

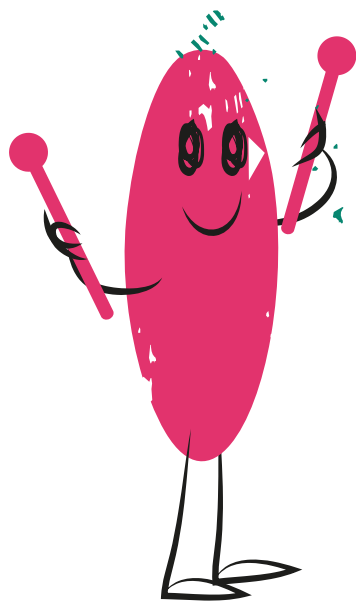
Meunier tu dors



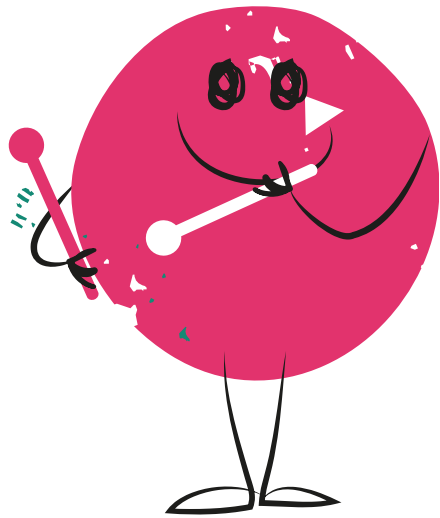
[Click this link
to sing along](#)



Meunier tu dors
Ton moulin va trop vite



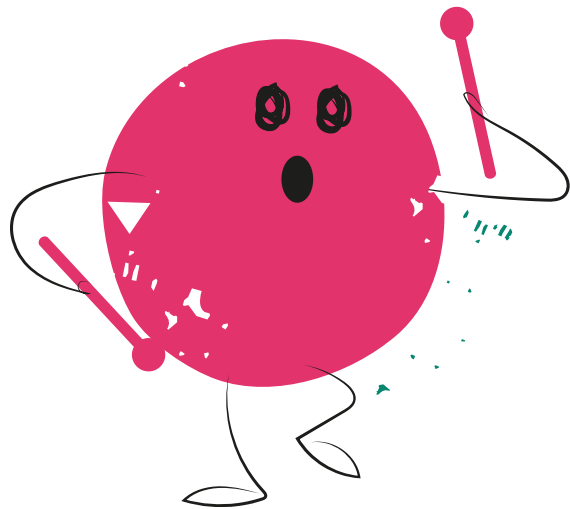
Meunier tu dors
Ton moulin va trop fort



Sshh



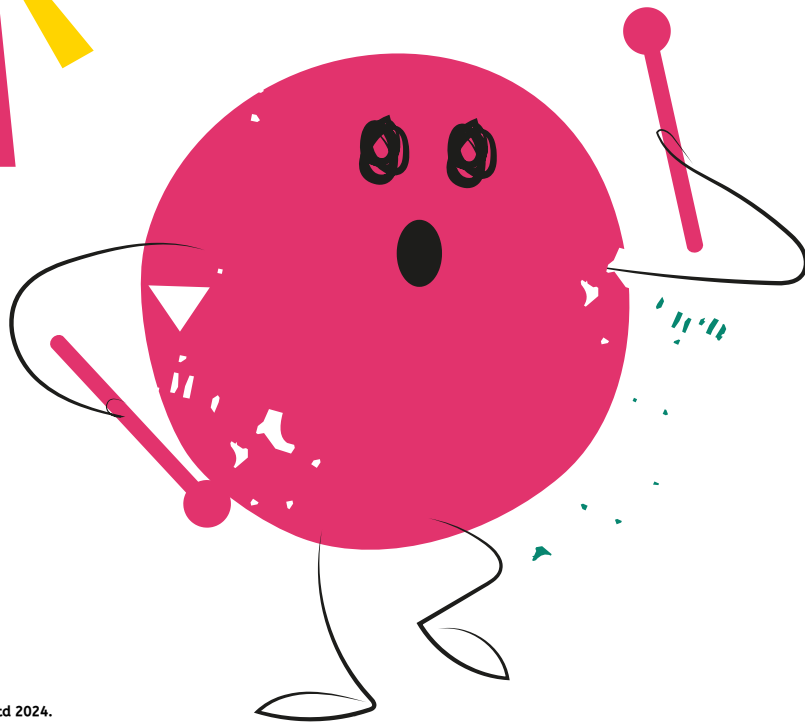
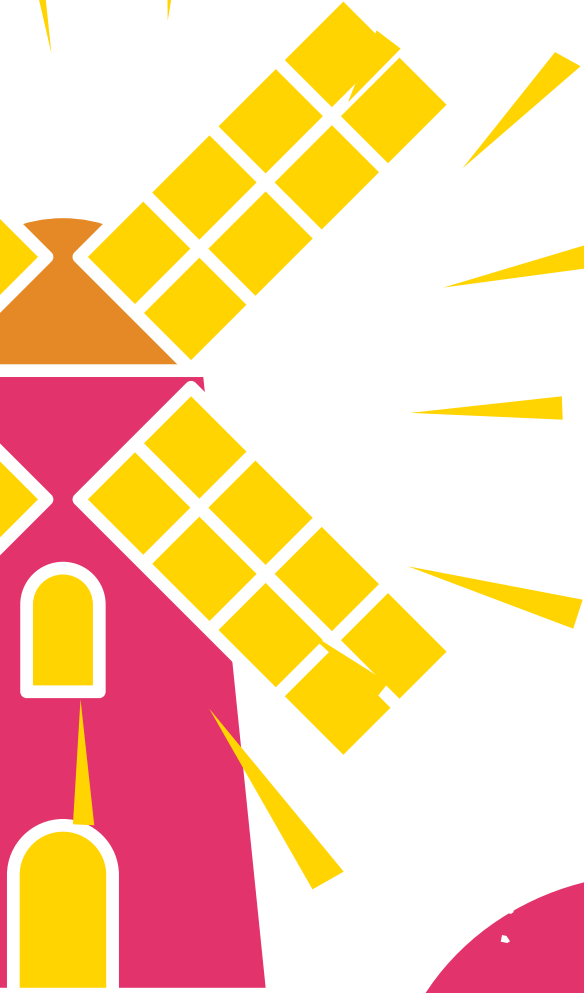
Lèves-toi!



Ton moulin, ton moulin va trop vite
Ton moulin, ton moulin va trop fort



Ton moulin, ton
moulin va trop vite
Ton moulin, ton
moulin va trop fort



Meunier tu dors

1 Meunier tu dors
Ton moulin va trop vite
Meunier tu dors
Ton moulin va trop fort

Lèves-toi!

Ton moulin, ton moulin va trop vite
Ton moulin, ton moulin va trop fort.
Ton moulin, ton moulin va trop vite
Ton moulin, ton moulin va trop fort.

3 Meunier tu dors
Ton moulin va trop vite
Meunier tu dors
Ton moulin va trop fort

Lèves-toi!

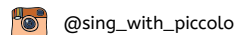
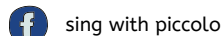
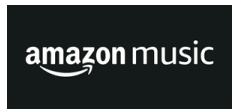
Ton moulin, ton moulin va trop vite
Ton moulin, ton moulin va trop fort.
Ton moulin, ton moulin va trop vite
Ton moulin, ton moulin va trop fort.

The Whole Song

2 Meunier tu dors
Ton moulin va trop vite
Meunier tu dors
Ton moulin va trop fort

Lèves-toi!

Ton moulin, ton moulin va trop vite
Ton moulin, ton moulin va trop fort.
Ton moulin, ton moulin va trop vite
Ton moulin, ton moulin va trop fort.





[Click this link to sing along](#)

Singing with a giant scrunchie/squirble



Explain that this song is about a miller who falls asleep, and how the windmill's sails start to spin faster while he sleeps.

Describe the actions: pass the scrunchie **slowly** while the miller sleeps and **quickly** on waking up as the sails spin faster.

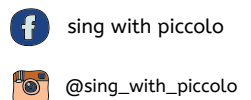
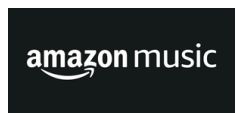
- **Sitting on the floor**, begin **singing the song**, encouraging the children to pass the scrunchie around the circle **slowly and gently**, pretending to sleep like the miller.
- **Emphasise soft singing** and **slow** movements to match the miller sleeping.
- **When you shout "lèves-toi!"** (wake up!), everyone lifts the scrunchie high into the air.
- **Then the children start passing** the scrunchie around **very fast**, imitating the spinning sails of the windmill.
- **Encourage loud singing** and **fast** movements during this part.
- **Repeat the song multiple times**, alternating between the sleeping (**soft and slow**) and waking (**loud and fast**) phases.

Educational Focus:

- **Dynamics:** Teaches children to differentiate between singing and moving softly and loudly.
- **Tempo:** Understand and practise changing speeds, moving slowly when sleeping phase and quickly when spinning..
- **Coordination:** Coordination and teamwork working together to keep the scrunchie moving smoothly around the circle.
- **Listening Skills:** Improves listening skills by responding to musical cues and the "lèves-toi" shout.



Meunier tu dors



Have you Heard these other songs?

Un petit pouce qui danse - a French song about different parts of the body which dance

Soualle - we believe it translates as "goodnight" and is a lullaby from the region of the African continent formerly called French Equatorial Africa-- now attributed to Chad and the Republic of the Congo.

Percussion activity



Encourage children to **choose appropriate instruments** for **different dynamics** and **tempos** in the song.

Lay out **a variety of percussion instruments**.

Explain that some instruments are better for **soft and slow sounds** (e.g., triangles, bells) and some for **loud and fast sounds** (e.g., drums, tambourines).

Each child chooses one instrument they think is good for soft/slow playing and one for loud/fast playing.

Talk about how each instrument sounds and fits with the song's dynamics.

Sleeping Phase: Sing the song while children play their chosen soft/slow instruments, pretending to sleep.

Waking Up Phase: Shout "lèves-toi!" and the children switch to their chosen loud and fast instruments, imitating the spinning sails.

Emphasise energetic, fast playing.

Repeat: Alternate between sleeping (soft and slow) and waking (loud and fast) phases.

Educational Focus: Dynamics: Selecting and playing instruments to match soft vs. loud sounds.

Tempo: Choosing instruments for slow vs. fast playing.

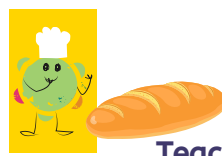
Decision-Making: Thinking about which instruments fit different parts of the song.

Listening Skills: Responding to musical cues and the "lèves-toi" shout.

Click the links to explore!



Singing Together with Actions



Explain the Story and what a miller and windmill is and that the song is in French. A miller falls asleep while the windmill gently turns. But while sleeping, the wind picks up, and the mill's sails start spinning faster and faster!

Actions:

- **Sleep:** When you sing about the miller sleeping, encourage the children to pretend to sleep **quietly**,
- **Spin:** When you shout "lèves-toi" (wake up!), everyone jumps up and spins **around energetically**, just like the windmill's sails.

Learning Goals:

- **Dynamics:** Practice singing **softly** while pretending to sleep and singing **loudly** when waking up and spinning. Help the children understand how **volume can express the story's mood**.
- **Tempo:** Feel the difference between **moving slowly** when sleeping and **spinning quickly** like the windmill when awake. Encourage the children to feel how tempo **affects the energy of the song** and their actions.
- **Objective:** By the end of this activity, the children will have **explored the roles of the miller and the windmill** through music and movement. They will have **practiced dynamics and tempo**, enhancing their **musical expression and understanding**.

Bread Making Activity: Picture Sequence

Teach children about the process of making bread, linking it to the miller's role in grinding flour, and reinforce the song's theme through a visual sequence.

Discuss **the stages involved in making bread**, from the miller to eating the bread. **Show pictures** representing each stage.

Make the bread or **assign each child** a stage of bread making to **illustrate with pictures or drawings**. For example:

- Picture 1: Miller grinding flour at the windmill.
- Picture 2: Bags of flour ready for baking.
- Picture 3: Kneading the dough.
- Picture 4: Bread baking in the oven.
- Picture 5: Enjoying fresh bread with butter or jam.

Have **the children sequence** the pictures in order from the miller grinding the flour to enjoying the bread.

Discuss each stage as you place the pictures in order, reinforcing how the miller's work transforms into delicious bread.

Sing the song together while looking at the pictures, connecting the visuals with the song's narrative.

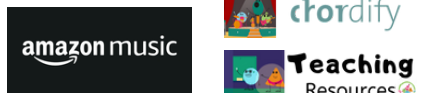
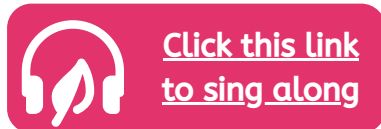
Understanding the Process: Children learn sequentially about how flour from the miller is used to make bread, connecting the song's theme to visual representations.

Artistic Expression: Drawing and colouring the stages of bread making  encourages creativity and artistic expression.

Sequence and Storytelling: Sequencing the pictures helps children understand the order of events in bread making and storytelling.

Language Development: Discussing each stage and singing the song enhances language skills and comprehension.

Meunier tu dors



Click the links
to explore!

