

Intergenerational Choir: A Practicum Experience-Resource Packet
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This resource packet contains clinical applications and data collection tools used by UMKC students during assessment sessions and treatment sessions. The clinical applications and data collection tools pertain to sustained attention, divided attention, retrieval of newly learned information, fine motor skills, and gross motor skills. While a specific song is listed for the clinical applications, it is our hope that you will adapt the clinical application for any song in your intergenerational choir repertoire. Additionally, this packet contains song lists used by faculty and students at Drury University, Florida State University, and University of Missouri - Kansas City.

Clinical Applications Used During Assessment Sessions

Clinical Application 1

Lauren Buser

Target Behavior: Sustained Attention

Song: *Walking in Memphis*

Assessment Plan: Assessment of sustained attention in three conditions: 1) reminiscing, 2) passive listening, and 3) instrument playing.

Application Direction: 1) Begin the reminiscing application by asking participants Memphis related questions. Suggested questions include: *Where did you go when you were in Memphis? Did you ever visit Beale Street? Did you have any musical experiences while visiting Memphis?* 2) Begin the passive listening application by playing the “Walking in Memphis” music video and asking participants to listen to the music and connect the storyline. 3) Use the instrument playing application to teach the syncopation and rhythm of the lyrics. Hand out paddle drums and rhythm sticks to the participants. Instruct the paddle drum players that they are the downbeat, and the rhythm stick players that they are the upbeat. Direct group to play on correct beat while singing the lyrics.

Data Collection Tool:

Category	# of ppl not sustaining attention
Greeting	
Reminiscing Intervention	
Passive Listening Intervention	
Instrument Playing Intervention	
Outro	
Total Number of ppl Present	

Clinical Application 2

Taylor Renfroe

Target Behavior: Sustained Attention

Song: *Shake It Off*

Assessment Plan: Assessment of sustained attention in three conditions: 1) movement, 2) speaking lyrics and movement, and 3) singing and movement.

Application Direction: 1) Begin the movement application by modeling sequential upper arm movements at a slow tempo. Continue to increase the tempo as clients correctly complete the movements. 2) Speak the lyrics in rhythm while completing the sequential movements. 3) While playing guitar or piano as an accompaniment instrument, instruct the clients to sing and complete sequential movements.

Data Collection Tool:

Were participants able to sustain attention during 2-minute movement application? Circle: Yes or No	If no, how many participants did not sustain attention. _____	What time was sustained attention lost. _____
Were participants able to sustain attention during 2-minute speaking and movement application? Circle: Yes or No	If no, how many participants did not sustain attention. _____	What time was sustained attention lost. _____
Were participants able to sustain attention during 2-minute singing and movement application? Circle: Yes or No	If no, how many participants did not sustain attention. _____	What time was sustained attention lost. _____
Total Number of People Present		

Clinical Application 3

Stephanie Harriman

Target Behavior: Divided Attention

Song: *Always Something There to Remind me*

Assessment Plan: Assessment of divided attention during singing and movement and application.

Application Direction: Create three different movement patterns involving upper and/or lower extremities that correspond with the lyrics in the chorus or ask the clients to create three movement patterns. Model the movements for the clients, pointing out the when the movements change. Instruct the clients to sing and complete the movements during the chorus. Repeat as necessary.

Data Collection Tool:

Movement	# of clients performing the movement and singing	Total # of clients
1		
2		
3		

Clinical Application 4

Haley Crane

Target Behavior: Divided Attention

Song: *Sky Full of Stars*

Assessment Plan: Assessment of divided attention during two conditions: 1) clapping and speaking application and 2) clapping and singing application.

Application Direction: Create a body percussion pattern to accompany lyrics of the song. 1) Model the body percussion pattern for the clients during call and response teaching of verse and chorus. 2) Instruct clients to sing and maintain body percussion pattern during verse and chorus.

Data Collection Tool:

Section	Yes or No?	If “no”, how many?
Speak Lyrics of Verse and Maintain Body Percussion	Y or N	
Speak Lyrics of Chorus and Maintain Body Percussion		
Sing Lyrics of Verse and Maintain Body Percussion		
Sing Lyrics of Chorus and Maintain Body Percussion	Y or N	
Total Number of Clients Present		

Clinical Application 5

Kristina Guevara

Target Behavior: Retrieval of Newly
Learned Information

Song: *Dust in the Wind*

Assessment Plan: Assessment of retrieval of new information.

Application Direction: Introduce new material of lyrics and pitches through call and response speaking and singing. Practice new material of lyrics and pitches while maintaining steady beat while tapping lap. Retrieve new information by asking clients to sing new lyrics and pitches during three conditions, 1) a capella singing, 2) singing with recording, and 3) singing with guitar or piano.

Data Collection Tool: 100% of the participants will be able to sing newly learned lyrics and pitches. Total Number of Participants Present _____

Trial 1- A capella Singing

Verse 1: Y or N If not, how many?	Chorus: Y or N If not, how many?	Verse 2: Y or N If not, how many?
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Trial 2-Singing with Recording

Verse 1: Y or N If not, how many?	Chorus: Y or N If not, how many?	Verse 2: Y or N If not, how many?
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Trial 3-Singing with Guitar or Piano Accompaniment

Verse 1: Y or N If not, how many?	Chorus: Y or N If not, how many?	Verse 2: Y or N If not, how many?
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Clinical Application 6

Jocelyn Anderson

Target Behavior: Retrieval of Newly
Learned Information

Song: *Walking in Memphis*

Assessment Plan: Assessment of retrieval of new information during two conditions: 1) singing and body percussion and 2) singing.

Application Direction: This song has a lot of syncopation and rests at the beginning of musical phrases. This application works on entrances with rests. First identify the musical rests in the song that you will work on. Use body percussion (clap, tap, stomp, etc.) to indicate the musical rest. Use call and response singing and body percussion to teach musical rests. Practice new material using singing and body percussion. Retrieve new information by asking clients to perform two conditions, 1) singing and provide body percussion to indicate musical rests and 2) singing without body percussion.

Data Collection Tool:

Category	# ppl not recall rhythmic instruction
Singing and Performing Body Percussion	
Singing without Body Percussion	
Total Number of People Present _____	

Clinical Application 7

Target Behavior: Sequential Motor Skills

Kaitlin Sutton

Song: *Call Me Maybe*

Assessment Plan: Assessment of sequential motor skills using kazoos.

Application Direction: Demonstrate kazoo playing for clients including holding, humming, and changing pitch. For this application the pre-chorus was used as the predetermined melody/section for the kazoo. Demonstrate playing selected melody with the kazoo. Instruct clients to model playing of selected melody on the kazoo. Then put the kazoo melody into context by playing/singing the song up until the kazoo portion. Practice the sequential motor skills: singing, bringing the kazoo up, playing the melody on the kazoo, putting down the kazoo, and then singing.

Data Collection Tool: *All participants will hold complete sequential motor skills to play kazoo at correct time within the song.*

Total number of participants present _____

Left side:

- Brings kazoo up at correct time: Y____ N____
 - If no, how many_____
- Holds kazoo correctly: Y____ N____
 - If no, how many_____
- Put kazoo down at correct time: Y____N____
 - If no, how many_____

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Right side:

- Brings kazoo up at correct time: Y____ N____
 - If no, how many_____
- Holds kazoo correctly: Y____ N____
 - If no, how many_____
- Put kazoo down at correct time: Y____N____
 - If no, how many_____

Middle:

- Brings kazoo up at correct time: Y____ N____
 - If no, how many_____
- Holds kazoo correctly: Y____ N____
 - If no, how many_____
- Put kazoo down at correct time: Y____N____
 - If no, how many_____

Clinical Application 8

Target Behavior: Sequential Motor Skills

Kristina Strader

Song: *Sky Full of Stars*

Assessment Plan: Assessment of range of motion using body percussion.

Application Direction: The song *Sky Full of Stars* has a lot of musical rests and long notes in the melody. This application can be used to teach the entrances for the musical rests and long notes. Develop a series of body percussion movements that will assess clients' range of motion (tap leg, clap above head, cross midline, snap to the side, etc.). Demonstrate the body percussion movements during the musical rests or long notes. Instruct the clients to complete movements with you while singing the song.

Data Collection Tool:

Movement	All clients complete movement Yes or No	If no how many participants did not complete movement _____
Movement 1		
Movement 2		
Movement 3		
Movement 4		
Total Number of Clients Present _____		

Clinical Application 9

Ian Brown

Target Behavior: Gross Motor Skills

Song: *Jump, Jive, and Wail*

Assessment Plan: Assessment of trunk and lower extremities using a mirror movement intervention.

Application Direction: Perform a series of seated movements to assess trunk control, trunk mobility, and lower extremity mobility. Instruct clients to mirror your trunk and lower extremity movements.

Data Collection Tool:

Movement	Clients Completed
Trunk Control	Row 1: Y or N _____ (<i>how many did not complete</i>) Row 2: Y or N _____ Row 3: Y or N _____
Trunk Mobility	Row 1: Y or N _____ (<i>how many did not complete</i>) Row 2: Y or N _____ Row 3: Y or N _____
Lower Extremity Mobility	Row 1: Y or N _____ (<i>how many did not complete</i>) Row 2: Y or N _____ Row 3: Y or N _____
Total Number of Clients Present _____	

Clinical Application 10

Daniel Shineberg

Target Behavior: Gross Motor Skills

Song: *Dust in the Wind*

Assessment Plan: Assessment of upper and lower extremities using body percussion.

Application Direction: Create a series of body percussion (foot stomp, foot tap clap and pat lap, shoulder tap, etc.) to assist clients' with maintaining the pulse of the song. Complete the body percussion movement for four or eight times to correspond with the musical phrases. Instruct the clients to complete the movements.

Data Collection Tool:

Body Percussion	Clients Completed
Foot stomp (8 times)	Y or N _____ (<i>how many did not complete</i>)
Shoulder tap (8 times)	Y or N _____ (<i>how many did not complete</i>)
Clap and pat lap (8 times)	Y or N _____ (<i>how many did not complete</i>)
Total Number of Clients Present _____	

Clinical Applications Used During Treatment Sessions

Clinical Application 1

Target Behavior: Sustained Attention

Ian Brown

Song: *Hooked on a Feeling*

Treatment Intervention: Group Singing and Movement to Music

Application Direction: The student music therapists created a series of structured movements for the spoken introduction portion of the song and the chorus to maintain clients' sustained attention. Instruct the clients to complete a run-through of the song using structured movements.

Data Collection Tool: Sustained attention during singing was identified as clients not exhibiting off-task behaviors. Off-task behaviors were defined as: using electronic devices, or talking with neighbor.

Condition	Are clients off task?	If clients off task, what was observed behavior?
Introduction	Row 1: Y or N ____ Row 2: Y or N ____ Row 3: Y or N ____	
Verse 1	Row 1: Y or N ____ Row 2: Y or N ____ Row 3: Y or N ____	
Chorus	Row 1: Y or N ____ Row 2: Y or N ____ Row 3: Y or N ____	
Verse 2	Row 1: Y or N ____ Row 2: Y or N ____ Row 3: Y or N ____	
Chorus	Row 1: Y or N ____ Row 2: Y or N ____ Row 3: Y or N ____	
Ending/Tag	Row 1: Y or N ____ Row 2: Y or N ____ Row 3: Y or N ____	
Total Number of Clients ____		

Clinical Application 2

Target Behavior: Sustained Attention

Lauren Buser

Song: *Walking in Memphis*

Treatment Intervention: Group Singing, Instrument Playing, Props, and Movement to Music

Application Direction: The student music therapists added multiple elements to maintain clients' sustained attention. Musical elements included clients playing various rhythm instruments, adding rain-sticks, wind-chimes, tambourine, ocean drum, harmony singing by clients, and the use of choir-robos and vintage style microphones as props. Assign clients to play rhythm instruments. Assign harmony parts to clients to form a small gospel choir. Instruct gospel choir to use choir-robos and sing in front of the vintage style microphones. Complete a run through of the song using all of the elements listed above.

Data Collection Tool:

Intervention	# of ppl not sustaining attention	# of verbal prompts given for sustained
Run through #1		
Run through #2		
Run through #3		
Total # of participants:		

Clinical Application 3

Target Behavior: Divided Attention

Kristina Guevara

Song: *Dust in the Wind*

Treatment Intervention: Group Singing, Rhythmic Speaking, Instrument Playing, and Body Percussion

Application Direction: The student music therapists created divided attention applications under three conditions: 1) rhythmic speaking and body percussion, 2) singing and body percussion, and 3) singing and instrument playing. Create body percussion patterns that complement rhythmic speaking of the lyrics in the song. Create different rhythmic patterns or use the same body percussion patterns while clients sing the lyrics. Create new rhythmic patterns or use the rhythms from earlier body percussion conditions for clients to play on rhythm instruments (claves, paddle drums, etc.) while singing the lyrics to the song.

Data Collection Tool: *Total Number of Participants* _____

Condition1: Rhythmic Speaking and Body Percussion

Tria1: Y or N If not, how many?	Tria1: Y or N If not, how many?	Tria1: Y or N If not, how many?
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Condition 2: Singing and Body Percussion

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Tria1: Y or N If not, how many?	Tria1: Y or N If not, how many?	Tria1: Y or N If not, how many?
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Condition 3: Singing and Instrument Playing

Tria1: Y or N If not, how many?	Tria1: Y or N If not, how many?	Tria1: Y or N If not, how many?
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Notes:

Clinical Application 4

Target Behavior: Divided Attention

Kristina Strader

Song: *Take on Me*

Treatment Intervention: Instrument Playing and Group Singing

Application Direction: The student music therapists created a divided attention application using tone chimes and singing. Identify the number of chords and the notes in each chord to be used as an accompaniment pattern to the song. Teach clients how to start and stop sound. Additionally, you may need to create a visual cueing system such as color, letter, or number to identify chord changes. Additionally, clients that aren't playing tone chimes can play egg shakers or other rhythm instruments at designated times.

Data Collection Tool:

Category	# of people dividing atten.	# of people phys. Engaged
Greeting	N/A	N/A
Intervention 1		
Intervention 2		
Intervention 3		
Closure	N/A	N/A
Total Number of People ____		

Clinical Application 5

Target Behavior: Retrieval of Newly
Learned Information

Stephanie Harriman

Song: *Always Something
There To Remind Me*

Treatment Intervention: Group Singing

Application Direction: The student music therapists used this application during a full run through of the song with added elements. Added elements can be movements, instrument playing, new lyrics, harmony, and more. Retrieval of newly learned information is defined as accuracy of the added element listed above. Before completing a run through of the song, identify what represents one piece of information retrieved.

Data Collection Tool:

Song Section	Element 1 Movement Directions Followed	Element 2 New Lyrics Remembered and Clear
Verse 1	Y/N	Y/N
Chorus 1	Y/N	Y/N
Verse 2	Y/N	Y/N
Chorus 2	Y/N	Y/N
Total Number of Participants _____		

Clinical Application 6

Target Behavior: Retrieval of
Newly Learned Material

Kaitlin Sutton

Song: *Call Me Maybe*

Treatment Intervention: Group Singing, Movement, and Instrument Playing

Application Direction: The student music therapists created a movement for a repetitive word in the song “call.” Additionally, the student music therapists created an instrument playing application-using kazoos. Following are the steps that the student music therapists implemented in the session. 1. The clients are told at the beginning of the session to put up a “hand phone” to their ear when they sing “CALL” during the chorus. 2. Additionally, the clients are reminded of the kazoos that were added during the assessment period. 3. Sing through the song with the kazoo

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playing and “hand phone” movement during the chorus. 4. Remind those who did not put up the hand phone or the kazoo to do so for the next run through.

Data Collection Tool: *Total Number of Participants* _____

Left side:

- Remembered and played the kazoo: Y_____ N_____
 - If no, how many:_____
- Remembered to put up hand phone after initial instruction: Y____ N____
 - If no, how many:_____
- Continued to put up hand phone during run-throughs: Y____N____
 - If no, how many:_____

Right side:

- Remembered and played the kazoo: Y_____ N_____
 - If no, how many:_____
- Remembered to put up hand phone after initial instruction: Y____ N____
 - If no, how many:_____
- Continued to put up hand phone during run-throughs: Y____N____
 - If no, how many:_____

Middle:

- Remembered and played the kazoo: Y_____ N_____
 - If no, how many:_____
- Remembered to put up hand phone after initial instruction: Y____ N____
 - If no, how many:_____
- Continued to put up hand phone during run-throughs: Y____N____
 - If no, how many:_____

Clinical Application 7

Daniel Shineberg & Taylor Renfroe

Target Behavior: Sequenced Movements

Song: *Shake It Off*

Treatment Intervention: Group Singing and Movement

Application Direction: The student music therapists created sequenced movements for a repetitive phrase in the song “*shake it off.*” The clients will shake his/her wrist in a back and forth motion on the phrase “*shake it off*” in a sequence pattern: 1) upper left, 2) upper right, 3) lower left, and 4) lower right.

Data Collection Tool: *Total Number of Clients* _____

Sequenced Movements	Clients Completed
Upper Left	Y or N _____ (how many did not complete)
Upper Right	Y or N _____ (how many did not complete)
Lower Left	Y or N _____ (how many did not complete)
Lower Right	Y or N _____ (how many did not complete)

Clinical Application 8

Target Behavior: Gross Motor Movements

Jocelyn Anderson

Song: *Walking in Memphis*

Treatment Intervention: Group Singing and Movement

Application Direction: The student music therapists created a step tap pattern for clients to complete while seated and singing the chorus of the song. The student music therapists explained to the clients that the step tap pattern was similar to a walking pattern at matched the lyrics of the song.

Data Collection Tool:

Category	# ppl not engaging in rhythmic task	# of verbal prompts given for gross motor task
Speaking chorus lyrics with movement		
Singing chorus lyrics with movement		
Total People Present ____		

Clinical Application 9

Target Behavior: Gross Motor Movements

Haley Crane

Song: *Sky Full of Stars*

Treatment Intervention: Group Singing and Movement

Application Direction: The student music therapists created a series of hand movements to match the lyrics of the song. The student music therapists selected 5 words (stars, heart, don't, tear, and you) that were repeated throughout the song. The student music therapists demonstrated the movement for each word to the clients.

Data Collection Tool:

Movement Category	# of participants not engaged in fine motor movement
Stars	
Heart	
Don't	
Tear	
You	
Total Number of Participants ____	

Song Lists Used for Intergenerational Choirs

Below are song lists used from Intergenerational Concerts at Drury University, Florida State University, and University of Missouri-Kansas City. Additional elements such as instrument playing, song writing, seated and standing structured and unstructured movements, and media have been added to enhance intergenerational performance.

Drury Intergenerational Rock Band Concert Set Lists

2011

I Gotta Feeling	The Black Eyed Peas (2009)
We Will Rock You	Queen (1977)
Stand by Me	Ben E. King (1961)
Beautiful	Christina Aguilera (2002)
It's My Life	Bon Jovi (2000)
Twist and Shout	The Isley Brothers (1962)
(I Can't Get No) Satisfaction	The Rolling Stones (1965)
Fix You	Coldplay (2005)
Perfect	Pink (2010)
In My Life	The Beatles (1965)
Don't Stop Believing	Journey (1981)
Forever Young	Bob Dylan (1974)

2012

I Gotta Feeling	The Black Eyed Peas (2009)
We Will Rock You	Queen (1977)
Old Time Rock and Roll	Bob Seger (1978)
My Generation	The Who (1966)
Beautiful	Christina Aguilera (2002)
With a Little Help From My Friends	The Beatles (1967)

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Stand by Me	Ben E. King (1961)
Twist and Shout	The Isley Brothers (1961)
Hit the Road Jack	Ray Charles (1961)
In My Life	The Beatles (1965)
Michael Jackson Medley	Michael Jackson (1982)
I Will Survive	Gloria Gaynor (1979)
Forever Young	Bob Dylan (1974)

2013

I Love Rock n Roll	Joan Jett & The Blackhearts (1981)
Eleanor Rigby	The Beatles (1966)
Wide Awake	Katy Perry (2012)
Fix You	Coldplay (2005)
It's My Life	Bon Jovi (2000)
Last Train to Clarksville	The Monkees (1966)
In My Life	The Beatles (1965)
Call Me Maybe	Carly Rae Jepsen (2012)
What a Wonderful World	Louis Armstrong (1967)

2014

Listen to the Music	The Doobie Brothers (1972)
Radioactive	Imagine Dragons (2012)
Home	Phillip Phillips (2012)
Rock & Roll Never Forgets	Bob Seger (1976)
Ho Hey	The Lumineers (2012)
I'll Be There	Jackson 5 (1970)
Keep Your Head Up	Andy Grammar (2011)

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Royals	Lorde (2013)
In My Life	The Beatles (1965)
Eye of the Tiger	Survivor (1983)
Roar	Katy Perry (2013)

2015

Best Day of My Life	American Authors (2013)
Side By Side	Kahn/Woods (1927)
Safe and Sound	Capital Cities (2011)
Sentimental Journey	Brown/Homer, Green (1945)
California Dreamin'	Mamas & the Papas (1965)
The Living Years	Mike and & Mechanics (1988)
Happy Together	The Turtles (1967)
The Cool Kids	Echosmith (2013)
In My Life	The Beatles (1965)
Shake It Off	Taylor Swift (2014)

Repertoire List from FSU Rock of Ages Concerts

Signature Opening

We Will Rock YouQueen

Songs with slides of seniors when they were young

In My Life The Beatles
The Way We Were..... Barbra Streisand
As Time Goes By Jimmy Durante

Closing Numbers

Forever YoungBob Dylan
I Hope You Dance..... Lee Ann Womack
Imagine.....John Lennon

Partner Songs (FSU and Seniors interacting)

Stand By Me Ben E. King
I Get By with a Little Help From My Friends (with kazoos)..... The Beatles
Lean on Me..... Bill Withers
You Raise Me Up.....Jose Groban
We are Family..... Sister Sledge
You Got a Friend in Me.....Randy Newman

Dance Numbers

(FSU men with senior women, FSU women with senior men)

Hound Dog.....Elvis Presley
Old Time Rock and Roll..... Bob Seger
At the Hop.....Danny and the Juniors
Jailhouse Rock..... Elvis Presley
Do You Love Me.....The Contours
Rockin' Pneumonia and the Boogie Woogie Flu.....Johnny Rivers

Audience Sing-a-longs

I Wanna Hold Your Hand The Beatles
Sweet Caroline.....Neil Diamond
Can You Feel the Love Tonight.....Elton John

Video of Seniors

Eye of the Tiger..... Survivor
Beat It.....Michael Jackson

Songs Sung to Senior Women by FSU Men

My Girl.....The Temptations
Only You.....The Platters
Standing on the Corner..... The Four Lads
Unforgettable..... Nat King Cole
You are So Beautiful.....Joe Cocker

Songs Sung to Senior Men by FSU Women

My Guy.....Mary Wells
He's so Fine..... The Chiffons
Soldier Boy (senior men in military uniform) The Shirelles

Songs with Choreographed Hand Movements

Wolly Bully.....Sam the Sham and the Pharaohs
Firework.....Katy Perry
Born to be Wild (*with a word from the seniors*) Steppenwolf
Footloose..... Kenny Loggins
It's My Life..... Bon Jovi
I Wanna Rock 'n Roll All Nite.....Kiss
I Love Rock and Roll..... Joan Jett
Joy to the World.....Three Dog Night
Rock and Roll.....Led Zeppelin
Happy..... Pharrell Williams

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Don't Worry, Be Happy..... Bobby McFerrin

Senior and FSU Women's Ensemble

Chapel of Love (with bridal props)..... The Dixie Cups

I will Survive.....Gloria Gaynor

Girls Just Wanna Have Fun..... Cyndi Lauper

Senior Solos

Fix You.....Coldplay

Should I Stay or Should I Go.....Clash

Cupid Shuffle.....Cupid

Love Potion #9..... The Searchers

Smile.....Nat King Cole

Wild Thing..... The Troggs

I Feel Good.....James Brown

When I'm 94 (64).....The Beatles

Senior Duets

So Happy Together.....The Turtles

I Got You Babe..... Sonny and Cher

What the World Needs Now.....Dionne Warwick

I Saw Her Standing There..... The Beatles

Dueling Generations (Seniors and FSU Students)

My Generation..... The Who

Set Lists for Forever Young from University of Missouri-Kansas City

Spring 2010

Song	Artist	Added Element
We Will Rock You	Queen	Body Percussion
Old Time Rock and Roll	Bob Segar	
Forever Young	Rod Stewart	
In My Life	The Beatles	Video
My Generation	The Who	
Yesterday	The Beatles	
Proud Mary	Ike and Tina Turner	Movement
Rockin' Robin	Jackson 5	

Fall 2010

Song	Artist	Added Element
Teach Your Children Well	Crosby, Stills, Nash, & Young	Harmony
Kind and Generous	Natalie Merchant	
Joy to the World	Three Dog Night	
Can't Help Falling in Love	Elvis Presley	Harmony and Solos
Happy Together	The Turtles	
God Rest Ye Merry Gentlemen/We Three Kings	Sarah McLachlan and The Bearnaked Ladies	
Rockin' Around Director Arranged Medley: Rock and Roll is Here to Stay, Jailhouse Rock, Rockin Robin, Rock Around the Clock, Rockin' Around the Christmas Tree, Jingle Bell Rock	Various Artists	Video
In My Life	The Beatles	Video

Spring 2011

Song	Artist	Added Element
We Will Rock You	Queen	Drums
Under the Boardwalk	The Drifters	Props
My Generation	The Who	
Beat It	Michael Jackson	Video

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Happy Together	The Turtles	
Proud Mary	Ike and Tina Turner	Movement, Duets
I Heard it Through The Grapevine	Recording of Gladys Knight and the Pips	Movement
Satisfaction	The Rolling Stones	Lyric Rewrite
In My Life	The Beatles	Video
Good Times	Chic	

Fall 2011

Song	Artist	Added Element
I'm Yours	Jason Mraz	
Iko Iko	The Dixie Cups	Lyric Rewrite
These Boots are Made for Walkin'	Nancy Sinatra	Movement
Price Tag	Jessie B.	
I saw Three Ships	The Turtles	
In My Life	The Beatles	Video
Layla	Eric Clapton and Jim Gordon	Dixieland Band

Spring 2012

Song	Artist	Added Element
Aquarius/Let the Sunshine In	The 5 th Dimension	Props
21 Guns	Green Day	Movement
Better People	India Arie	Movement
We are the Champions	Queen	Solos and Duets
Twist and Shout	The Beatles	Movement
In My Life	The Beatles	Video
Let it Be	The Beatles	
Living Years	Mike and the Mechanics	Video
Born to Be Wild	Steppenwolf	Video
The Scientist	Coldplay	Autoharps
Spinning Wheel	Blood, Sweat, and Tears	
Hit the Road Jack	Ray Charles	
Price Tag	Jessie B	Video and Props

Fall 2012

Song	Artist	Added Element
Stronger (What Doesn't Kill You)	Kelly Clarkson	Movement

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You Really Got Me	The Kinks	
Can't Buy Me Love	The Beatles	
Beautiful Day	U2	Movement and Video
Imagine	John Lennon	Sign Language
In My Life	The Beatles	Video
Owner of a Lonely Heart	Yes	Kazoos, rhythm instruments, harmony
Don't Stop Believing	Journey	Solos
I Got You Babe	Sonny and Cher	
Africa	Toto	Kazoos, Body Percussion for Rain Storm
Midnight Hour	Wilson Pickett	Movements
Fix You	Coldplay	Tone Chimes
Good Time	Owl City and Carly Rae Jepsen	Movement

Spring 2013

Concert Theme: Wave Your Flag: A Night of International Rock Music

Song	Artist	Added Element
I Won't Give Up	Jason Mraz	Harmony
Down on the Corner	Credence Clearwater Revival	Percussion/Jug Band
Stuck in the Middle	Stealers Wheel	Percussion/ Drum Set
Wave Your Flag	K'naan	Props-Flags from different countries
Eye of the Tiger	Survivor	Video
Locomotion	Kylie Minogue	Movement
Landslide	Fleetwood Mac	
Dancing Queen	Abba	Movement and Props
I Will Wait	Mumford and Sons	Harmony and Instruments
In My Life	The Beatles	Video
Harmony	Philip Phillips	Harmony and Video

Fall 2013

Concert Theme: Traveling the U.S. with Music

Song	Artist	Added Element
We Will Rock You	Queen	Body Percussion
Baby What a Big Surprise	Chicago	Harmony
Should I Stay or Should I Go	The Clash	Spanish lyrics
Fly Away	Lenny Kravitz	
Life is a Highway	Rascal Flatts	Video
In My Life	The Beatles	Video

Intergenerational Choir: A Practicum Experience-Resource Packet

Last Train to Clarksville	The Monkees	Instruments-train whistles
Proud Mary	Ike and Tina Turner	Movement
Walking on Sunshine	Katrina and the Waves	Movement
Istanbul	The Four Lads	Instruments and Props
Roar	Katy Perry	Movement

Spring 2014

Concert Theme: Dancing Through the Decades

Song	Artist	Added Element
Dancing in the Y.M.C.A.	Daivd Bowe and Mick Jagger, Village People	Medley between two songs <i>Dancing in the Street</i> and <i>Y.M.C.A</i> and Movement
Save the Last Dance	The Drifters	Instruments-iPads and movement
Dancing in the Moonlight	King Harvest	Movement
You Make Me Feel Like Dancing	Leo Sayer	
Boogie Shoes	K.C. and the Sunshine Band	Movement and Horn Section
In My Life	The Beatles	Video
Count On Me	Bruno Mars	Video
Safety Dance	Men Without Hats	Movement
Vogue	Madonna	Movement and Speaking Solos
Footloose	Kenny Loggins	Movement
Dynamite	Taio Cruz	Movement and Props

Fall 2014

Concert Theme: Because I'm Happy: IG Musicale-Shared Concert with Elementary School Choir

Song	Artist	Added Element
Do You Love Me	The Contours	Spoken Solos and Movement
Dust in the Wind	Kansas	Instruments-flute, violin, ocean drum, wind chimes, and rain sticks
Hooked on a Feeling	Blue Suede	Kazoos
A Sky Full of Stars	Coldplay	Movement
In My Life	The Beatles	Video
La Bamba	Ritchie Valens	Combined IG song: Orff and Percussion Ensemble (Elementary School)
Happy	Pharrel Williams	Combined IG Song: Video

Intergenerational Choir: A Practicum Experience-Resource Packet

Spring 2015

Concert Theme: One Hit Wonders

Song	Artist	Added Element
Take on Me	a-ha	Harmony, tone chimes, egg shakers
Always Something There to Remind Me	Naked Eyes	Instruments
Somewhere Over the Rainbow/What A Wonderful World	Israel Kamakawi'ole	Ukuleles
Tell Him	The Exciters	Harmony
Walking in Memphis	Marc Cohn	Movement and Harmony
Jump, Jive, and Wail	The Brian Setzer Orchestra	Movement and Props
Don't Worry	Bobby McFerrin	Spoken Solos
Call Me Maybe	Carly Rae Jespen	Kazoos, Movement, and Video
In My Life	The Beatles	Video
Shake It Off (not a one-hit wonder)	Taylor Swift	Spoken Solos and Movement

Fall 2015

Concert Theme: Dreams and Empowerment

Song	Artist	Added Element
I Gotta Feeling	The Black Eyed Peas	Boom whackers
Ooh Child	The Five Star Steps	Video
Rhythm Of Love	Plain White T's	Ukuleles and Movement
Conqueror	Estelle and Jussie Smollett	Duets, Harmony and Movement
River of Dreams	Billy Joel	Harmony and percussion ensemble (ocean drum, egg shakers, drum, tambourine)
In My Life	The Beatles	Video
Forever Young	Bob Dylan performed by Soweto Gospel Choir	Duets, Harmony, and Movement
The Heart	Need to Breathe	Percussion Ensemble (shakers, claves, wood block)
Uptown Funk	Mark Ronson and Bruno Mars	Movement and Props