column: La, Ti, Sol, Do


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<https://artsphere.org/wp-content/uploads/2020/08/Sign-Language-Music-Handout.pdf>

## 4-5 Do, Re, Mi

**Musical Scale Song**  
Sing along with the following song to help learn the musical scale!

Doe, a deer, a female deer	Sew, a needle pulling thread
Ray, a drop of golden sun	La, a note to follow Sew
Me, a name I call myself	Tea, a drink with jam and bread
Far, a long, long way to run	That will bring us back to Do (oh-oh-oh)



DO RE MI FA SOL LA TI DO

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<https://artsphere.org/wp-content/uploads/2020/08/Musical-Scale-Song-Handout.pdf>







## ABOUT US

Art Sphere Inc. (ASI), founded in 1998, provides meaningful free arts programs for underserved populations in an effort to engage the creativity in communities, empower neighborhoods, explore the positives in peoples' lives, and heal the mind, body, and spirit through the arts.

Working with hundreds of volunteers every year and partnering with numerous civic, academic and governmental organizations, our grassroots events help support inner-city neighborhoods. ASI's in-school, after-school, in-person and online workshops lay the framework for the arts to nourish the character and development of youth, open up a new world of social engagement and reinforce the school curriculum.

We appreciate the generous support of Penn Treaty Special Services District and other foundations and institutions who among our other supporters have paved the way for Art Sphere Inc. to continue to serve the public through on-site and online education programs.



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For more information, visit [artsphere.org](http://artsphere.org).

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