

Singing Games and Dances in the Elementary Classroom

Presented by

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Why use music in the classroom?

Music activities can assist elementary-level children with self-awareness and provide opportunities for personal expression.

- Through music and movement, children learn acceptable outlets to express feelings and relieve tension. Music may also convey a specific mood through which children reveal their feelings and emotions.

Music can be used to enhance other areas of learning

- Inclusion of music activities as learning tools and supplementary aids for other subject areas, such as multi cultural studies.

Singing and dancing activities build community

- Helps create a safe space where children can express themselves without fear or embarrassment
- Allows the teacher to participate along with the children.

General Guidelines for Music Activities

Don't be afraid to sing. Modeling fear-free singing empowers kids to use their own voices without worrying about how they sound.

Quick Fixes for to Strengthen Your Singing Voice:

Breath Support

Engage your Head Voice – sing higher than you think you should

Posture

Energy

Clear a dancing/singing game space as long and wide as possible. With clear assignments and some practice your class should be able to clear a space in less than a minute.

Develop a classroom repertoire that is varied, including both dances and singing games.

Dance and play with your students but also encourage them to run music activities without you.

Most importantly, make these music experiences your own. Don't be afraid to modify an activity to meet the needs of your students.

Teaching A Song

Sing to children alone, having them tap their hands on their laps to the beat.
Have children echo, phrase by phrase. ("First it's my turn, then it's your turn.")
Add movement. This can be simultaneous or while echoing.
Put the song together. Sing it completely without echoing.
Sing the song regularly.

Singing Games

Who Has The Penny

Who has the penny? "I have the penny."
Who has the key? "I have the key."
Who has the paperclip? "I have the paperclip."
Please let us see. Please let us see.

Charlie Over the Ocean

Charlie over the ocean
Charlie over the sea
Charlie caught a big fish.
He can't catch me.

Punchinella

Look who's here, Punchinella, Punchinella,
Look who's here, Punchinello from the zoo.
What can you do Punchinella, Punchinella,
What can you do Punchinella from the zoo?
We can do it too, Punchinella, Punchinella,
We can do it too, Punchinella from the zoo.
Who do you choose, Punchinella, Punchinella,
Who do you choose, Punchinella, from the zoo?

Obwisana

Obwisana sa nana
Obwisana sa...

Down in the Valley

Down in the valley two by two
Two by two, my baby two by two
Down in the valley two by two
Now rise Sally rise

Let me see you make a motion two by two

Two by two, my baby two by two
Let me see you make a motion two by two
Now rise Sally rise

Let me see you make another one two by two
Two by two, my baby two by two
Let me see you make another one two by two
Now rise Sally rise

Choose somebody two by two
My baby two by two, my baby two by two
Choose somebody two by two
Now rise Sally rise

Down in the valley two by two
My baby two by two, my baby two by two
Down in the valley two by two
Now rise Sally rise

Transition Songs

Chase the Squirrel

Let us chase the squirrel,
Up the apple,
Down the apple,
Let us chase the squirrel,
Up the apple tree.

If you want to catch me,
Up the apple,
Down the apple,
If you want to catch me,
Learn to climb a tree.

Circle Round Zero

Circle Round the Zero
Find a friend on zero
Back back zero,
side side zero,
Front front zero,
Find a friend on zero.

Down by the Banks

Down by the banks of the Hanky Pank,
Where the bull frogs jump from bank to bank,
I said ooo eee ooo ahh
Listen to that bull frog.

Name Games

Hickey Pickety Bumble Bee

Hickety-Pickety Bumble Bee

Can can say their name for me? (*point to a child*)

Child: Robin

Adult: Let's all say it.

All: Rob-in, Rob-in that's her name.

Who Took the Cookie?

Who took the cookie from the cookie jar?

Joey took the cookie from the cookie jar.

Who me?

Yes, you!

Not me!

Then who?

Henry!

Who took the cookie from the cookie jar?

Henry took the cookie from the cookie jar.

Who me?

Yes, you!

Not me!

Then who?

Jane!

Fun Songs

To Stop the Train

To stop the Train

In cases of emergency

Pull down the chain, Pull down the chain,

Fanga Alafia

(*Nigerian folk song*)

Funga alafia,

ashay, ashay (repeat)

These lyrics are phonetic. The more accurate spelling of “funga” is “fanga,” and “ashay” is “asé” Translation:

Fanga alafia - Welcome, blessings

Asé – “Let it be so” or “amen.”

Folk Dancing

Partner techniques

Alternate different ways of choosing partners

Teacher chooses the partner.

Partners chosen at random.

Students choose their own partners

Hand sanitizer before and after

“Would you be my partner for this dance?”

“Thank you for being my partner.”

Teaching techniques

Encourage children to listen for the beat

Count the beats in each phrase

Speak the movement aloud

Alabama Gal

(Southern United States play party song, 1800s)

Come through in a hurry...Alabama Gal

First couple take hands and sashay down the center, while the others clap

I don't know how, how... Alabama Gal

Everyone right hand turn and return to spot

I'll show you how, how... Alabama Gal

All face up, First couple cast off (Peel the banana) and other follow. At bottom of set, top couple form an arch.

Ain't I rock candy... Alabama Gal

The others go under and back to places, next couple becomes top couple.

Sasha!

Dancers find a partner and scatter around the dance floor. Point to your partner as you say the Sasha! words. 'Sasha' is a nickname in Russian for Alexander or Alexandra. “Ras, Dva, Tri” means “One, Two, Three” or “Ready, set, go.”

Then do the clapping, with partner: “Right, right, right“ means your right hand clapping your partner's right hand, same with “left, left, left” and “both, both, both,” then you clap your own knees “knee, knee, knee.” I only use these words when teaching the dance.

Then do a right elbow turn with your partner for 8 beats (four measures), singing “La, la la, etc.” When you say “Hey!” you say it with an upraised first with your left hand, then do a left elbow turn with your partner during the repeat of the music and say “Hey!” raising the right arm.

Then you leave your partner behind (“Dasvadanya,” Russian for “Goodbye”) and walk randomly around the dance floor. At the end of the B music, you face a new partner.

Source of dance notes: <http://www.dancingmasters.com/newdances/sasha.html>

Chimes of Dunkirk

(French-Belgian Folk Dance)

Formation: Longways, Partners facing

A section (16 beats)

All walk forward three steps towards partner and clap partner's hands with a "high ten" on the fourth beat (4)

Right hand turn and back to your place (4)

B section (16)

All clap three times (4)

All stamp one four three times (4)

Two hand turn and back to your place (8)

C section (16)

All clap three times (4)

All stamp three times (4)

First couple sashays to bottom of set, everyone else moves up one place

Repeat...

Noble Duke of York

Oh the noble Duke of York, (*walk forward 3*)

He had ten thousand men. (*walk back 3*)

He marched them up to the top of the hill, And he marched them down again. (*Dosido*)

Oh and when they were up, they were up (*top couple sashays, all others up and down*)

And when they were down, they were down down,

And when they were only halfway up,

They were neither up nor down!

Oh, a-hunting we will go (*Peel the banana, top couple arches, all under*)

A-hunting we will go,

We'll catch a fox and put him in a box

And then we'll let him go.

Calming Songs:

Morning Has Come

Morning Has Come

Night is away

Rise with the sun

And welcome the day!

At the Bottom of The Sea

At the bottom of the sea

All the fish are swimming

Here and there and everywhere
Oh, Mary, Mary, we love you!

Light A Candle For Peace

<http://singpeacearoundtheworld.com>

(Thousands of Montessori schools around the world join in this very special United Nations celebration of peace.)

Light a candle for peace
Light a candle for love
Light a candle that shines all the way around the world Light a candle for me
Light a candle for you
That our wish for world peace
Will one day come true!

(repeat)

Sing peace around the world Sing peace around the world Sing peace around the world
Sing peace around the world

(combine chorus and verse)

Light a candle for peace
Light a candle for love
Light a candle that shines all the way around the world Light a candle for me
Light a candle for you
That our wish for world peace will one day come true!

Classroom “Theme” Songs

Make New Friends

Make new friends, but keep the old.
One is silver, And the other’s gold.
A circle is round, it has no end.
That’s how long I will be your friend.

Dear Friends

Dear friends, dear friends, let me tell you how I feel
You have given me such pleasure, I love you so
It would be a goodly thing
If the children of the world
Could live together
In peace

May The Longtime

(old Scottish folk song and Irish blessing)

May the longtime sun shine upon you
All love surround you
And the good light within you
Guide your way home

Resources

New England Dancing Masters

New England Dancing Masters Productions, 41 West St, Battleboro, VT 95301; 802-257-1819; info@dancingmasters.com
<http://dancingmasters.com>

Beth's Music Notes

<http://www.bethsnotesplus.com>

The Singing Classroom

<https://www.thesingingclassroom.com>

The Kodály Center: American Folk Song Collection

<http://kodaly.hnu.edu/index.cfm>

Music of Our World and More Music of our World

Hal Leonard Corporation

Thank you

A thank you to the mentors that have given us inspiration to do these songs and games with our children.

A thank you to each of you for attending our workshop today.