

# Shake It Up!

Twelve songs to get students in preK to grade 5 moving and dancing to music. They'll also be singing, playing instruments and improvising in a variety of styles. Activities are provided for each song at a variety of levels, so that the songs can be used for the very young, but be appealing and engaging for older students as well. Orff arrangements are included for some of the songs. The collection ncludes a CD with performances of all the songs, and accompaniments for most. #SP2 \$20

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Sample pages from songs\* in the collection "Shake it Up!" follow.

**Shake It** While students have fun “shaking” and moving to the music, they’ll be learning the difference between beat and rhythm and exploring different tempos and dynamics. This lively piece is accompanied by a Klezmer band.

**Aussie Rock** Students can create a dance on their own or with a partner, copy the leader, or do the actions that are suggested by the music. Suggestions are given for a very simple dance for the very young, (preK), an easy dance for lower elementary and a more complex partner dance for upper elementary. Learn about Aussie animals, and incorporate animal movements into the dance.

**Action Leader** Students will experience fast and slow and have the opportunity to create movement and new verses in this song. Create a circle dance (hora) to this lively selection.

**Get You Moving** Students will walk, run and fly to the music of the piano, as the verses are sung in the first part of this song. In the second part, the students will listen to the same piano music and do the appropriate movement. This will really extend their listening skills.

**Yesh Li Yadayim** Students will love this Hebrew action song and dance. Once again, two dances are given - a simple one and an advanced dance for older students. The Hebrew is not difficult to learn, and students will experience music from another culture.

**The Jumping Dance** Do you ever have one of those days when the students just have too much energy? Put that energy to work in “The Jumping Dance”. Students will learn to listen to and follow directions, keep a beat, and jump as they burn off all that energy.

**Fruity Samba** Learn a simple samba, or challenge your older students to learn a more complex samba. Younger students can perform the song with the CD, while older students could learn the Orff arrangement and accompany their own performance with Orff instruments and “fruit shakers”. This song is a two part canon, providing opportunities for older children to sing in parts.

**Jiggles** This movement song is written in a jazz swing style, with opportunities for students to improvise. It is also a circle dance. Several ostinatos will give older students the opportunity to sing in 2, 3 or even 4 parts in a format that is very accessible, even for less experienced choirs or classrooms. Young children will love the “make up an action game”.

**Fuzzy the Clown** This is a wonderful listening activity for the children and a great game to play together. The song develops listening skills and introduces creative movement and dramatic play as the children pretend to be “Fuzzy the Clown”.

**Luna Lagoon** Learn about Aussie animals, and learn to identify the sounds of jazz instruments as you waddle like an wombat to the cello, fly like a cockatoo to the flute, walk like an Emu to the trombone and jump like a kangaroo to the saxophone.

**The Rhythm and the Beat** The children will develop listening skills and learn to distinguish between beat and rhythm as they follow the directions to perform either the beat or the rhythm.

**Jump Bump** This song is a three part canon for older students. Your younger students will like performing the actions that are part of the song.

# Shake It

## CD 1

Davies-Splitter and Splitter



1. Let's clap our hands and stamp our feet. Let's tap our  
 cheeks drum hands Let's tap our  
 hands Let's tap a  
 Let's tap our



hips. bottoms. It's re-ally neat. Let's pat our knees and feel the  
 drum. hips. Let's tap our chest  
 Let's pat our drum  
 Let's pat our knees



beat. Let's shake it, shake it, shake it and, shake it, shake it, shake it and,

1, 2, 3

4.

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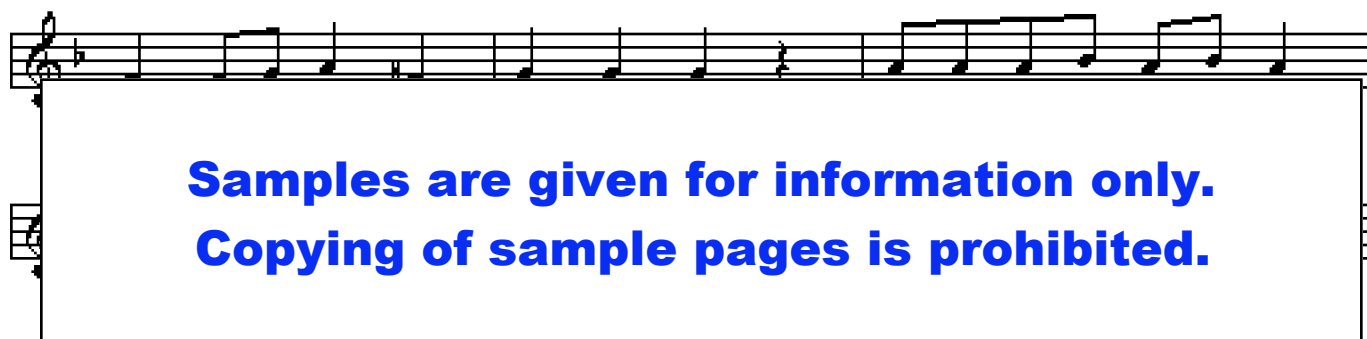
shake it, shake it, shake it and stop!



# Yesh Li Yadayim

## CD 5-15

Susie Davies-Splitter & Phil Splitter



## I Have Hands

I have hands that clap clap clap

I have feet that stamp stamp stamp

I have knees that pat pat pat

Let's make a small circle and wait

יְהֵאָה אֶפְתָּח יְדַיִם לְעֹלָם

יְהֵאָה אֶפְתָּח יְדַיִם לְעֹלָם

יְהֵאָה אֶפְתָּח יְדַיִם לְעֹלָם

יְהֵאָה אֶפְתָּח יְדַיִם לְעֹלָם

יְהֵאָה אֶפְתָּח יְדַיִם

Note: the *ch* sound in Tach and Hach is pronounced *h* with a guttural throaty sound.

# Fruity Samba

## CD 7-17

Susie Davies-Splitter  
& Phil Splitter

voice, recorder  
saxophone / A/X

SX

AM / A/X

BM / BX

Flute shakers

Pea - cles, a - pin - coos, and ba - ba - eas, wa - rer - nel - oes, mas - gos, and plums. Mar -

Pea - cles, a - pin - coos, and ba - ba - eas, wa - rer - nel - oes, mas - gos, and plums.

(Tap Bbbs)

Sh sh sh sh sh sh sh sh Sh sh sh sh sh sh sh sh Sh sh sh sh sh sh sh sh Sh sh sh sh sh sh sh sh

en - tes and ear - as - as are play - ing fun - ny man - ba for ev - ry - oes.

Pea - cles, ap - in - coos, and ba - ba - eas, wa - rer - nel - oes, mas - gos, and plums.

(Tap Bbbs)

Sh sh sh sh sh sh sh sh Sh sh sh sh sh sh sh sh Sh sh sh sh sh sh sh sh Sh sh sh sh sh sh sh sh

# *Fruity Samba*

**Objective** To dance, sing, play, improvise and become familiar with a samba.

**Suggestions for use:**

## **Level 1**

### **Learn words and movements**

\* **Say** Say the words “everyone” accompanied by stamping to the rhythm ♩ ♪♩. Say the words “OK” accompanied by high claps on the rhythm ♪♩.

\* **Sing** Echo sing the phrases containing the two words that students practiced, and accompany with the actions from the dance below. Sing “Fruity samba for everyone” and “Fruity tutti samba ole, OK”.

### **Section B**

\* **Sing** Echo sing section B, two bars at a time accompanied by actions from dance.

### **Section A**

\* **Say and sing** In circle, echo say then sing the A section two bars at a time accompanied by movements from the dance. Say then sing in unison with movements.

### **Whole song**

\* **Sing & Dance** Sing the whole song in unison.

\* **Inner Hearing** Do the movements together without any vocals and use magic lips (mouth the words).

\* **Listen and dance** Listen to the recorded music and dance in a circle following the suggested movements.

\* **Move** Make up your own dance or use the dance example below (see advanced version in level 2).

\* **Dance** Do the simplified version of the dance.

\* **Formation** Children in a circle (RF = right foot LF = left foot).

### **Verse**

<b>Bar No.</b>	<b>Words</b>	<b>Actions &amp; Movements</b>
Bar 1	Peaches, apri-	<i>Step forwards with RF, click, step LF, click</i>
Bar 2	cots and bananas	<i>Step backwards RF, click, step LF, click</i>
Bar 3	Watermelon,	<i>Side step RF, clap, side step LF, clap</i>
Bar 4	Mangos and plums	<i>With hands on hips, swing 4 times side to side</i>
Bar 5	Marimbas and ma-	<i>Step forwards with RF, click, step LF, click</i>
Bar 6	-racas are playing	<i>Step backwards RF, click, step LF, click</i>
Bar 7	Fruity samba for	<i>Side step RF, clap, side step LF, clap</i>
Bar 8	everyone	<i>Stamp the rhythm “everyone”</i>

### **Chorus**

<b>Bar No.</b>	<b>Words</b>	<b>Actions &amp; Movements</b>
Bar 1	Hey,	<i>Raise arms up high and wriggle fingers</i>
Bar 2	Hey,	<i>Lower hands to head level and wriggle fingers</i>
Bar 3	Fruity samba for	<i>Wriggle hands over to left side and then right.</i>
Bar 4	everyone	<i>Stamp the rhythm “everyone”</i>
Bar 5	Hey,	<i>Raise arms up high and wriggle fingers</i>
Bar 6	Hey,	<i>Lower hands to head level and wriggle fingers</i>
Bar 7	Fruity tutti samba o-	<i>Wriggle hands over to left side and then right.</i>
Bar 8	-le, OK	<i>Clap the rhythm up high on “OK”</i>

## **Level 2**

### **More advanced dance**

\* **Say** Say the words “everyone” accompanied by stamping to the rhythm ♩ ♪♩. Say the words “OK” accompanied by high claps on the rhythm ♪♩. Then add “fruity samba” (♩ ♪ ♩ ♪) accompanied by patting knees. Combine “fruity samba for everyone” with actions. Add “fruity tutti samba ole” accompanied by patting the rhythm on the thighs. Combine this with “OK”.

\* **Sing** Echo sing the two phrases learned above, and accompany with the actions. Sing “Fruity samba for everyone” and “Fruity tutti samba ole, OK”.

***Jiggles***  
***CD 8-18***

Introduction ♩ = ♩<sup>3</sup>

Susie Davies



A

Verse



Dum      du dum      du    dum      du dum      Dum      du dum      du    dum      du dum      Take

B



two steps in and two steps out      Wrig-gle your hips now all a-bout



Slide in-to the mid-dle and then slide back      Turn a-round and clap clap clap. I've got the

C

Chorus (Chor signs A on 2nd time)



Jig-gles                      The wig-gly wig-gly                      Jig-gles                      shim-y im-y

*Last time to Coda @*



Jig - gles                      All   o - ver   you!

Body protein: 100  
 Amphiprotic: 100

Ostinato 1  
*Bass Xylophone*



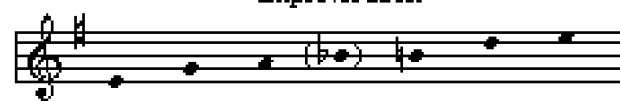
Dum    du dum    du    dum    du dum

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All over me!

## Improvisation

*E Edges Scale*