

Games, Rounds & World Songs

Musicplay 3 Revision

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Here are 45 new songs that your students will love! This collection includes many of the new songs that were added to Musicplay 3. These collections are a valuable resource, whether or not you have the Musicplay 3 program.

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- 1 **Old Brass Wagon** is a circle dance. It is a great teaching piece to use to teach sixteenth notes. This collection includes teaching suggestions and dance directions as well as the recording of the song. For this song, there is a performance and an accompaniment track on the CD.
- 2 **Shake them 'Simmons** is another circle dance. The orchestration of this selection was done by Dominik Hauser. For this song, there is a performance and an accompaniment track on the CD.
- 3 **Chicken on the Fence Post** is a circle dance, but can also be a game song. Directions for both the dance and the game are given in the collection.
- 4 **Number Concentration** is a game song to use and reinforce so-mi-do, and it is a great way to learn the student's names at the beginning of the year.
- 5 **Plainsies Clapsies** is a ball bouncing game. It is a simple reading song to review and reinforce the reading of ta and titi, and so-mi.
- 6 **Turkey Lurkey** is a chase game to play for Thanksgiving. It has a slow and a fast section, so is a fun way to review slow-fast tempos.
- 7 **Pass a Beanbag** is a singing game. Singing games are a great way to get children singing in tune. The more times you repeat a simple melody, the better the students get at singing it. This song also provides practice reading titi and ta, as well as the solfa notes so-mi-do.
- 8 **Seven Up** is musical version of the classroom favorite. It uses mi-re-do to practice reading those notes.
- 9 **Pass the Broom** is a great game for Halloween. Because it makes no reference to Halloween or witches, you can use the game with all students, regardless of religious beliefs. It's good for kids to experience singing in a minor key.
- 10 **A Sailor went to Dis, Dis, Dis** is a variant of the clapping game, **A Sailor went to Sea, Sea, Sea** that kids LOVE. This game will be a big hit with all your students, and will provide them with great practice in keeping a beat.
- 11 **Hide Those Eggs** is an Easter game. Kids love to hide AND find the Easter eggs in this singing game.
- 12 **King's Land** is a traditional game of tag. This song also provides practice reading titi and ta, as well as the solfa notes la-so-mi-do.
- 13 **New Shoes** is a guessing game. This song also provides practice reading titi and ta, as well as the solfa notes la-so-mi-do.
- 14 **Shiny Penny** is a guessing game. This song also provides practice reading titi and ta, as well as the solfa notes la-so-mi-do.
- 15 **Find the Basket** is a hiding game. This game is excellent for teaching or practicing dynamic terms.

16 Someone's Tapping is a guessing game. This song also provides practice reading titi, ta and too-oo, as well as the solfa notes la-so-mi-re-do. Because this game uses two guessers, it goes more quickly and keeps the students more engaged than some guessing games.

17 Paddy From Home is a ring hiding singing game. This song uses a traditional Irish melody in 6/8 time.

18-19 E Papa is a Maori stick game. The simplified version for the students to sing and play is given on track 18. On track 19, a Maori performing group sings the complete song. Your students get to play the game AND hear an authentic performance.

20 El Floron is a Spanish singing game. The song is simple enough for non-Spanish students to learn and they will enjoy playing the game..

21 Mariachi is a listening example. A Mexican mariachi band plays traditional mariachi music.

22 It's a Holiday is a great song by Bob Schneider that introduces the students to Hanukkah time, Christmas time, Carnival time, and Chinese New Year time. The children's soloists in the song come from the cultures that they are singing about, again giving the song an authentic multicultural sound.

23 Island Steel Drum is a listening example. Listen to the steel drum band!

24 Ndinani Na is an African call-response, arranged for children's voices by Susie Davies-Splitter.

25 Zulu Dance is a listening example. It is a great example of Zulu music.

26 Ton Moulin is a French singing game. The song is simple enough for non-Francophone students to learn and they will enjoy playing the game with a partner.

27 Something's Hiding

28-29 Whoopee Cushion is a round with actions that make it fun for the students to learn. On the first track, the melody is sung in unison with accompaniment. On the second track, the round is sung in parts unaccompanied. If you use rounds to introduce your students to part singing, the four rounds in this collection will be ones you will want to add to your collection.

30-31 Donkeys Love Carrots is a round with very silly words. On the first track, the melody is sung in unison with accompaniment. On the second track, the round is sung in parts unaccompanied.

32-33 Eating is Fun is a round with very silly words. On the first track, the melody is sung in unison with accompaniment. On the second track, the round is sung in parts unaccompanied.

34-35 Song of the Frog is a round with frog sounds. Add the 'ribet' on a wooden frog. On the first track, the melody is sung in unison with accompaniment. On the second track, the round is sung in parts unaccompanied.

36 Tinga Layo is a Calypso song, used in this collection as the theme for a rondo. Your students will create their

own rhythm compositions that will become the variations in the rondo.

37 Shake the Papaya is a Calypso song, used in this collection as the theme for a rondo. Your students will create their own rhythm compositions that will become the variations in the rondo.

38 January First is a traditional Japanese New Year song, sung in Japanese by singers from Japan.

39 Koto is listening example. After your students have learned to sing a song in Japanese, they can listen to a Japanese instrument. Websites are also sited where you can view videos and hear samples of other Japanese instruments.

40 Sakura is perhaps the most famous Japanese folk song. It is sung in Japanese, by a beautiful singer from Japan. Choreograph Sakura using fans that your students make.

41 El Burrito Enfermo is a Spanish cumulative song. Because many of the words repeat, it is a good song to use to teach Spanish vocabulary. When the words repeat, it will be easier for the children to learn.

42 La Pulga s a Spanish cumulative song. Because many of the words repeat, it is a good song to use to teach Spanish vocabulary. This is an instrument song, making it a good way to review the instruments.

43 Noche Buena is a beautiful Christmas song, sung by Spanish singer, David Turcios. Use this song as part of a winter or Holiday concert.

44 Ceremonial Dance is a listening example. It is a North American Native ceremonial dance.

45 Irish Reel is a listening example. This is a traditional Irish reel. You can use this for a Riverdance kind of movement activity.

46 Didgeridoo is a fascinating Australian aboriginal instrument. Listen to this example when you are studying Australia.

Photocopy policy: No photocopying or making of overheads of the songs in this collection is permitted. Most of the songs in this collection will be easily taught by rote. Musicplay 3 student textbooks are readily available and affordable. Visit www.musicplay.ca for information on Musicplay student textbooks. If a school has purchased a class set of the first edition Musicplay texts (minimum 20 student textbooks) email tvmusic@telusplanet.net to obtain a set of overhead masters. In certain situations, a license to copy an individual song may be purchased by schools that do not have student texts. The cost of this will be reasonable and affordable for all schools. Please email any requests for individual song licenses to tvmusic@telusplanet.net

Piano accompaniments of all the songs in this collection will be available soon as part of the Musicplay 3 Piano Accompaniments Book. If you need an accompaniment please email. New Orff arrangements are also available by emailing.

1. Old Brass Wagon

CD: 1- 47 Replaces “Frère Jacques”

Cir-cle to the left, old brass wag - on, Cir-cle to the left, old brass wag - on,
 Cir-cle to the left, old brass wag - on, You're the one my dar - ling.

2. Circle to the right, old brass wagon, (3x)
You're the one my darling.
3. In and out, old brass wagon, (3x)
You're the one my darling.
4. Swing oh swing, old brass wagon, (3x)
You're the one my darling.
5. Do-si-do, old brass wagon, (3x)
You're the one my darling.
6. Promenade home, old brass wagon, (3x)
You're the one my darling.

Dance Directions: Form a single circle, boy-girl, boy-girl or with pairs of students. All the students join hands and perform the first two verses as the words suggest--circle right, then circle left. On verse 3, all students take four small steps into the center of the circle and then four steps back. Repeat. On verse four, the students drop hands and turn to face their partner. Swing with right elbows for four counts, and left for four. Repeat. On verse five, partners do-si-do twice. On verse six, partners join hands in “skating” position and promenade around the circle.

Teaching Purpose/Suggestions: “Old Brass Wagon” is included so that the new rhythm, tikitika, can be taught.

Teach the song by rote and teach the dance. (prepare )

Review in November week 2, and derive 

Review what beat and rhythm are. Beat is the steady pulse of the music. Rhythm is the way the words go. (The sound the words make if they are clapped.) To make sure your students understand the difference between beat and rhythm, do a beat/rhythm switch exercise with them. While you sing the song, step the beat with your feet. While doing this hold up a card that says “Beat” on it. Have another card that says “Words” on it. When you hold up this card, switch from stepping the beat, to clapping the words. This helps students to become aware of the difference between the beat (the steady pulse) and the rhythm (the way the words go) in music.

Step 1 Have the students count the beats in a phrase. Each phrase in “Old Brass Wagon” is two measures long, or four beats. Show the four beats with four hearts.



Step 2 Have the students clap the words and figure out how many sounds are on each beat.

			
Circle to the	left	old brass	wagon
4 sounds	1 sound	2 sounds	2 sounds

Step 3 Name the note equivalents and show what the notes look like. Four sounds on a beat is four sixteenth notes, or tikitika. Two sounds on a beat is a pair of eighth notes, or titi. One sound on a beat is a quarter note, or ta.

			
Circle to the	left	old brass	wagon
4 sounds	1 sound	2 sounds	2 sounds
			



8. Seven Up

CD: 8 Replaces "Hot Cross Buns"



Put heads down. Don't look a-round. Choo - sers should - n't make a sound.

Game Directions: Choose seven children to come to the front of the class to be "choosers". The students all put their heads down, close their eyes, and hold their fists out. As you sing the song, each of the "choosers" touches the thumb of one student and returns to the front of the classroom. You may sing the song twice to give the choosers enough time. At the end of the song, the class sits up and those students who've had their thumbs touched, stand up. Each of the chosen students tries in turn to guess which of the "choosers" chose them. If they are correct, they exchange places. The game continues until all students have been chosen at least once.

Teaching Purpose/Suggestions: mi re do or melodic contour, game songs

"Seven Up" is a game song, used to reinforce the reading of the solfa notes mi, re and do. If you are not teaching solfege, you can use this song to show how the melody goes---the melodic contour of the song.

9. Pass the Broom

CD: 9 Replaces "Pass the Witch's Broom"



D. Gagne



Pass the broom a - round the cir - cle, don't you let it drop.



I don't want to have the broom - stick when the mu - sic stops.

Game Directions: Sing the song. As you sing, pass a rhythm stick or a broom around the circle. If you are using the CD, the teacher should press pause to stop the song. The child holding the stick at that point goes out. When there are large gaps in the circle, don't let the children move their feet to pass the broom---make them toss it to each other. This makes the game challenging, even for your upper elementary students. If you aren't using the CD to stop the song, crash cymbals for the stop signal.

Teaching Purpose/Suggestions: passing to a beat, read rhythms, singing a song in a minor key, fun

Teach "Pass the Broom" by rote and play the game.





26. Ton Moulin

CD: 26 Replaces "Gitsagakomim"

Game Directions: Each child should find a partner. They join hands and extend their arms sideways. During the 3/4 section of the song, they will move their arms with their partner to imitate a windmill. They will "wring the dishrag" (or turn right over) several times, ending up facing their partners for the 2/4 section. When I teach children to "wring the dishrag," I tell them to raise one arm and walk in a circle under the arm that is raised.

For the 2/4 part of the song have the partners do this clapping pattern:

measure 1 clap own hands 2x

measure 2 clap both partner's hands 2x

measure 3 clap own hands 2x

measure 4 pat legs with both hands 2x

repeat for measures 5-8, ending with joining hands with their partner instead of patting legs.

Teaching Purpose/Suggestions: 2/4, 3/4 meter, French song

Listen to "Ton Moulin". The song means "Miller, you're asleep, your mill is going too quickly". Ask them questions about it. Explain to the students that the song is about a windmill. The miller uses the windmill to supply the power to his mill. The miller has fallen asleep and the windmill is going too quickly.

- * Is the song soft or loud?
- * Is the song fast or slow? Is there a place where this changes?
- * How does listening to this song make you feel?
- * Why do you think the performer chose this tempo and dynamic level?

To teach the French words, use the pause button on the CD player. Play a phrase, pause the CD and have the students echo. Let go of the pause button, play the next phrase and have the students echo. Continue in this way until the students can sing the entire song. When they are good at repeating one phrase, play two phrases and have them echo that.

40. Sakura

CD: 40-54 Replaces "Chinese New Year"



Translation:

Sakura Sakura
Noyama mo Sato mo
Miwatasu kagiri
Kasumi ka Kumo ka
Asahi ni nio-u

Cherry Blossoms, Cherry Blossoms
As far as I can see across
the hills and valleys.
Like the mist or the clouds
The fragrance is carried in to
The morning sun.
Cherry Blossoms, Cherry Blossoms
They are in full bloom.

Teaching Purpose/Suggestions: Japanese song, reinforce ♪ ♪

“Sakura” is a well known traditional Japanese folk song. Information on the song can be found at the following website:
<http://www.jojihirota.com/en/jpfolks.html>

This is a good song for reviewing the half note and whole note. It is also a good song for discussing staccato and legato. The terms staccato and legato are defined on page 40 of the student book, with the song “Donkey Riding”. “Donkey Riding” uses staccato notes. “Sakura” has several places where a slur is used. The curved line means to sing or play smoothly, or legato. Ask the students to count how many slurs or legato markings that they can find in “Sakura”. (5)

Have the students listen to the song, and ask them questions about it.

- * Is the song soft or loud?
- * Is the song fast or slow?
- * How does listening to this song make you feel?
- * Why do you think the performer chose this tempo and dynamic level?

To teach the Japanese words, use the pause button on the CD player. Play two measures, pause the CD and have the students echo. Let go of the pause button, play the next two measures and have the students echo. Continue in this way until the students can sing the entire song by echoing two measures. When they are good at repeating two measures, play four and have them echo that. Continue in this way until the students can sing the entire song.

Curriculum Connections: Have the students make and decorate Japanese fans. Choreograph Sakura using the fans. This will integrate music, art and dance. You could have students write stories using cherry blossoms as a theme. Choose a story to dramatize, and you could relate all the arts---music, art, drama and dance.

28-29. Whoopee Cushion

CD: 28-29 Replaces "Little Tommy Tinker"

1. Some-one put a whoo-pee cush-ion on my teach-er's chair. 2. She did-n't see it there. She cried. She cried. She did-n't see it there.

adapted D.G.

The musical notation is in treble clef with a common time signature (C). It consists of two staves. The first staff contains the first two lines of the song, and the second staff contains the last two lines. The lyrics are written below the notes. The first line is numbered '1.' and the second line is numbered '2.'. The third line is numbered '3.' and the fourth line is numbered '4.'. The lyrics are: 'Some-one put a whoo-pee cush-ion on my teach-er's chair. She did-n't see it there. She cried. She cried. She did-n't see it there.'

Teaching Purpose/Suggestions: define rhythm, review or teach rhythms ♩ ♪♪ ♫ ♪. ○

Teach "Whoopee Cushion" by rote. Sing the song and pat the beats. Ask the students if they remember what the beat of the music is. (The beat is the steady pulse.) Teach the students this chant. "The beat is the part that stays the same. The beat is the part that doesn't change." On the board, draw four beats. Sing the song, tapping the beat as you sing.

Read about rhythm on page 7 of the student book. Rhythm is "the way the words go". Clap the rhythm of the words as you sing. Review the time names of eighth, quarter, half and whole notes with the students. This information is given on page 7 of the student book. Read and review the rhythms for "Whoopee Cushion".

This round is recorded twice. The first time it is sung with accompaniment in unison. The second time it is sung as a round without accompaniment.

30-31. Donkeys Love Carrots

CD: 30-31 Replaces "A Pizza Hut"

1. Don-keys love to munch on car-rots. 2. Car-rots don't like that at all. traditional

3. Hee - haw! 4. Hee - haw! Lis - ten to the don - key's call.

The musical notation is in treble clef with a key signature of one sharp (F#) and a 2/4 time signature. It consists of two staves. The first staff contains the first two lines of the song, and the second staff contains the last two lines. The lyrics are written below the notes. The first line is numbered '1.' and the second line is numbered '2.'. The third line is numbered '3.' and the fourth line is numbered '4.'. The lyrics are: 'Don-keys love to munch on car-rots. Car-rots don't like that at all. Hee - haw! Hee - haw! Lis - ten to the don - key's call.'

Teaching Purpose/Suggestions: "Donkeys Love Carrots" is a four part round. When the students have learned the melody well in unison, try it in 2 parts, starting the second group when the first has sung one line. When they are singing two parts well, try the round in three and then in four parts. Have the class try to write new words for the round.

_____ love to _____

For example:

Puppies love to chew on slippers, mothers don't like that at all.

Oh no! Oh no! Throw them out and buy some more.

This round is recorded twice. The first time it is sung with accompaniment in unison. The second time it is sung as a round without accompaniment.

3. Chicken on the Fencepost

CD: 3-49 Replaces "Chase the Squirrel"

traditional



Chick-en on a fence post, can't dance Jo - sey, Chick-en on a fence post, can't dance Jo - sey,



Chick-en on a fence post, can't dance Jo - sey, Hel - lo Su - san Brown - y - o.



2. Choose your partner and come dance Josey, (3x)
Hello Susan Browny-o.
3. Chew my gum while I dance Josey, (3x)
Hello Susan Browny-o.
4. Shoestring's broke and I can't dance Josey, (3x)
Hello Susan Browny-o.
5. Hold my mule while I dance Josey, (3x)
Hello Susan Browny-o.

Dance Directions: Form a double circle with partners facing each other.

- | | |
|-------------|---|
| Measure 1 | side-close to the right so that you're in front of a new partner |
| Measure 2 | clap own hands twice (♩), and clap both of your partners hands twice (♩). |
| Measure 3-4 | repeat measures 1-2 |
| Measure 5-6 | repeat measures 1-2 |
| Measure 7 | side-close to the right so that you're in front of a new partner |
| Measure 8 | pat knees twice(♩), clap own hands twice (♩) and clap both of your partners hands three times (♩ ♩) |

Continue in the same way for all verses, adding actions while you side-close as indicated by the words of the song. Create additional verses, and add actions for them.

Game Directions: Form two circles---an inside and an outside circle. Choose two racers, who leave the circles and hide somewhere in the classroom. Place a rubber chicken in the middle of the inside circle. The teacher now creates a hole in the outside circle, and a hole in the inside circle by moving two children apart. Sing verse one. At the end of verse one, the two racers have to try to be the first to find and get through the opening in the outside circle, and find and get through the opening in the inside circle to pick up the rubber chicken. The racer who gets to the chicken first wins. It's kind of like racing through a maze.

Teaching Purpose/Suggestions: read rhythms, movement activity or game

"Chicken on the Fencepost" is a game song or a dance song. It is a great song to reinforce the reading of sixteenth notes. Have the students read the rhythms. Teach the melody by rote.

Teach the game or the dance.