



HARMONY GARDEN

MUSIC THERAPY

Music Intervention Guide

“I Love to Paint

Jaime Lawrence, MT-BC

Population:

- Early Childhood
- School Age Children
- Special Needs

Materials:

- Guitar (optional)
- Scarves (optional)
- Egg shakers (optional)
- Any colored objects

Goal(s):

1. To increase color awareness.
2. To increase imaginative play.
3. To increase conceptual knowledge of rhyming.

Rationale:

- This intervention provides opportunities for the client(s) to:
 - Associate the verbal and visual cues of each color in the rainbow.
 - Practice decision making skills when they are prompted to find the correct color.
 - Use their imagination to “draw/paint/act” based on the rhymed lyric prompt.
 - Create fun rhymes to be added into the lyrics.

Procedure:

1. Choose to facilitate this intervention either by presenting the video recording and using props, or by playing instruments and using props.
2. Teach the clients about the names and appearances of the colors, if appropriate, using props to demonstrate.
3. Either have the clients find items that represent each color, or hand out props with the corresponding colors (preferably items that are safe to pick up and shake).
4. Sing/play/act out the song (through the medium chosen in Step 1), prompting movements when appropriate, as described in the lyrics.
5. Use any of the following extensions/adaptations to complete or add to the intervention, based on your client’s/group’s needs and abilities.

Extensions/Adaptations:

- Allow clients to create their own rhymes for each color. For example, instead of the original lyrics saying “Paint with red, over your head”, they might say “Paint with red, a big loaf of bread”.
- If using scarves, have the clients work as a team to lay their scarves down on the ground and make the shape of the object in the lyrics. For example, they might work together to use their red scarves to make the shape of a large loaf of bread (taken from example lyrics above).



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Lyric & Chord Sheet

"I Love to Paint"

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Key of G

CHORUS:

G C
I love to paint
G D7
I love to paint
G C D7
I love to paint with you
G
With you! (Ending)

VERSE 1:

G C D7
Can you find something red?
G C D7
(Spoken) Like an apple, or a red car or a fire truck
G C D7
Paint with red over your head
G C D7
Paint with red in the air
G C D7
Pretend to paint everywhere

REPEAT CHORUS

VERSE 2:

G C D7
Can you find something blue?
G C D7
(Spoken) Like a blue block or some yummy
blueberries
G C D7
Paint with blue on your shoe
G C D7
Paint with blue in the air
G C D7
Pretend to paint everywhere

REPEAT CHORUS

VERSE 3:

G C D7
Can you find something yellow?
G C D7
(Spoken) Like a banana or a yellow rubber duckie
G C D7
Paint with yellow like a happy fellow
G C D7
Paint with yellow in the air
G C D7
Pretend to paint everywhere

REPEAT CHORUS

G C D7
Can you find something green?
G C D7
(Spoken) Like a leaf or a green toy frog
G C D7
Paint with green and pretend to clean, clean, clean
G C D7
Paint with green in the air
G C D7
Pretend to paint everywhere

REPEAT CHORUS

VERSE 4:

G C D7
Can you find something orange?
G C D7
(Spoken) Like a basketball, or an actual orange
G C D7
Paint with orange and draw a smorange
(A smorange?!)
G C D7
Paint with orange in the air
G C D7
Pretend to paint everywhere

REPEAT CHORUS



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VERSE 5:

G C D7
Can you find something pink?
G C D7
(Spoken) Like a slice of watermelon, like a flower
or a pig
G C D7
Paint with pink and think think think
G C D7
Paint with pink in the air
G C D7
Pretend to paint everywhere

REPEAT CHORUS

VERSE 6:

G C D7
Can you find something purple?
G C D7
(Spoken) Like an eggplant, or a grape, or maybe a
purple ribbon
G C D7
Paint with purple and draw a dragon named
Burple
G C D7
Paint with purple in the air
G C D7
Pretend to paint everywhere

REPEAT CHORUS 2X, LAST TIME WITH *ENDING*