

Ah, Poor Bird

*
1. Ah poor bird, take your flight, Up a-bove the sorrows of this dark night.
2. Ah poor bird, as you fly, Can you see the dawn of to-mor-row's sky.

ad lib-play 4 times

trem

Movement: Concentric circles holding scarves.

1st phrase: Circles move in opposite directions.

2nd phrase: Inner circle makes 'windows' and steps back while outer circle drops neighbor's scarf and walks through a window to form a new inner circle.

Ah Poor Bird

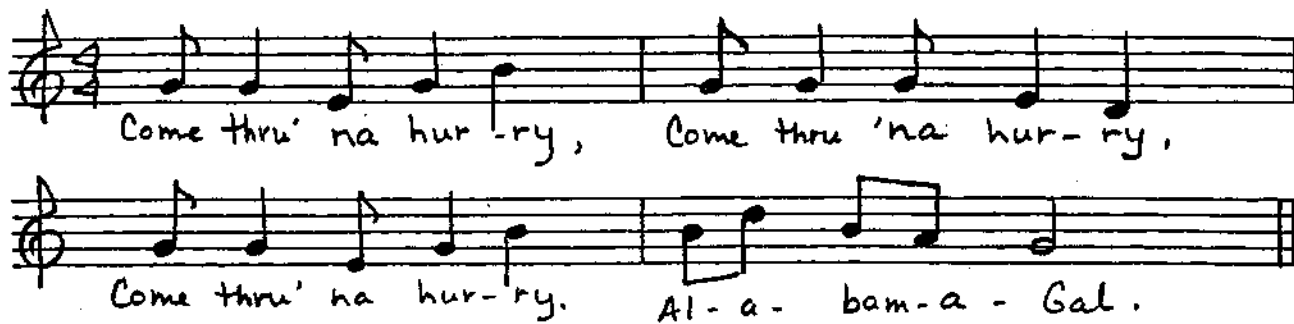
1. Ah poor bird, take your flight, Up a-bove the sorrows of this dark night.
 2. Ah poor bird, as you fly, Can you see the dawn of to-mor-row's sky.

SM
AM
BX

ad lib-play 4 times

trem

TITLE: Alabama Gal



2. I don't know how, how (3x), Alabama Gal.
3. I'll show you how, how (3x), Alabama Gal.
4. Ain't I rock candy (3x), Alabama Gal.

Song Analysis

Tone Set: s, l, @, m, s

Mode/Scale: do pentatonic

Form: _____

Other: _____

Classroom Use

Rhythm: ♩, ♩, ♩, ♩, ♩

Melody: _____

Other: _____

Source: LaMar Robertson Folksong Collection,
Hamline University, Kodály Concept, 1988

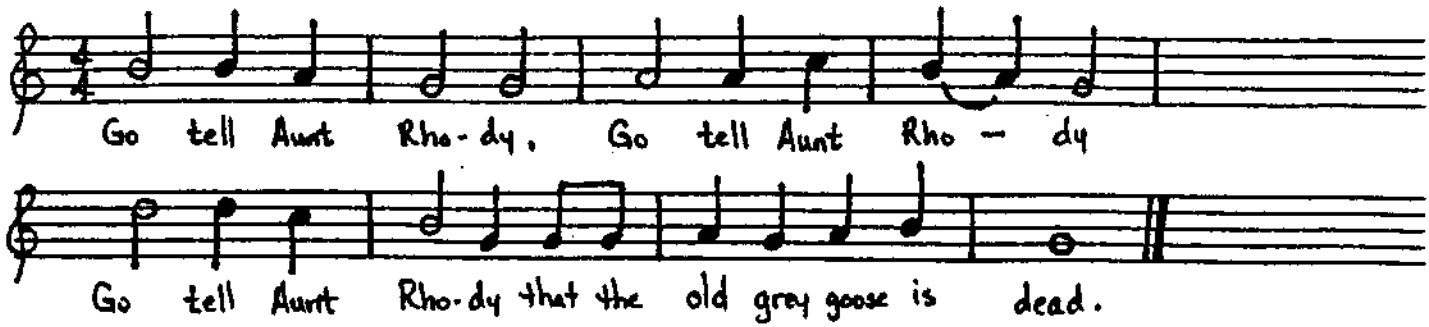
Song Title Home Again Key C
 Source _____ Rhy. 7/8
 Tone Set D Major Other _____
 Gar X
 Instruments _____
 Part Music _____

Handwritten musical notation on two staves:

Staff 1: *Handwritten notes and lyrics: "Home again, home again, sweet home again"*

Staff 2: *Handwritten notes and lyrics: "I am home, I am home, if you agree to be so"*

Aunt Rhody



2. The one she's been saving (three times)
To make a feather bed.
3. Old gander's weeping (3 X)
Because his wife is dead.
4. The goslings are mourning (3X)
Because their mother's dead.
5. She died in the millpond (3X)
Standing on her head.

Song Analysis

Tone Set: d, r, m, f, s

Mode/Scale: do pentachord

Form: _____

Other: _____

Source: _____

Classroom Use

Rhythm: 

Melody: _____

Other: _____

Song Title Baby's Oh Mel. 78

Source _____ Rhy. _____

Tone Set _____ Other _____

Instruments _____

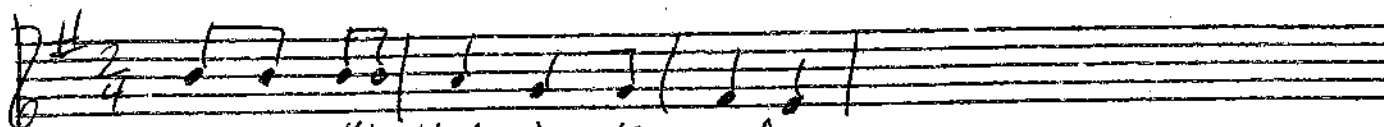
Part Music _____

What shall we do in the morning when the sun is up and the birds are singing
What shall we do with the baby when she is born and the doctor is here

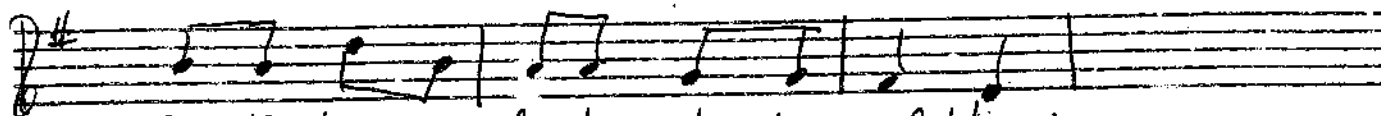
Daddy's a big strong man who can do anything
Daddy's a big strong man who can do anything

1. Whop looking in a little while (BX) - Saw her in the middle of the night
2. Kick her back and make her cry - Find pretty ribbon and section
3. Take her and let her dance like a butterfly - Put a little music on her mouth

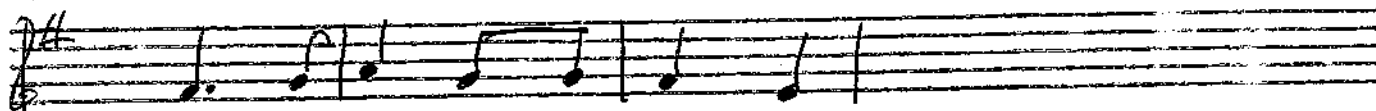
Song Title Birch Tree Mel. _____
Source _____ Rhy. _____
Tone Set _____ Other _____
Game _____
Instruments _____
Part Music _____



See the little birch in the meadow



See the leaves a-dancing when the wind blows



Loo-li loo, when the wind blows,



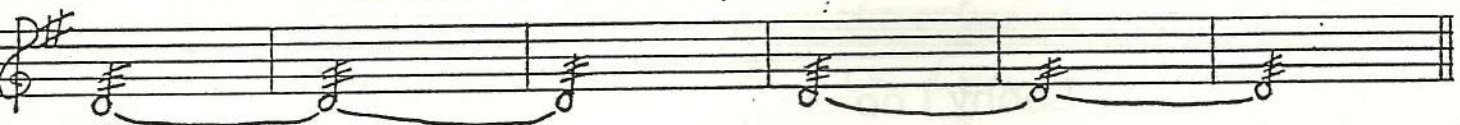
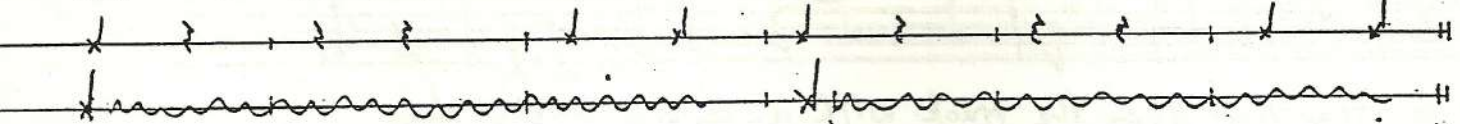
Loo-li loo, when the wind blows

From the little tree take three branches,
Make three silver flutes from three branches,
Loo-li loo, silver branches,
Loo-li loo, silver branches.

From a branch I'll carve a balalaika,
With the flutes I'll play my balalaika,
Loo-li loo, balalaika,
Loo-li loo, balalaika.

As I play my tingling balalaika,
I'll remember you my little birch tree,
Loo-li loo, little birch tree,
Loo-li loo, little birch tree.

Birch Tree



Song Title Bluebird Mel. R
 Source _____ Rhy. 1
 Set DRAM SL Other _____
 e X
 Instruments _____
 Part Music _____

d	2	1	7		1	1		1	7		1	1		d	7	7		1	1		1	7	
		S	S	L		S	M		S	S	L		S	M		M	R	R	R		D	M	D
Bluebird		Here comes a bluebird through my window										hey	diddle-dumma-day day day										
		Take a partner hop in the garden																					

Song Title

Boatman

Mel.

R

Lyrics

Rhy.

17/

T Set

Other

18/1/1977

Key

Instruments

Part Music

Grade 2 #10

BOATMAN

Traditional

On the boatman dance, shikie boatman sing, shikie boatman do most any - thing.

AX/AM

Bx/BN

estimate: d d m m d
D D D D D D
Soft shie boatman doo bee doo

Song Title Bobby Shaftoe Mel. 171

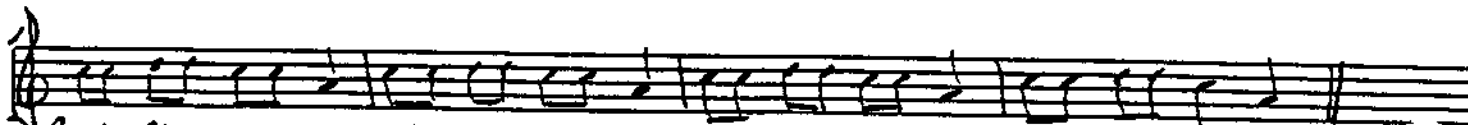
orce _____ Rhy. 171

T Set 171 Other _____

e _____

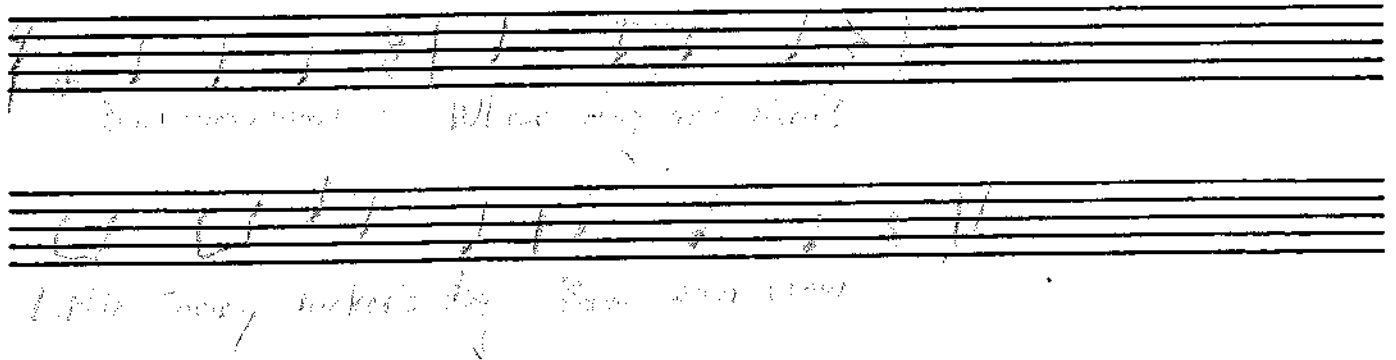
Instruments _____

Part Music _____



Bobby Shaftoe went to sea, Silver buckles on his knee,
He'll come back and marry me, Hand some Bobby Shaftoe.

Sc Title Row. Whitehead Mel. R
Source ... Rhy. 17/8
Tone Set DRM SL Other _____
Game A
Instruments _____
Part Music _____



Song Title Button, You Must Wander Mel. DRP
 Source _____ Rhy. 11/8
 Tone Set 1 2 3 4 5 6 7 Other _____
 Instruments _____
 Part Music _____

But - ton, you must wan - der, wan - der, wan - der,
 But - ton, you must wan - der ever - y - where,
 Bright eyes will find you, sharp eyes will find you,
 But - ton, you must wan - der ever - y - where.

(X) - person is a circle
 button is round like a circle
 inside person's fingers like a button

S, L, D, W, L

Canoe Song

Round

S,
PIP

1. My pad- dle's keen and bright, flash- ing with sil- ver.
2. Dip, dip and swing her back, flash- ing with sil- ver.

SG

AM

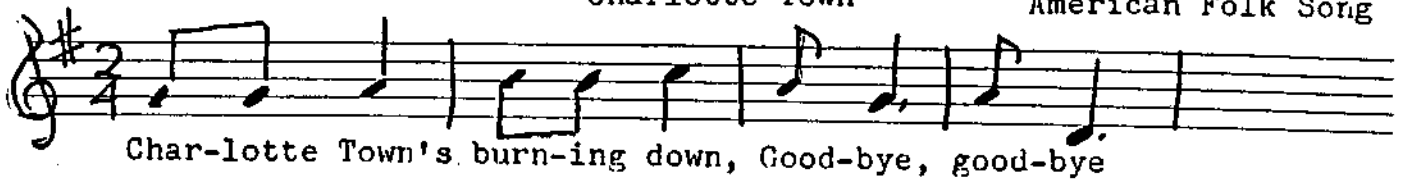
Guero

BX

Fol- low the wild goose flight, dip, dip and swing.
Fol- low the wild goose track, dip, dip and swing.

Charlotte Town

American Folk Song



Additional verses from Folkways Record "American Play Parties"
sung by Pete Seeger

1. Black them boots and make them shine.....
Black them boots and make them shine....
Goin' down to Cairo....
Goin' down to Cairo....
2. The old cow died and how I cried...
Etc.
Oh, how I loved her...
Etc.

Song Analysis

Tone Set: s, t, d, r, m, f, s

Mode/Scale: _____

Form: _____

Other: _____

Source: Lamar Robertson

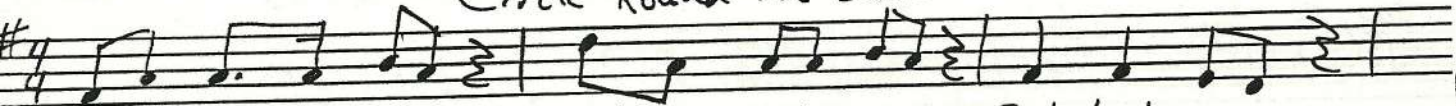
Classroom Use

Rhythm: 1 □, D1., 2, 1.7, D17

Melody: _____

Other: _____

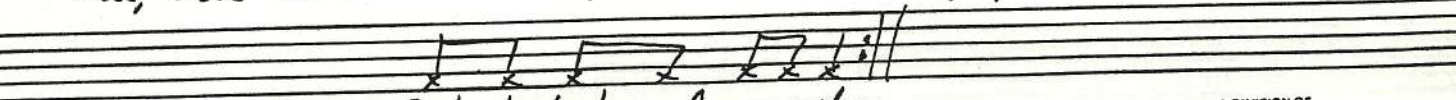
Circle 'Round the Zero



Circle 'round the zero Find your lovin' zero Back, back zero



Side, side zero Front, front zero Tap your lovin' zero



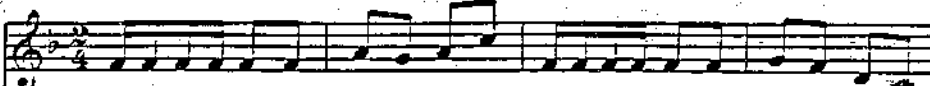
Back to back and separate

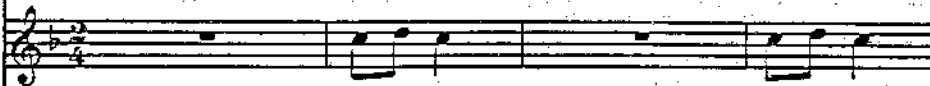
PRO ART

A DIVISION OF

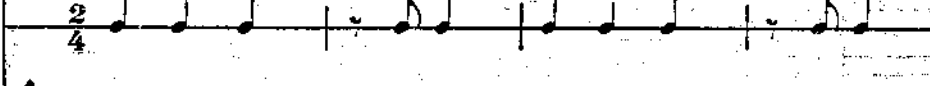
Belwin Mills
Publishing Company, Inc. N.Y. 11701

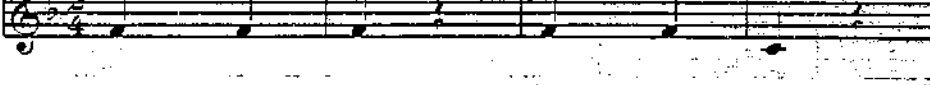
Dance Josey

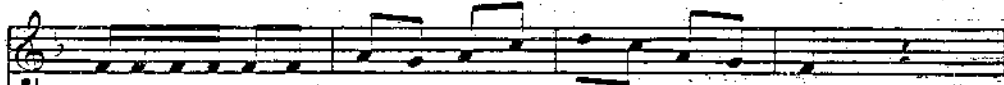
V 
Chick-en on the fence post, can't dance Jo - sey, Chick-en on the fence post, can't dance Jo - sey.

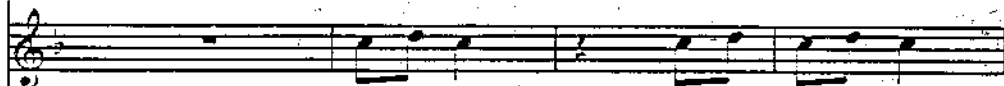
SG 

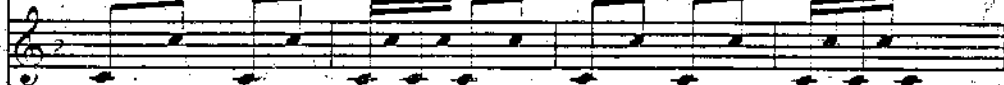
AX 

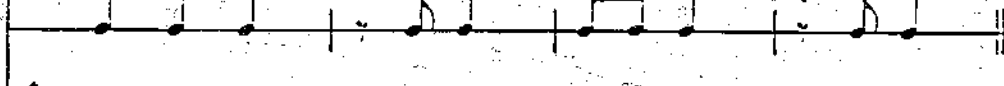
□□□ 

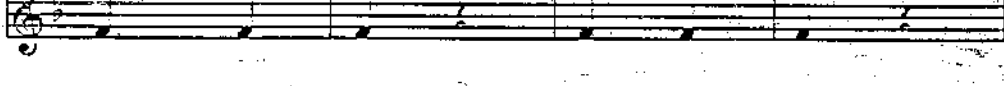
BX 


Chick-en on the fence post, can't dance Jo - sey, Hel - lo Su - san Brown!









TITLE: Dinah

No one in the house but Di-nah, Di-nah,

No one in the house but me I know,

No one in the house but Di-nah, Di-nah,

Strumming on the old ban-jo.
(Playing)

Game: A child stands blindfolded in the center of a circle. Another child is chosen to stand in the center behind the blindfolded child. He or she is the only one to sing "Dinah, Dinah" each time it comes in the song, and at the end of the song the blindfolded child must guess who was "in the house" with him. The circle moves around while singing.

Can be sung in canon after one measure.

Verses:

Banjo:

OSTINATO

plunk plunk plunk plunk plunk plunk plunk

fid-dle fid-dle

boom boom boom boom

boom boom boom boom

boom boom boom boom

2. No one.....No one in the house when I came in.
No one.....Playing on the violin.
3. No one.....No one in the house but me alone.
No one.....Playing on the slide trombone.
4. No one.....No one in the house that I have met.
No one.....Playing on the clarinet.
5. No one.....No one in the house where'er I come.
No one.....Playing on the big bass drum.

Song Analysis

Classroom Use

Tone Set: Drms

Rhythm:

Mode/Scale: _____

Melody: _____

Form: _____

Other: _____

Other: _____

Source: La Mar Robertson, Folksong Collection
Hamline University, Kodaly Concept, 1988.

2. *Handwritten title*

Handwritten musical notation on a five-line staff. The notation includes a treble clef, a key signature of one flat (B-flat), and a 2/4 time signature. The melody consists of a series of eighth and sixteenth notes, with some beamed sixteenth notes. The lyrics "The King of the Hill" are written below the staff.

Handwritten musical notation on a five-line staff. The notation includes a treble clef, a key signature of one flat (B-flat), and a 2/4 time signature. The melody consists of a series of eighth and sixteenth notes, with some beamed sixteenth notes. The lyrics "The King of the Hill" are written below the staff.

Blank musical staff.

Blank musical staff.

Blank musical staff.

Blank musical staff.

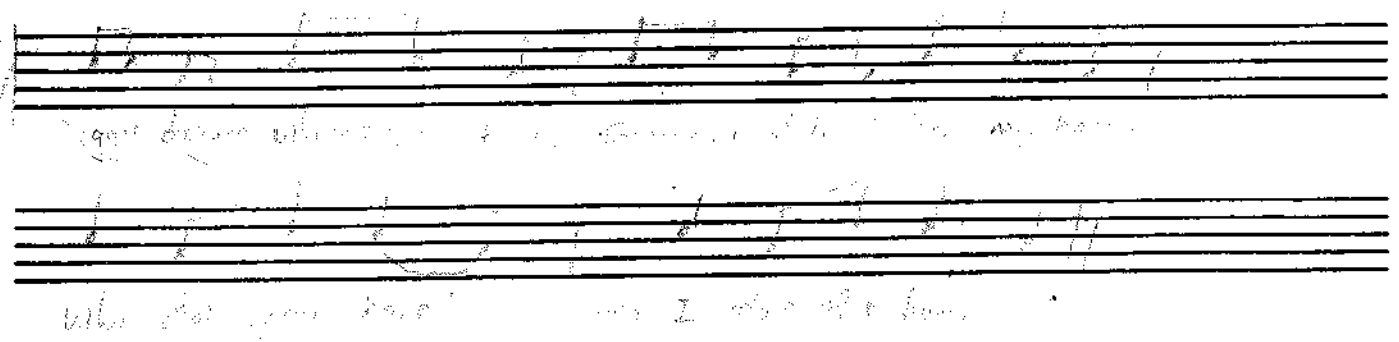
Blank musical staff.

Blank musical staff.

Blank musical staff.

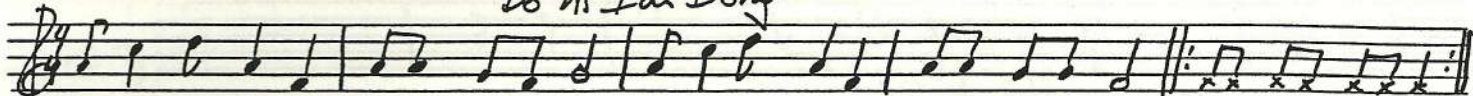
Blank musical staff.

So Title Dog's Barks Mel. _____
 Source _____ Rhy. _____
 Tone Set _____ Other _____
 Gay X
 Instruments _____
 Part Music _____



And All of us was with you then.
 For the first time people (the little) in the power
 look that person like.
 All that came. When all time was over.
 When I was who is being by recognizing who
 when I realized that person was. It's plays the
 simple words.

Do As I'm Doing



Do as I'm do-ing, follow, follow me, Do as I'm do-ing, follow, follow, me Follow follow follow me
Now the leader you will be

Down the River

The river is up and the channel is deep, the wind is steady and strong, Oh
won't we have a jolly good time, As we go sailing along. Down the river, Oh
down the river, Oh down the river we go — Down the river, Oh down the ri-
Oh down the Oh-o.

The image shows a handwritten musical score on four staves. Each staff begins with a treble clef and a key signature of one sharp (F#). The melody is written in a simple, accessible style using eighth and quarter notes. The lyrics are written below the staves, with some words like 'ri-ber' and 'ri-ve' being split across lines. The final line of the score ends with a double bar line.

Early In The Morning

Am. Folk / A. Stearn

Early in the morning at 8 o'-clock, you can hear the post-man knock.

Up jumps — to an-swer the door. One letter, two let-ters, three let-ters, four.

Empty musical staves for additional notation.

Eyes of Blue

ST
AX
v.p.
B

8

Eyes of blue, cheeks of red eyes of blue cheeks of red

eyes of blue cheeks of red Lips as sweet as gingerbread.

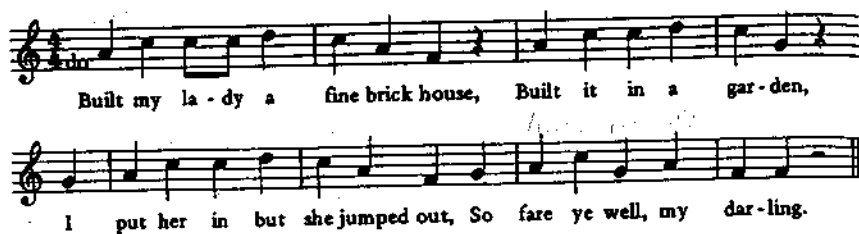
The musical score is handwritten on a page with five systems of staves. The first system contains the vocal melody and piano accompaniment for the first line of lyrics. The second system contains the vocal melody and piano accompaniment for the second line of lyrics. The third, fourth, and fifth systems are empty staves. The piano accompaniment is written in a simple, rhythmic style using eighth and quarter notes. The bass line is written in a simple, rhythmic style using eighth and quarter notes. The lyrics are written in a simple, handwritten font.

©ymillion

Song Title Fine Brick House Mel. R
 Source _____ Rhy. 17 8
 Tone Set 2 7 4 5 6 Other _____

Instruments _____

Part Music _____



From *American Folk Songs for Children* by Ruth Crawford Seeger. Reprinted by permission of Curtis Brown, Ltd. Copyright, 1948, by Ruth Crawford Seeger.

People who live
 in a fine brick house
 have a lot of money and
 they "own" people who live in a
 poor house,
 and they
 make people who live in a poor house
 feel that

GRANDMA GRUNTS

DRM
1110

3 verses

Grandma Grunts said a curious thing, Boys can whistle, but girls must sing.

Grand- ma Grandma Grunts, Grand- ma Grandma Grunts,

Grand- ma Grandma Grunts, Grand- ma Grandma Grunts,

That is what I heard her say, Twas no longer than yester - day,

Grand- ma Grandma Grunts, Grand- ma Grandma Grunts,

Grand- ma Grandma Grunts, Grand- ma Grandma Grunts,

B Section - Speech

Boys: Boys can whistle (whistle) Girls: Girls must sing Trala la la la

Girls: Girls can whistle Boys: Boys must sing Trala la la la

All: All can whistle All: All must sing Trala la la la

Great Big House

arr. Edinger

DIV. 2

Great Big House in New Orleans, Forty stories high

Great Big House in New Orleans

Gliss

Ev'ry room that I've been in, Filled with pumpkin pie.

Great Big House in New Orleans

Gliss

TITLE: The Handsome Butcher

Handwritten musical notation for the song 'The Handsome Butcher'. The music is written on four staves in 2/4 time. The lyrics are: 'Sev-en locks up - on the red gate, Sev-en gates a - bout the red town. In the town there lives a butcher and his name is hand-some John Brown.' The notation includes a treble clef, a key signature of one sharp (F#), and a double bar line at the end of the fourth staff.

2. John Brown's boots are polished so fine,
JohnBrown's spurs, they jingle and shine.
2. John Brown's boots are polished so fine,
John Brown's spurs they jingle and shine.
On his coat a crimson flower, In his hand a glass of red wine.
(Repeat)
3. In the night, the golden spurs ring,
In the dark, the leather boots shine.
Don't come tapping at my window, Now your heart no longer is mine.
(Repeat)

Song Analysis

Classroom Use

Tone Set: (d) r m f s l t d'

Rhythm: ♩ ♩ ♩ } ♩. ♩

Mode/Scale: _____

Melody: _____

Form: _____

Other: _____

Other: _____

Source: Lamar Robertson: Hamline University Kodaly II 1988

T, 173

Song Title Hey Betty MartinSource liner

Hey Betty Martin tip toe tip toe Hey Betty
Martin tip toe fine Hey Betty Martin
tip toe tip toe Hey Betty Martin please be mine.

Johnny get your haircut haircut haircut

Johnny get your haircut just like me

Johnny get your gun, your sword, your pistol

Johnny get your gun and go with me

(JMc) Game: sitting circle. One person hides eyes and a "beat leader" is chosen. Extra person comes to center and watches as group sings and follows the "beat leader." Object is to determine who the "beat leader" is.

Form _____

Rhythmic
Specialties _____

Scale _____

Intervallic
Specialties _____

Range _____

Grade Level _____

Song Title Hop Old Squirrel
Source 150 AFS Erdei et al

Hop old squirrel eidle dum eidle dum hop... eidle dum dee

hop... eidle dum eidle dum hop... can't catch me.*

Game:

Form _____ Rhythmic
Specialties _____

Scale _____ Intervallic
Specialties _____

Range _____ Grade Level _____

* altered left

Song Title I Got A Letter Mel. by
Source _____ Rhy. PIP O
T Set L, DRM Other _____
e _____
Instruments _____
Part Music _____

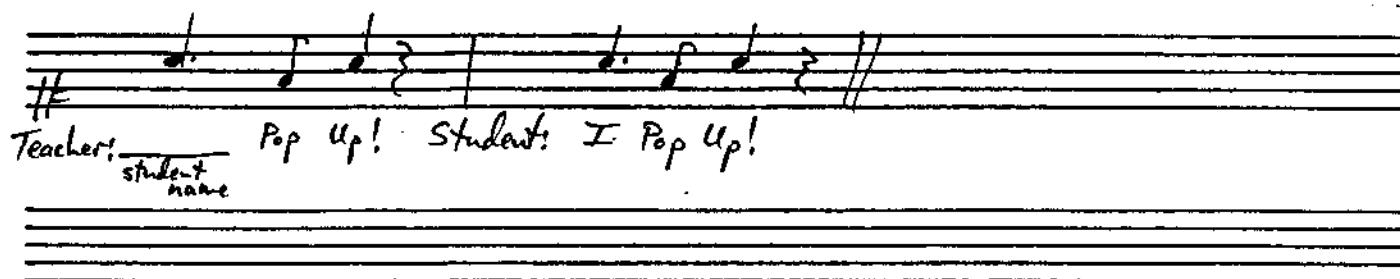
I GOT A LETTER

The musical score is written on four staves. The first two staves are for vocal parts, with lyrics written below the notes. The third staff is for a piano accompaniment, and the fourth staff is for a bass line. The lyrics are: "I got a letter this morning. Oh, — yes. I got a letter this morning, Oh, — yes!"

I got a letter this morning. Oh, — yes. I got a letter this morning, Oh, — yes!

yes! I got a letter this morning. Oh, — yes. I got a letter this morning. Oh, —

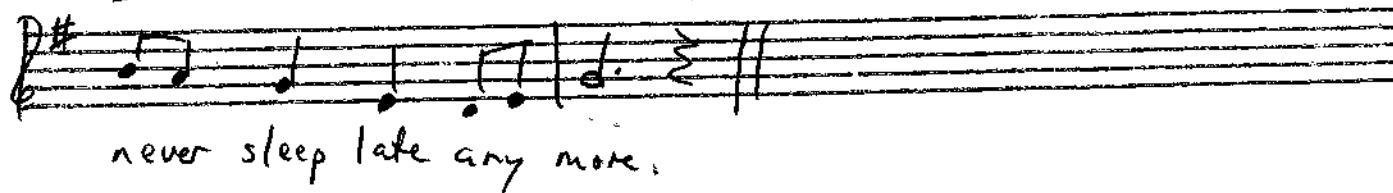
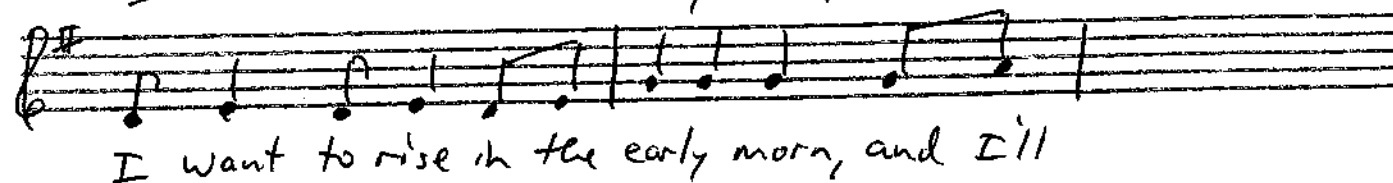
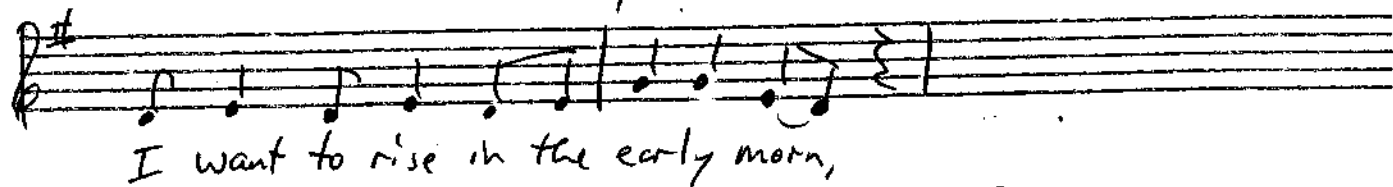
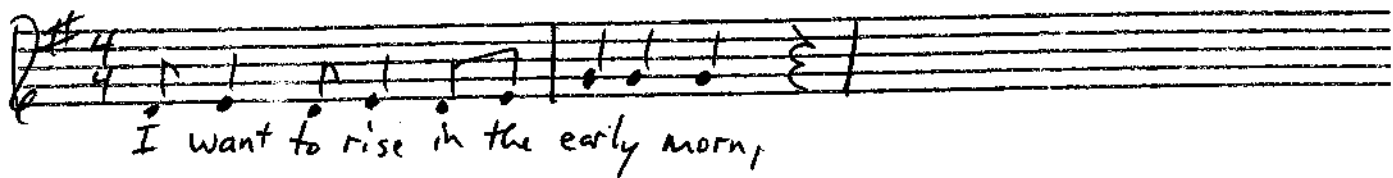
Song Title I Pop Up Mel. S-M
 Key C Rhy. 1.P
 Tone Set SM Other _____
 Gtr X
 Instruments _____
 Part Music _____



Student stands as she/he sings.

Variation - Teacher sings & tosses bean bag to student who catches bean bag, stands & then sings. That student then sings to another student & tosses bean bag.
 Usual rules: boys toss to girls & vice versa
 : toss to someone near you
 : Always use light singing voice

Song Title I Want to Rise Mel. S, L, D R M
Force _____ Rhy. 1 1 1
Tone Set _____ Other _____
Game _____
Instruments _____
Part Music _____



Title I Want to Rise Mel. 2
ce _____ Rhy. 2/2
Set S, L, DRM Other _____

uments _____
Music _____

Handwritten musical score for "I Want to Rise". The score is written on three systems of staves. The first system includes a Voice staff, a Bass staff, and a Contrabass staff. The second system includes a Voice staff, a Bass staff, and a Contrabass staff. The third system includes a Voice staff, a Bass staff, and a Contrabass staff. The lyrics are written below the Voice staff.

System 1:

Voice: *I want to rise in the early morn. I want to rise in the ear-ly morn*

Bass: *I want to rise in the early morn. I want to rise in the ear-ly morn*

Contrabass: *I want to rise in the early morn. I want to rise in the ear-ly morn*

System 2:

Voice: *I want to rise in the early morn and I'll never sleep late any more.*

Bass: *I want to rise in the early morn and I'll never sleep late any more.*

Contrabass: *I want to rise in the early morn and I'll never sleep late any more.*

System 3:

Voice: *I want to rise in the early morn and I'll never sleep late any more.*

Bass: *I want to rise in the early morn and I'll never sleep late any more.*

Contrabass: *I want to rise in the early morn and I'll never sleep late any more.*

Song Title The Ship to London Mel. _____
Source _____ Rhy. d
Tone Set 2/4, 180, 24 Other _____
X

Instruments _____

Part Music _____

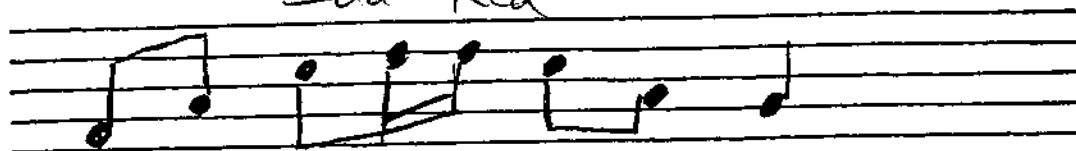
X X X X X
O O O O O

The musical score is written on six staves of five-line music paper. The melody is written in treble clef with a key signature of one flat (B-flat). The lyrics are written below the notes. The music consists of eighth and quarter notes, with some rests. The lyrics are: 'I've been to Haar - lem, I've been to Do - ver, I've trav - eled this wide world all o - ver, O - ver, o - ver, three times o - ver, Find me an - o - ther ship when this trip is o - ver. Sail - ing east, sail - ing west, Sail - ing o - ver the o - cean, Bet - ter watch out when the boat be - gins to rock or you'll lose your ~~gaf~~ in the o - cean.'

Handwritten notes:
1. No. 1. 7/10
writing this melody
cut 1. 5
b 1.

love

Ida Red



DOWN THE ROAD AND A-CROSS THE CREEK



CAN'T GET A LET-TER BUT ONCE A WEEK



I-DA RED, I-DA BLUE, I GOT STUCK ON I-DA TOO

1. IDA RED, IDA BEIGE,
I WOULD LIKE TO KNOW HER AGE.
2. IDA RED, IDA YELLOW
SHE HAS GOT ANOTHER FELLOW.

IDA RED, IDA WHITE,
SHE IS REALLY OUT OF SIGHT.
4. IDA RED, IDA BROWN,
SHE IS IN A WEDDING GOWN.
5. IDA RED, IDA GREEN,
PRETTIEST GIRL I'VE EVER SEEN.
6. IDA RED, IDA BROWN,
PRETTIEST GIRL THAT RODE IN TOWN.
7. IDA RED, IDA TAN,
SHE HAS GOT-A HANDSOME MAN.

Song Analysis

Tone Set: dr m s |

Mode/Scale: d Pentatonic

Form: _____

Other: _____

Source: James Robertson

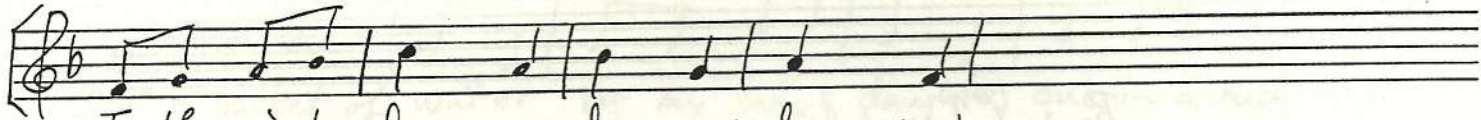
Classroom Use

Rhythm: 17-17-17-1

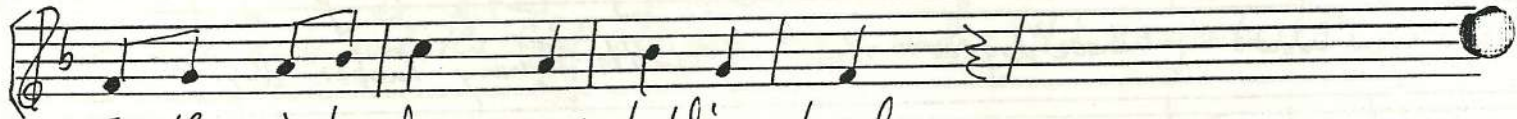
Melody: _____

Other: _____

In the Circle



In the circle dance now dance now dance now



In the circle dance now holding hands



La la la la.

In the Jungle

Frazee
8/16/83

WIMOWEH

Trad. S. African

JF

VI

(See text below)

V2,3

Wimoweh o wimoweh o wimoweh o wimoweh o wimoweh o wimoweh o

GI

BX, BM

VI

the jungle the quiet jungle the lion sleeps to night. In the jungle the mighty jungle the lion sleeps to-night.

C. IN BAHIA TOWN - A I-IV-V piece for analysis; Key F.

A
Phrase

Melody - Ear exercise; Imitate the recorder in the following melodic sequence:

D M S

Extend to:

D M S | F M R

Listen for what your chord roots would be as a basis for harmonizing; Play them with the melody and listen to FA needing the IV chord:

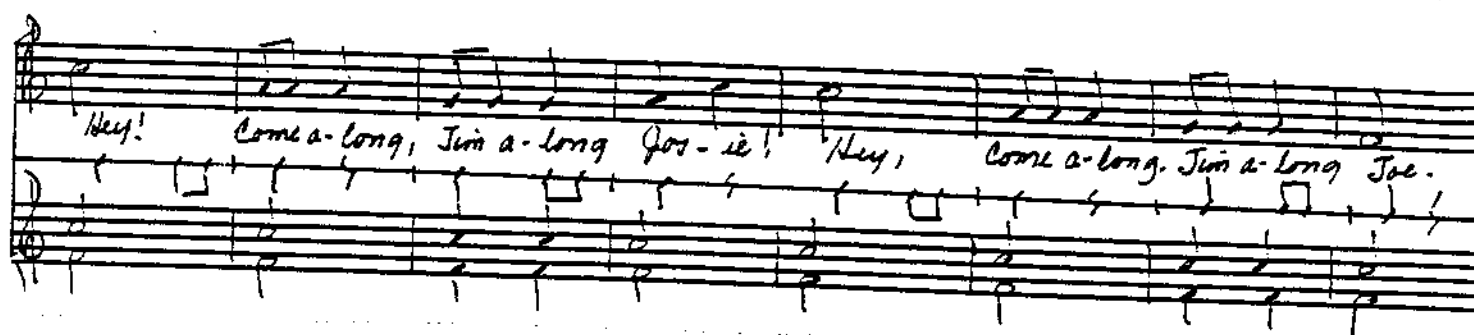
I I I | IV V I

Orchestration - BX - Simplify the bass line and let IV chord become V⁷ for children:

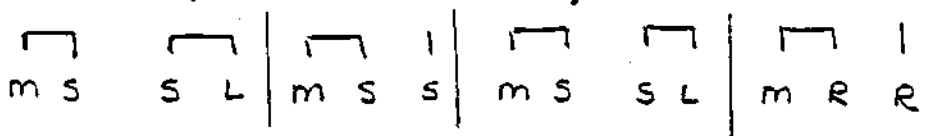
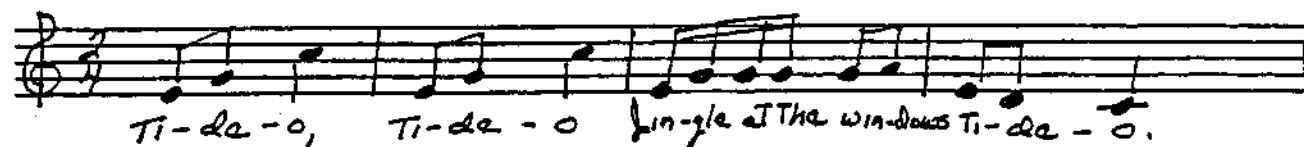
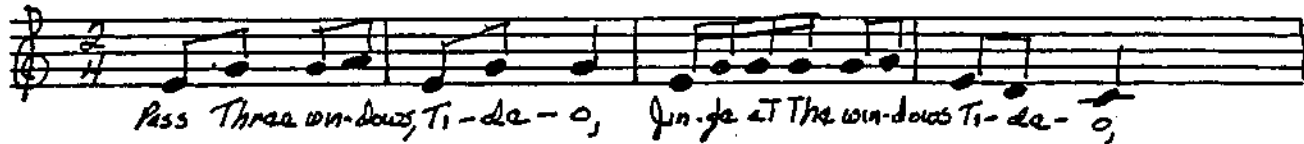
I I I | V⁷ V⁷ V⁷

AX - Same as B Phrase.

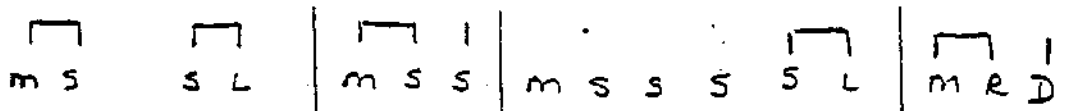
Title Joe A long Joe Mel. MRD
Source _____ Rhy. d
T Set MRD Other _____
e _____
Instruments _____
Part Music _____



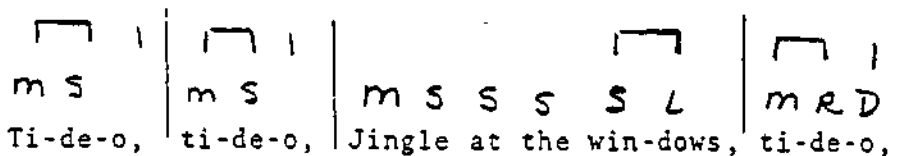
TITLE: Jingle at The Windows



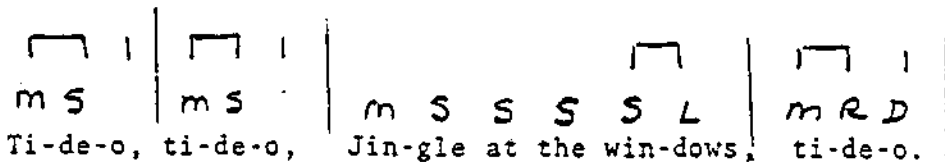
Pass one win-dow, ti-de-o, Pass two win-dows, ti-de-o,



Pass three win-dows, ti-de-o, Jin-gle at the win-dows, ti-de-o,



Ti-de-o, ti-de-o, Jingle at the win-dows, ti-de-o,



Ti-de-o, ti-de-o, Jin-gle at the win-dows, ti-de-o.

Song Analysis

Classroom Use

Tone Set: d' l s m r @

Rhythm: 1, 17, FFF

Mode/Scale: do penta tonic

Melody: _____

Form: _____

Other: _____

Other: Lamar Robertson

Source: Hamline Univ.

Summer 1988

Game: Circle one person sitting around circle on phrases 1 & 2 on 3 & 4 circle makes windows "it" goes through window around one other & that person is "it"

PENTATONIC (b3rd)

Frazee

8/6/84

4 I-IV-V

Grade 5

JOE TURNER BLUES

Traditional

Handwritten musical score for the first system of "Joe Turner Blues". The system includes a vocal line (SR, AG, SM) and two guitar lines (AX, BX). The lyrics are: "They tell he Joe Turner's come and gone, they took my heart away, they". The notation includes a key signature of one flat (Bb) and a 4/4 time signature. The guitar parts feature a pentatonic scale in the bass line and a bluesy melody in the treble line.

Handwritten musical score for the second system of "Joe Turner Blues". The system includes a vocal line (SR, AG, SM) and two guitar lines (AX, BX). The lyrics are: "ter he Joe Turner's come and gone, He". The notation continues the melody and accompaniment from the first system, maintaining the pentatonic scale in the bass line.

Handwritten musical score for the third system of "Joe Turner Blues". The system includes a vocal line (SR, AG, SM) and two guitar lines (AX, BX). The lyrics are: "left me here to sing this song". The notation concludes the piece with a final chord in the guitar parts.

GROUP 3 "JOHNNY MISTER BROWN" CONCEPT-CANON L1

VOICE

MVT

CLAP PATSCH

Round and round, John-ny Mis-ter Brown. Big ring round, John-ny Mis-ter Brown

BX

BX trem. throughout

The musical score is written on four staves. The first staff is for Voice, the second for MVT (Movement), and the third for BX (Bass X). The lyrics are: "Round and round, John-ny Mis-ter Brown. Big ring round, John-ny Mis-ter Brown". The MVT part includes choreography notes: "CLAP PATSCH", "R L R", "X X X X P", "L R L", and "X X X X". The BX part includes a note: "BX trem. throughout".

FORM: INTRO - BX TREM (THROUGHOUT PIECE)

UNISON SING- 2X WITH MVT.

2 PART CANON - SING WITH MVT. (2X)

2 PART MVT CANON - NO VOICE (2X)

DANCERS STAND IN SQUARES - □

OPPOSITES PERFORM

CANON TOGETHER.

A

Juba this and Juba that Juba Killed a yellow cat

MSL
F11

Juba up and Juba down, Juba running all a-round.

B

2 2 4 6 8 Juba's at the garden gate

Teacher claps 4-beat pattern / student improv. 4-beat pattern

memillion



Jubilee!

Singing Game from Kentucky

Sheet music for the song "Jubilee!" (Singing Game from Kentucky). The music is arranged for five parts: Voice (V), Alto Saxophone (AX), Wood Bass (WB), Triangle (TR), and Bongo (BM). The key signature is one flat (B-flat), and the time signature is 2/4.

First System:

V: All out on the old rail - road, All out on the sea;

AX: [Musical notation]

WB: [Musical notation]

TR: [Musical notation]

BM: [Musical notation]

Second System:

V: All out on the old rail - road, Far as eye can see.

AX: [Musical notation]

WB: [Musical notation]

TR: [Musical notation]

BM: [Musical notation]

Third System:

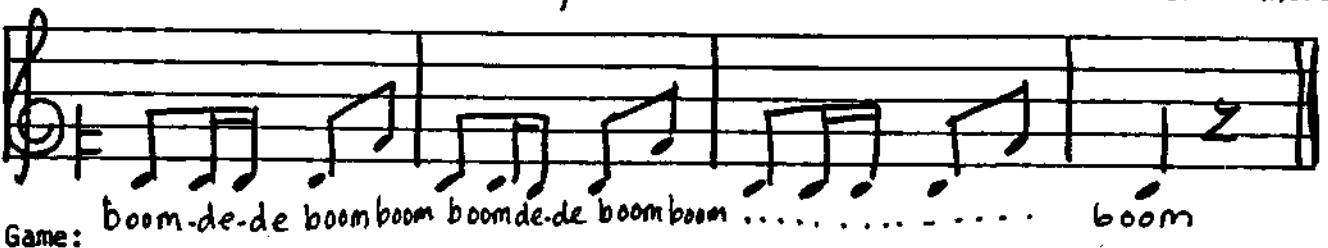
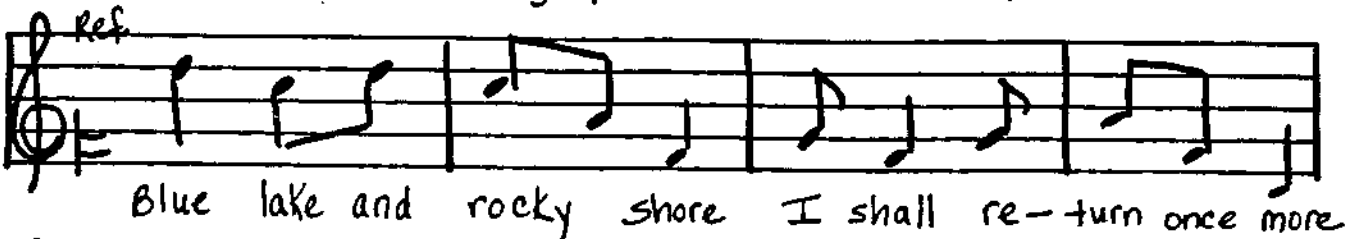
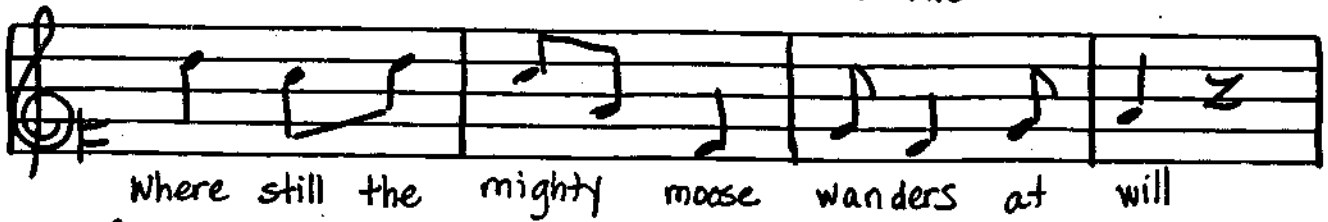
V: Swing and turn, Ju - bi - lee! Live an' learn, Ju - bi - lee!

TAM: [Musical notation]

BX: [Musical notation]

© SILVER BURDETT & GINN

From AMERICAN FOLK SONGS FOR CHILDREN (Ruth Crawford Seeger). Copyright 1925 by Harvard University Press. © 1953 by Mary McDaniel Parker. Reprinted by permission of Harvard University Press.

Song Title Land of the Silver BirchSource Singer Canadian folk

2. High on a rocky ledge, I'll build a wigwam
Close by the water's edge, silent and still.

Form _____ Rhythmic
Specialties _____Scale _____ Intervallic
Specialties _____

Range _____ Grade Level _____

Lelia

American/JF

V Le - lia, that's shoe my love, Le - lia, that's shoe my love.

G

AX

2/4

BX

Turn me in a hur - ry now, Shoe ba - by, shoe my love.

Let Us Chase the Squirrel

Song Title _____ Mel. _____

Source _____ Rhy. _____

Set _____ Other _____

Key _____

Instruments _____

Part Music _____

Handwritten musical notation for the song "Let Us Chase the Squirrel". The notation is written on four staves. The first staff is a treble clef with a key signature of one sharp (F#) and a 2/4 time signature. The melody is written on the first staff. The lyrics are written below the first staff: "Let us chase the squirrel, up the hick'ry, down the hick'ry tree, let us chase the squirrel up the hick'ry tree,". The second staff is a bass clef with a key signature of one sharp (F#) and a 2/4 time signature. The bass line is written on the second staff. The third staff is a treble clef with a key signature of one sharp (F#) and a 2/4 time signature. The third staff is a bass clef with a key signature of one sharp (F#) and a 2/4 time signature. The fourth staff is a treble clef with a key signature of one sharp (F#) and a 2/4 time signature. The fourth staff is a bass clef with a key signature of one sharp (F#) and a 2/4 time signature.

Chorus: Xylo on bottom

(Whip on final "tree")

Let us chase the squirrel, up the hick'ry, down the hick'ry tree, let us chase the squirrel up the hick'ry tree,

Liza Jane

Handwritten musical score for "Liza Jane" on a four-staff system. The notation includes a treble clef, a key signature of one sharp (F#), and a common time signature (C). The staves are labeled with instrument abbreviations: V (Violin), Gt (Guitar), A (Acoustic guitar), and Bx (Bass).

The score consists of four staves. The first staff (V) contains a melody of eighth and sixteenth notes. The second staff (Gt) features a series of chords and single notes. The third staff (A) contains a series of chords and single notes. The fourth staff (Bx) contains a series of chords and single notes. The notation is handwritten and includes various musical symbols such as clefs, key signatures, time signatures, and note values.

Empty musical staves for additional notation.

Handwritten musical score for "Liza Jane" on a four-staff system. The notation includes a treble clef, a key signature of one sharp (F#), and a common time signature (C). The staves are labeled with instrument abbreviations: V (Violin), Gt (Guitar), A (Acoustic guitar), and Bx (Bass).

The score consists of four staves. The first staff (V) contains a melody of eighth and sixteenth notes. The second staff (Gt) features a series of chords and single notes. The third staff (A) contains a series of chords and single notes. The fourth staff (Bx) contains a series of chords and single notes. The notation is handwritten and includes various musical symbols such as clefs, key signatures, time signatures, and note values.

Empty musical staves for additional notation.

Song Title Liza Jane Mel. D'

Source _____ Rhy. 1.0

T Set DRM SL D' Other _____

e _____

Instruments _____

Part Music _____

LIZA JANE

American Air JF

The musical score is written in 4/4 time with a key signature of one sharp (F#). It consists of two systems of staves. The first system contains the first two lines of the song, and the second system contains the next two lines. The vocal melody is written on a treble clef staff, and the piano accompaniment is written on a bass clef staff. The guitar part is written on a separate staff below the piano accompaniment, using a simplified notation system with numbers 1-5 and symbols like 'P' and 'D'.

System 1:

- Vocal:** I've got a house in Baltimore, Li'l Liza Jane. Streetcar runs by my door, Li'l Liza Jane.
- Piano:** Accompaniment for the first two lines.
- Guitar:** Chords and single notes corresponding to the piano accompaniment.

System 2:

- Vocal:** Oh E - li - za Li'l Liza Jane, Oh E - li - za, Li'l Liza Jane
- Piano:** Accompaniment for the next two lines.
- Guitar:** Chords and single notes corresponding to the piano accompaniment.

Song Title Long Legged Sailor Mel. TRM
Source --- Rhy. 172
T Set W/M Other W/M
e ---

Instruments ---

Part Music ---

LONG LEGGED SAILOR

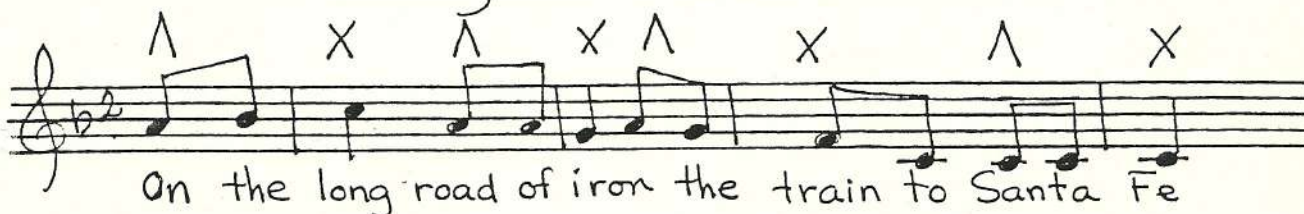
Traditional

Did you ever ever ever in a long legged life See a long legged sailor with a long legged wife?
No I never

2. Short legged
3. Bow legged

Soft shoe, Boatmen dee dee do

TITLE: Long Road of Iron



^ = Pick up shoe in front of you (no sound)

X = Pass shoe to neighbor on right

[A] = Hit shoe in front of you

[B] = Hit shoe in front of neighbor on your left

Song Analysis

Tone Set: (d) r m f s |

Mode/Scale: _____

Form: _____

Other: _____

Source: Lamar Robertson

Classroom Use

Rhythm: □ |, 1. ♪

Melody: _____

Other: _____

Song Title Look at Me Mel. 100
Source _____ Rhy. 100
Tone Set 100 Other _____

Instruments _____

Part Music _____



Song Title Lucy's Locket Mel. M. S. A.
 Source _____ Rhy. 12/8
 Tone Set Major Other 3/4
 (: X _____
 Instruments _____
 Part Music _____



(X) One person is "I" and sent out to count while
 Another person is designated the "leader" to
 change the the stick and is shown during
 the ending of the song. The rest of the
 circle follows the leader. "I" tries to
 identify the "leader"

Song Title Waltz

Mel. _____

Source Alfred P. Clegg, Public Safety

Rhy. 1113

Tone Set 20

Other _____

name _____

Instruments

Part Music _____

[illegible][illegible][illegible]

1. *What is the purpose of this study?*
 2. *What are the research objectives?*
 3. *What is the research methodology?*
 4. *What are the findings of the study?*
 5. *What are the conclusions of the study?*
 6. *What are the limitations of the study?*
 7. *What are the implications of the study?*
 8. *What are the future research directions?*
 9. *What are the contributions of the study?*
 10. *What are the key words of the study?*

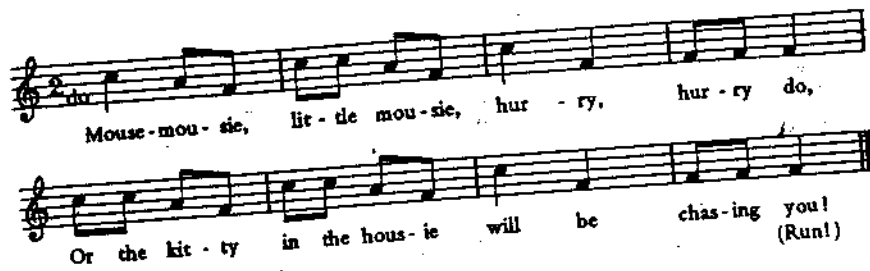
1. *What is the purpose of this study?*
 2. *What are the research objectives?*
 3. *What is the research methodology?*
 4. *What are the findings of the study?*
 5. *What are the conclusions of the study?*
 6. *What are the limitations of the study?*
 7. *What are the implications of the study?*
 8. *What are the future research directions?*
 9. *What are the contributions of the study?*
 10. *What are the key words of the study?*

Song Title Little Mouse Mel. 7. 10. 1.
Source _____ Rhy. 1 2
Tone Set 7. 10. Other _____

() _____

Instruments _____

Part Music _____



l s m r d l,

My Good Old Man

CSP: D

♩ = 138

72

Where are you go-ing my good old man?

Where are you go-ing my su-gar, my lamb?

Best old man in the world.

(Spoken: To Market)

2. What will you buy there, my good old man?
What will you buy there, my sugar, my lamb?
Best old man in the world.
(Spoken) Bushel of eggs.
3. Bushel will kill you, my good old man,
Bushel will kill you, my sugar, my lamb,
Best old man in the world.
(Spoken) Don't care if it does.
4. What for to die my good old man?
What for to die my sugar, my lamb?
Best old man in the world.
(Spoken) So I can haunt you.
5. Why will you haunt me, my good old man?
Why will you haunt me, my sugar, my lamb?
Best old man in the world.
(Spoken) So I can always be near you.

Gong - before song 12 strikes (Midnight)

Bass Kyo - tremolo on C

Contra Bass Bars - tremolo C x 6 } together

Metallophones - C x 6 at same time ad lib throughout song

Wind Chimes - Play on every "Best old man in the world"

Gong - once at end (1100 am)

2
P

My old hen's a good old hen, She lays eggs for the railroad men.

Bawk Bawk Bawk Bawk Bawk Bawk Bawk Bawk

Poached, scrambled, Egg Mc - Muff - in, Fried eggs!

Sometimes one, Sometimes two, Sometimes enough for the whole blame crew

Bawk Bawk Bawk Bawk Bawk Bawk Bawk Bawk

Poached, scrambled, Egg Mc - Muffin, Fried # eggs!

Alligator Pie - Dennis Lee

4/4 Alligator Pie, Alligator Pie, If I don't get some, I think I'm going to die

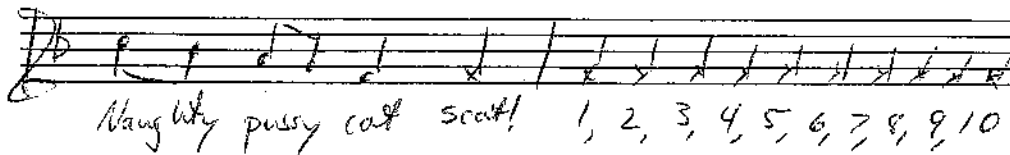
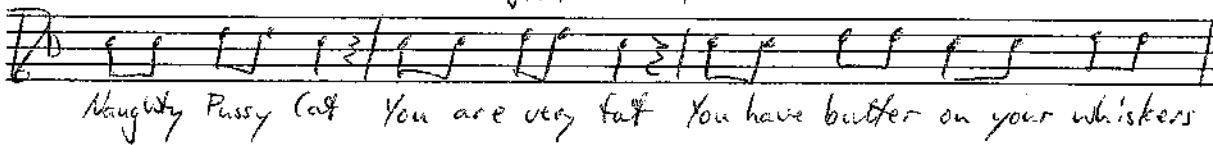
cl pt

Take away the green grass, take away the sky, but please don't take away my Alligator Pie!

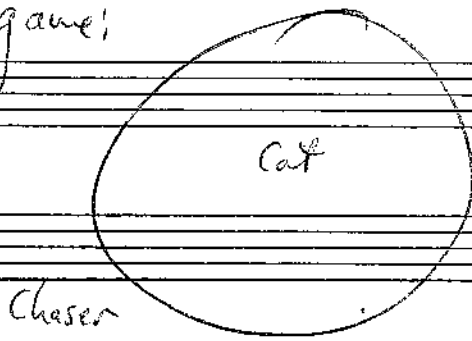
OR cl pt

Johnny's got the whooping cough,
Mary's got the measles,
That's the way the money goes,
Pop goes the weasel!

Naughty Pussy Cat



game!



Class sings song & on scat, chaser has until count of 10 to catch the cat. Around circle or cutting through is OK. Regardless of whether cat is caught, chaser becomes new cat & a new chaser is chosen.

Song Title Oliver Twist Mel. W. L. G. M.
 Source _____ Rhy. 2/4
 T Set 1832 Other _____
 e _____
 Instruments _____
 Part Music _____

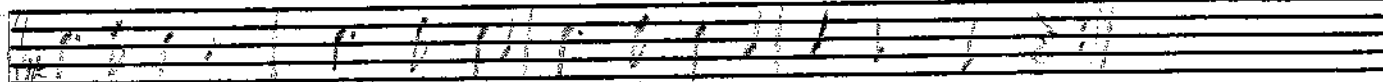
2

Ol-i-ver Twist, you can't do this, so what's the use of try-ing. Touch your knees, Clap your hands and a-
 Ste. Toach your toes, arry we go!

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

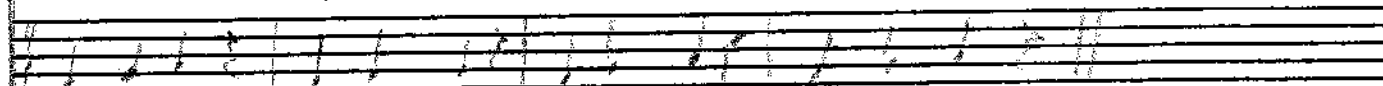
Song Title On a Mountain MRD
Source _____ Rhy. 10/8
Tone Set DRM 5/4 Other _____
Gar _____
Instruments _____
Part Music _____

Rocky



1. On a mountain, stands a lady, rich and proud
2. All she wants is gold and silver, all she needs to

Cloudy



Way up high, way up high there she is, I could hear her cry

Song Title One Two Three Mel. D

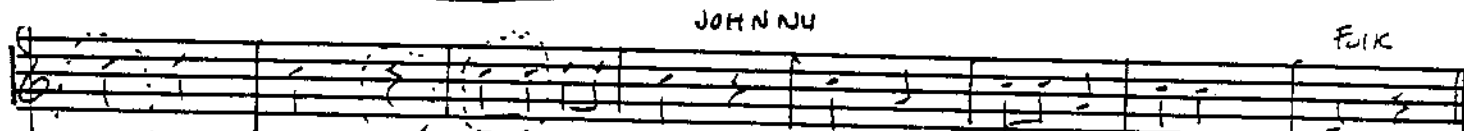
Source _____ Rhy. 11.2

T Set D M S Other _____

Instruments _____

Part Music _____

JOHNNY FOLK



one two three, Johnny caught a flea, Flea died, Johnny cried, one two three!

(Circled notes indicate good opportunities for introducing singing symbols)

Song Title Oranges + Lemons Mel. 15
 Source _____ Rhy. 17
 Set TRIPLE Other 7
 Game _____
 Instruments _____
 Part Music _____

Oranges + Lemons *English*

Oran-ges + Le-mons say the bells of St. Cie-ment's You owe me 5 farth-ings, say the bells of St. Mar-tin's.

fa

fa

AX

BM

A Section

Pick a Bale of Cotton

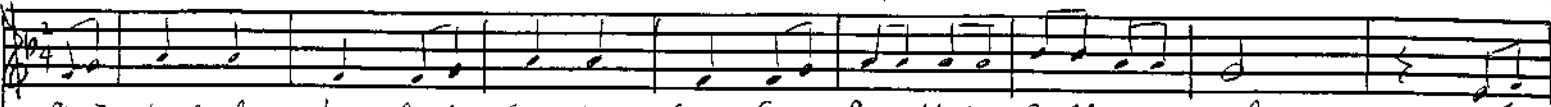
Afro-American

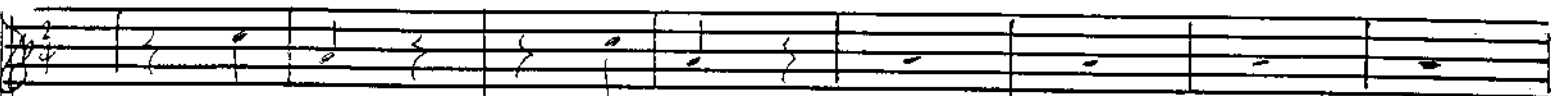
Handwritten musical score for the A Section of "Pick a Bale of Cotton". The score is written for four staves: SG (Soprano), AG (Alto), AX (Tenor), and BX (Bass). The key signature is one sharp (F#). The lyrics are: "Jump down, turn a-round, pick a bale of cotton, Jump down turn a-round, pick a bale a day." The score includes vocal lines and accompaniment for the BX part.

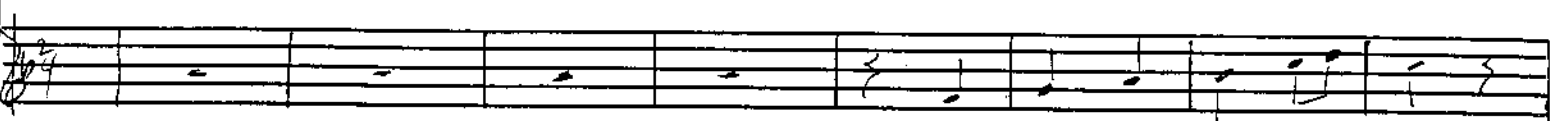
B Section: 4 players improvise in G pentatonic for 8 beats each, BX accompaniment.

Form: ABA (could be extended to rondo with more students getting a turn to improvise)

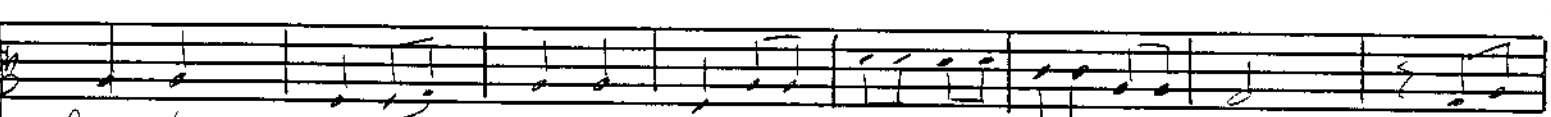
POLLY WOLLY DOODLE

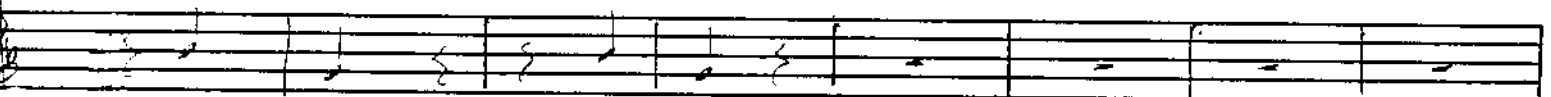
V 
Oh I went down town for to see my Gal, Singing Polly Wolly Doodle all the day Fare Thee

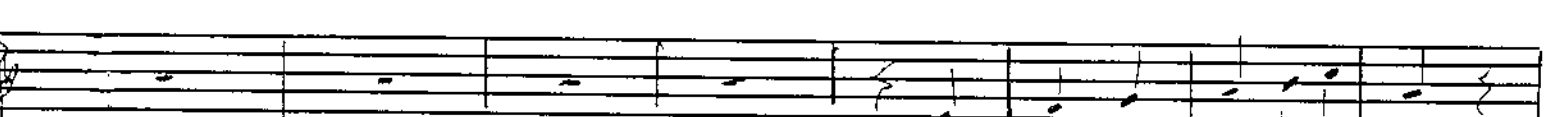
G 

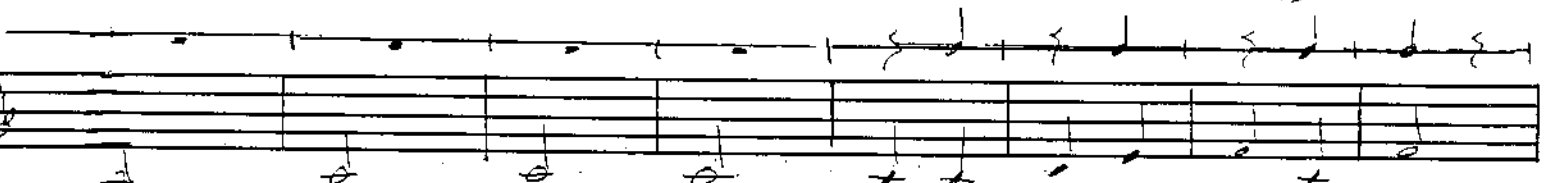
K 



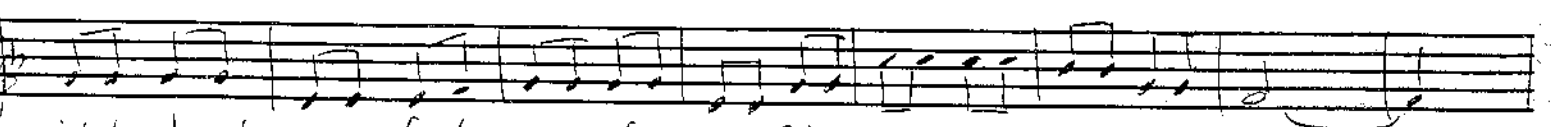
V 
She she is a spunky gal, Singing Polly Wolly Doodle all the day Fare Thee

G 

K 



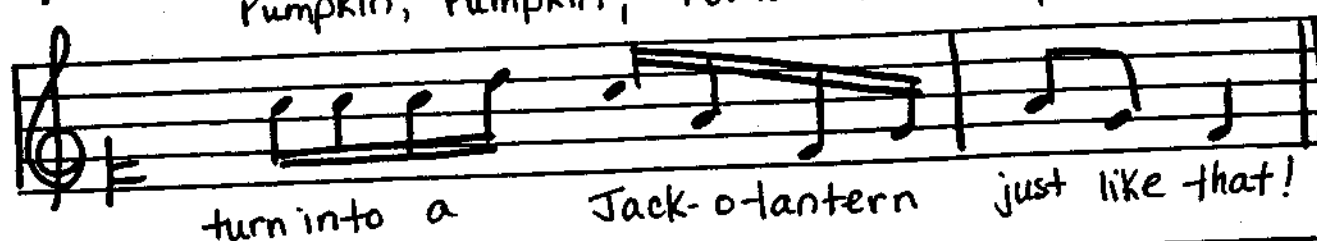
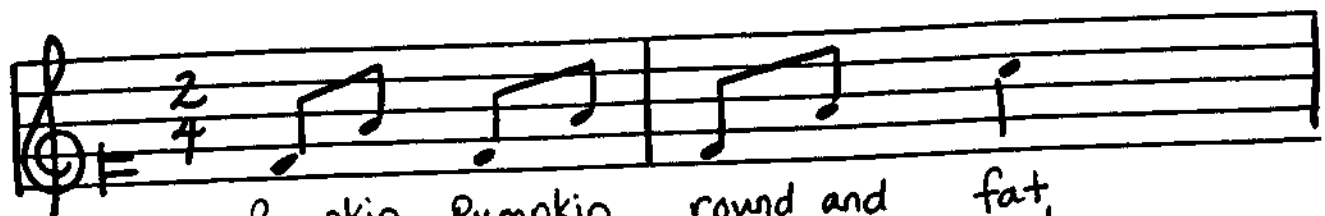
V 
Well, Fare Thee well, Fare Thee well my fairy Gal, For I'm

V 
going to Louisiana for to see my business, Singin' Polly Wolly Doodle all the day!

Note The orchestration of the first 16 bars is repeated in the next.

Song Title Pumpkin

Source Miss



Game:

Form

Rhythmic
Specialties

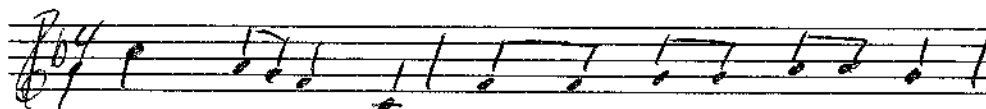
Scale

Intervallic
Specialties

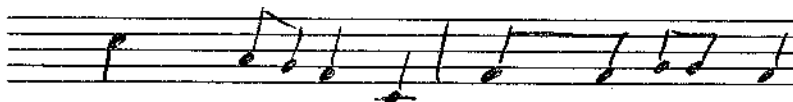
Range

Grade Level

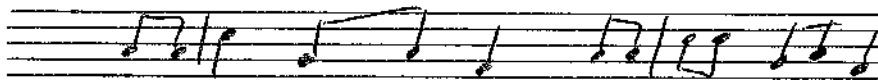
Queen Caroline



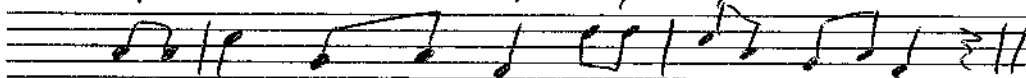
Queen Caroline, she washed her hair in turpentine



Queen Caroline, she washed it very fine.



Turpentine made it shine, lucky lucky Caroline,



Turpentine made it shine, lucky lucky Caroline.

Song Title Riding in the Baggy Mel. R
 Source _____ Rhy. EB
 Set 1890 Other _____
 e _____

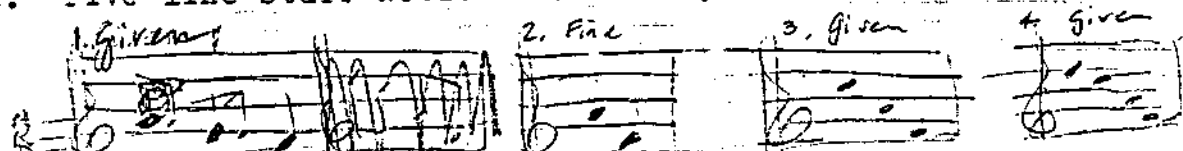
Instruments _____

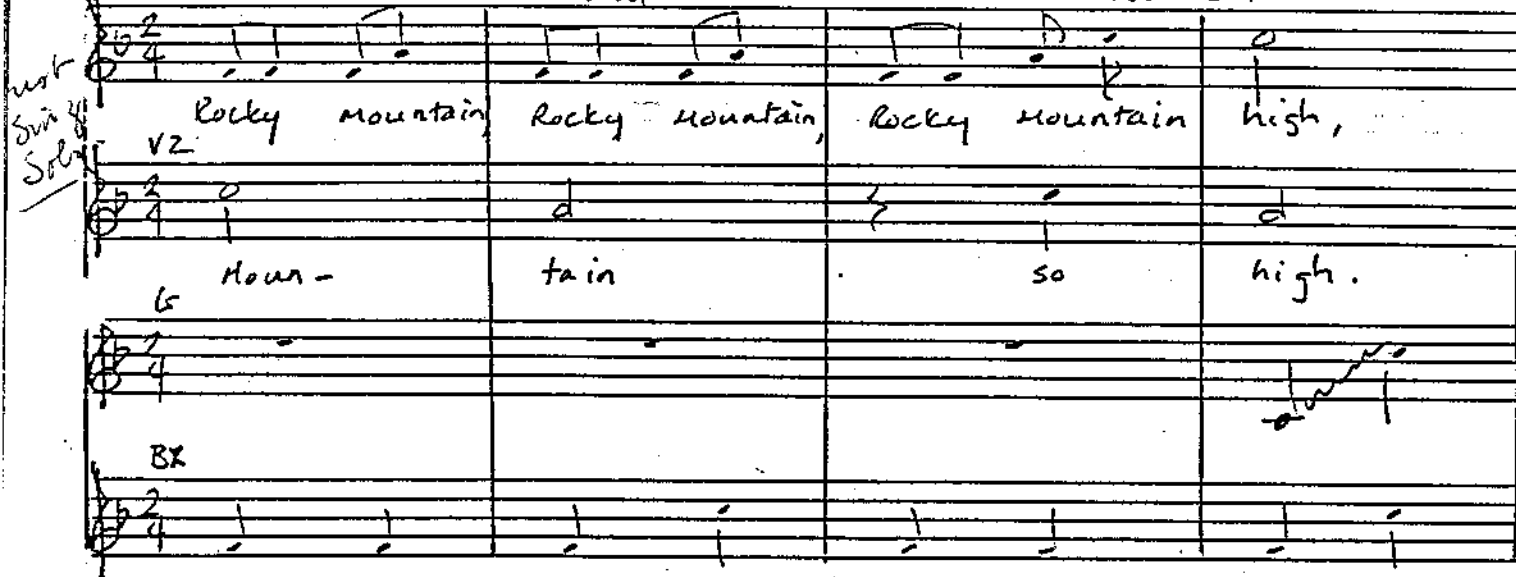
Part Music _____

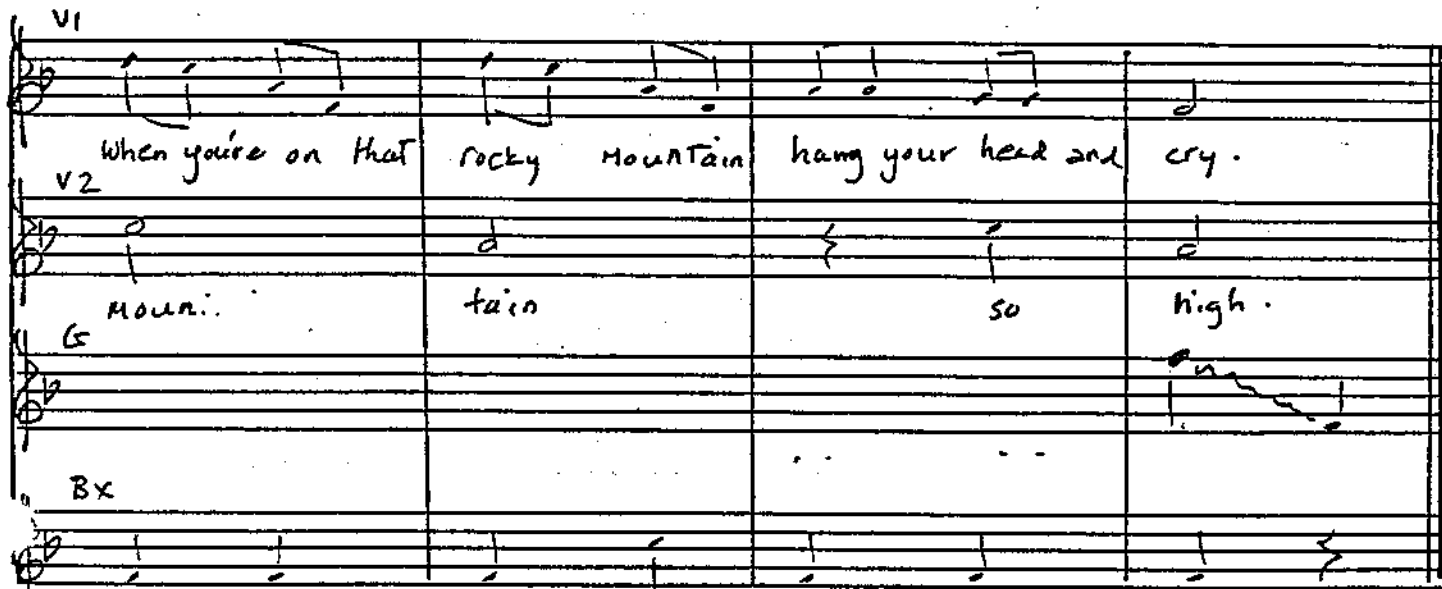
The musical score is handwritten on ten staves. The first system (staves 1-4) contains the following lyrics:
 Staff 1: Riding in the baggy, Miss Mary Jane, Miss Mary Jane - Fine
 Staff 2: I'm a long ways from home.
 Staff 3: Mary Jane Mary Jane Mary Jane
 Staff 4: Mary Jane, Mary Jane, Mary Jane-home
 The second system (staves 5-8) contains the following lyrics:
 Staff 5: Who moans for me? Who moans for me? Who moans for me, my darlin'? Who moans for me?
 Staff 6: Who moans for, means for me?
 Staff 7: Who moans for, means for me? Who moans for me, my darlin'? Who moans for, means for me?
 Staff 8: Who moans for me? Who - means for me? Who moans for me my darlin' who - means for me?

Song Title Rocky Mountain Mel. P
 Source _____ Rhy. d
 Set LDN 22 Other _____
 Game _____
 Instruments _____
 Part Music _____

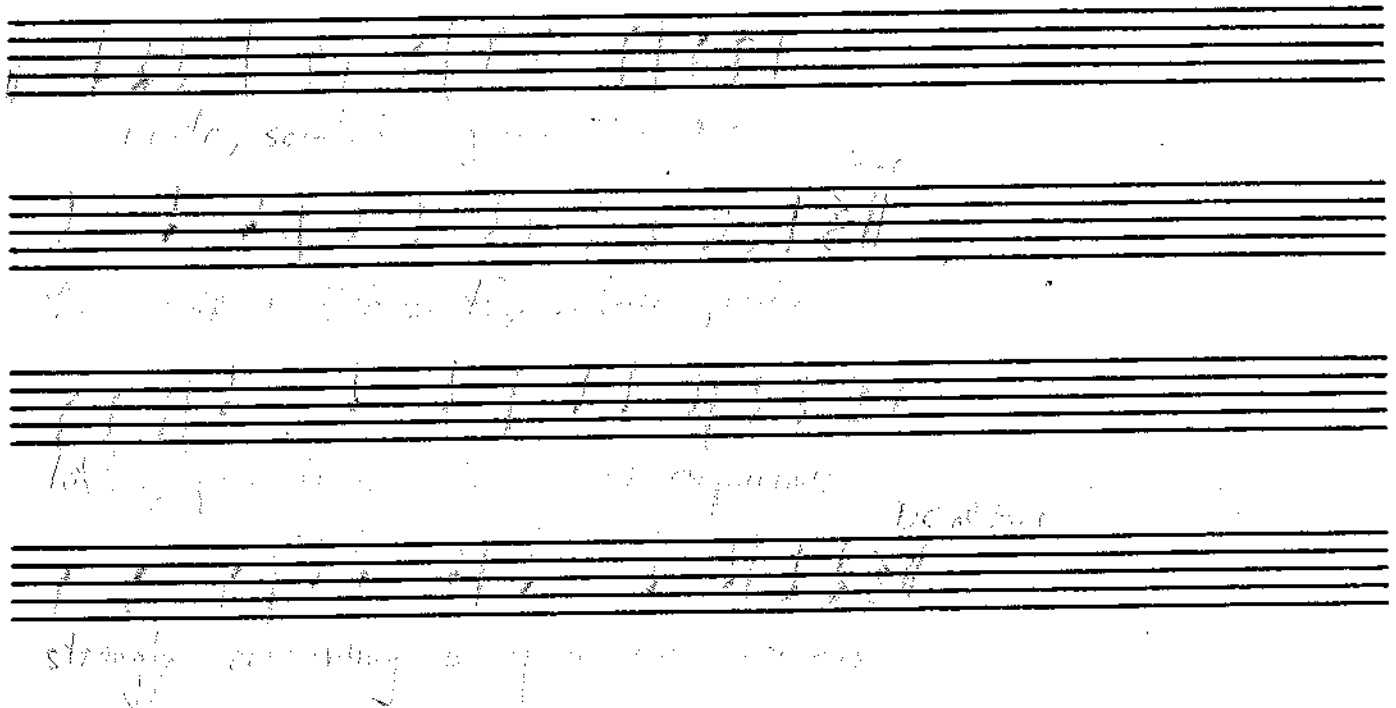
2. Five line Staff Notation : "Rocky Mountain"

1. Given 2. Fine 3. Given 4. Given

 VI 8 strings V2 on ROCKY MOUNTAIN - Sing 2nd section from
 visual notation.

not Sing Sol

 V2
 G Hour- tain so high.
 BX

VI

 V2
 G Moun. tain so high.
 BX

Song Title 100th St. 100th St. Mel. 100th St.
S. e. 100th St. Rhy. 100th St.
Tone Set 100th St. Other 100th St.
Gar 100th St.
Instruments 100th St.
Part Music 100th St.



SCRAPING UP SAND

Missouri

Scraping up sand in the bottom of the sea, Shi-loh, Shi-loh, Shi-loh Liza Jane.

Oh how I love her, Oh, Liza Jane Goodbye, Liza Jane

Shady Grove

Sha-dy Grove, I'm bound for Sha-dy Grove, I know.
Shady Grove, my true love. Shady Grove I know.
Bound for Shady Grove. Bound for Shady Grove.

Sha-dy Grove, I'm bound for Sha-dy Grove, I know.
Shady Grove, my true love, I'm bound for Shady Grove.
Bound for Shady Grove. Bound for Shady Grove.

©1985 Craig Earls

Shoo, Fly

Shoo, fly, don't bo-ther me, Shoo, fly, don't bo-ther me.

Shoo, fly, don't bo-ther me, For I be-long to some-bod-y.

I feel, I feel, I feel, I feel like a morn-ing star,

I feel, I feel, I feel, I feel like a morn-ing star. So,

Fine

Formation: Single circle of partners, or single circle with one person as leader. The couple across from the leader will be the arch couple.

Action:

- (A) Meas. 1-4: All walk forward 4 steps to the center, hands joined, and raising arms as the steps are taken. All walk backward 4 steps, lowering arms and torsos, bringing arms back.
- 5-8: Repeat.
- (B) 9-12: Without dropping hands, the leader walks directly across to the opposite side and walks under the joined and raised hands of the arch couple.
- 13-16: Everyone, hands still joined, follows the leader through the arch, thus turning the circle inside out.
- (A) 17-20: All walk backward 4 steps toward the center of the circle lowering arms inside, behind backs. Walk forward 4 steps, raising arms.

Song Analysis

Tone Set: s, 1, 4, r, m, f, s

Mode/Scale: do pentachord

Form: _____

Other: _____

Source: _____

Classroom Use

Rhythm: ♪, ♩, ♩, ♩, ♩, ♩.

Melody: _____

Other: _____

Shoo, Fly (cont.)

- 21-24: Repeat.
- (B) 25-32: Without dropping hands, the leader walks backwards to the opposite side of the circle, under the arch. All follow to turn the circle right side out as in the original position.
- (A) 33-36: Repeat the 4 steps forward and backward two times.

3.D. 1. 1. , 1. 1. 1.

SIT DOWN SISTER

DRM grade 4

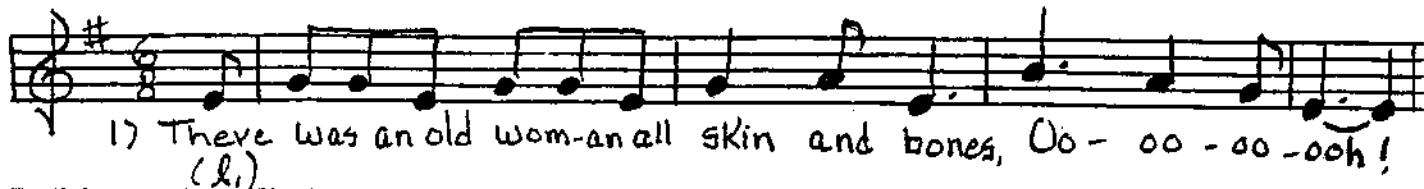
11. 11

Handwritten musical score for the first system of the song "Sit Down Sister". The score is written on five staves. The top staff is the vocal line, with lyrics "sit down, sister, I can't sit down." and "sit down, sister, I can't sit down,". The second staff is the guitar line, with a 4/4 time signature and a key signature of one flat (Bb). The third staff is the piano line, with a 4/4 time signature and a key signature of one flat (Bb). The fourth staff is the bass line, with a 4/4 time signature and a key signature of one flat (Bb). The fifth staff is the drum line, with a 4/4 time signature and a key signature of one flat (Bb). The score is marked with a checkmark and a cross.

Handwritten musical score for the second system of the song "Sit Down Sister". The score is written on five staves. The top staff is the vocal line, with lyrics "sit down, sister, I can't sit down, My soul's so happy gotta dance a-round!". The second staff is the guitar line, with a 4/4 time signature and a key signature of one flat (Bb). The third staff is the piano line, with a 4/4 time signature and a key signature of one flat (Bb). The fourth staff is the bass line, with a 4/4 time signature and a key signature of one flat (Bb). The fifth staff is the drum line, with a 4/4 time signature and a key signature of one flat (Bb). The score is marked with a checkmark and a cross.

teacher sing alone → trade parts
half sing 1/2 other half sing

Skin and Bones



2. She lived down by the old graveyard, Oo-oo-oo-ooh!
3. One night she thought she'd take a walk, Oo-oo-oo-ooh!
4. She walked down by the old graveyard, Oo-oo-oo-ooh!
5. She saw the bones a-layin' around, Oo-oo-oo-ooh!
6. She went to the closet to get a broom, Oo-oo-oo-ooh!
7. She opened the door and BOO!

Song Analysis

Tone Set: (D) d r m

Mode/Scale: La. Tetratonic

Form: _____

Other: _____

Source: Lamar Robertson's Collection

Classroom Use

Rhythm: ♪, ♩, ♩, ♩

Melody: _____

Other: 6

Streets Of Laredo

Day 4
gtr p3

Handwritten musical score for "Streets Of Laredo" in 3/4 time, featuring five staves: Vocal (V.), Guitar (Gl.), Acoustic Guitar (AX), Bass (BM), and a second Vocal line (V.). The lyrics are written below the staves.

Staff 1 (V.): ae I walked out in the streets of La-re-do, as I walked

Staff 2 (V.): out in La-re-do one day. I spied a young cow-boy all wrapped in white

Staff 3 (V.): lin-en. all wrapped in white lin-en as cold as the ^{day} day.

The score includes musical notation for each instrument, including notes, rests, and bar lines. The guitar parts (Gl. and AX) feature a consistent rhythmic pattern of eighth and sixteenth notes. The bass part (BM) provides a steady accompaniment with quarter and eighth notes. The vocal parts (V.) contain the lyrics and corresponding melody.

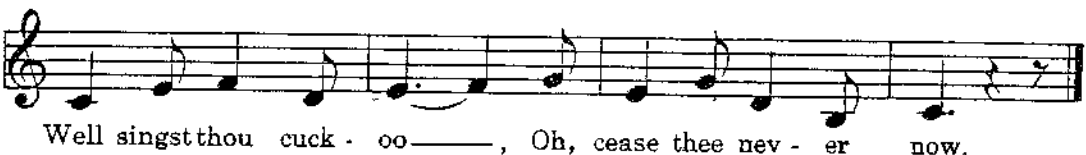
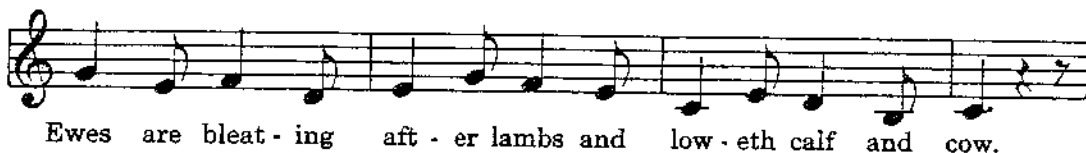
RHYTHM RONDO BASED ON RHYME

My mother, your mother lived across the way,
Every night they had a fight and this is what they'd say:
Icabacca soda cracker, icabacca boo,
Icabacca soda cracker, out goes you.

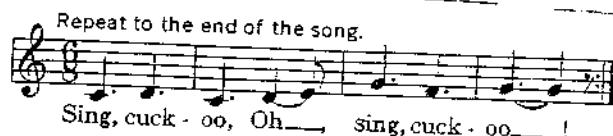
Process: Partner formation around the room. Chant lines 1 and 2
in your best "radio announcer voice".
Chant lines 3 and 4 and mime a fight with partner.
Add instrumental improvisation during last 2 lines.
"Think" words of last two lines and improvise phrase.
Create form: A... entire class chant or play rhythm.
B... small groups improvise & move.
A... as before
C.... small groups or partners

Written about 1240

Sumer Is Icumen In... After a long, hard winter, these words are tricky
but worth it.

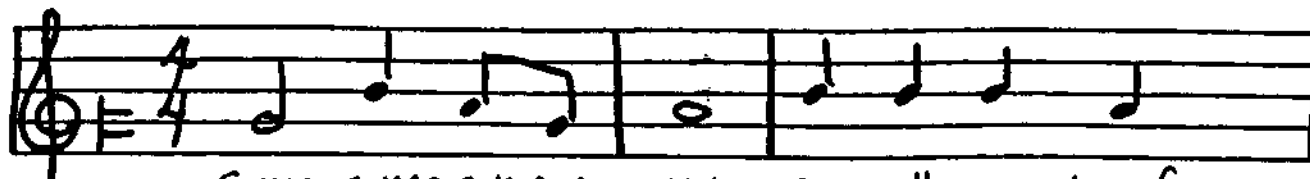


Accomp: I-II
Arrangement in
Music for Children
Vol. II (Murray or
Hall ed.)

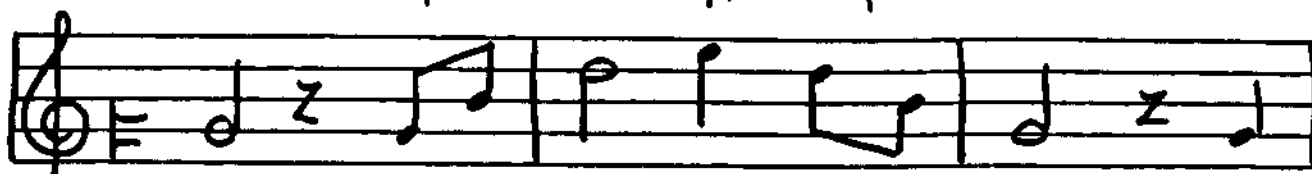


Song Title Sweep Away (Louisiana)

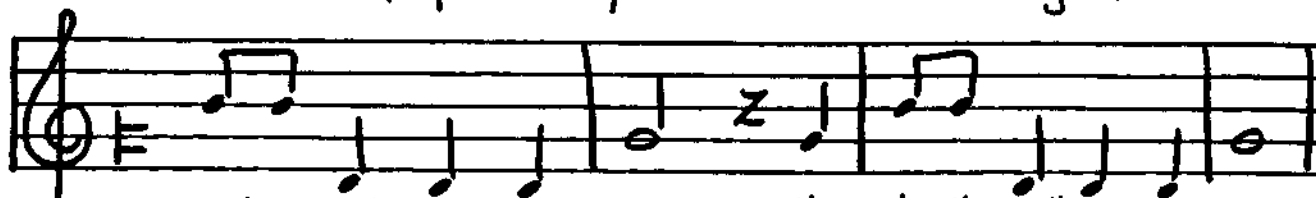
Source The Singing Book (Intermediate) Choksy/Hein



Sweep, sweep sweep a-way, Sweep the road of



dreams. People say that in the night, the



turtle will talk it seems, the turtle will talk it seems.

Game:

Form _____ Rhythmic
Specialties _____

Scale _____ Intervallic
Specialties _____

Range _____ Grade Level _____

TITLE: Tom Doo-ley



Ref. Hang down your head Tom Doo-ley, Hang down your head and cry,



Hang down your head Tom Doo-ley, Poor boy you're bound to die.

1. I met her on the mountain, and there I took her life,
I met her on the mountain, and stabbed her with my Knife.

Refrain after each verse.

2. This time tomorrow, reckon where I'll be,
If it had no' been for Greyson, I'd been in Tennessee.
3. This time tomorrow, reckon where I'll be
In some lonesome valley, hangin' from a white oak tree.

Song Analysis

Classroom Use

Tone Set: s, l, @r m

Rhythm: ♩, ♩, ♩, ♩, ♩, ♩, ♩, ♩

Mode/Scale: do pentatonic

Melody: _____

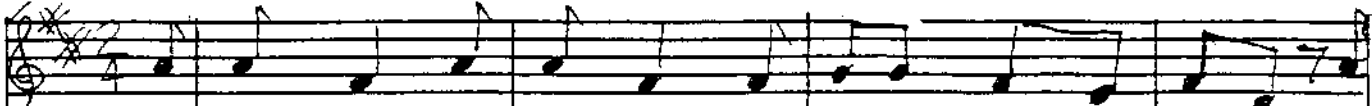
Form: _____

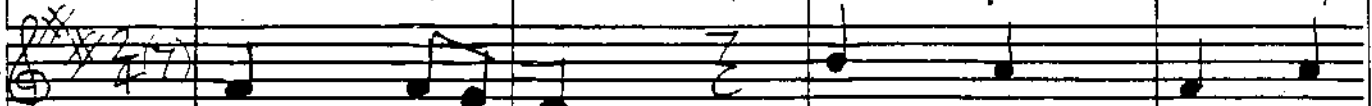
Other: _____

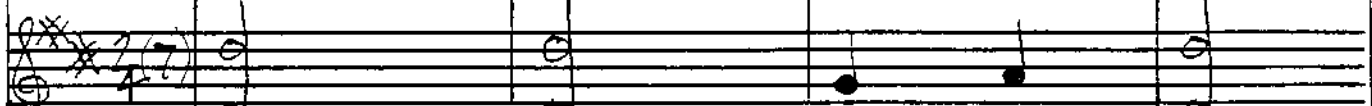
Other: _____

Source: LaMar Robertson Folksong Collection,
Hamline University Kodály Concept, 1988.

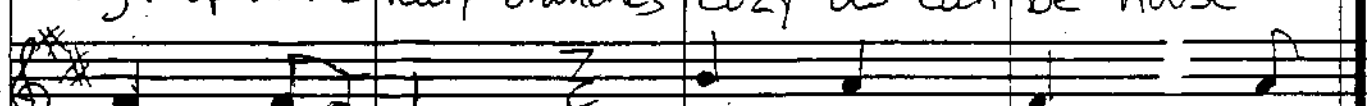
A | D maj Tree House

V 
A tree house, a free house, a secret you and me house, a

AX 
7 1 1 7 1 1 7 1 7 1 7 1

BX 
a a

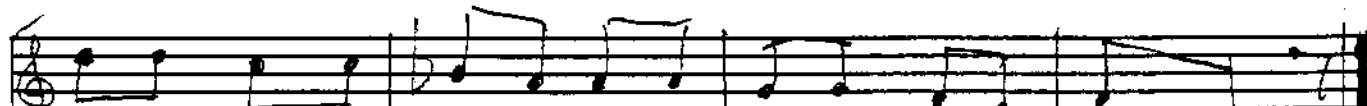
V 
high up in the leafy branches cozy as can be house

AX 
7 1 1 7 1 1 7 1 7 1 7 1

BX 
a a

B | d min.

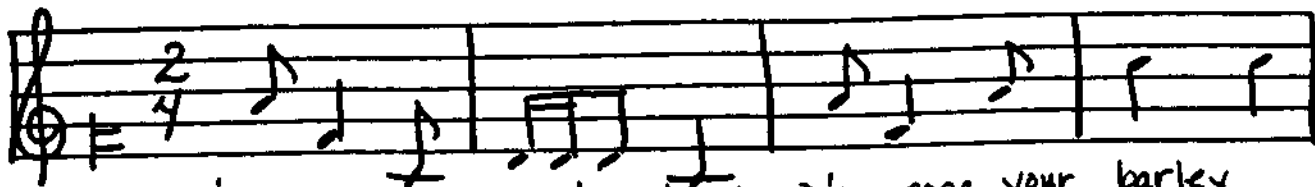
BM 
A street house, a neat house be sure and wipe your feet house is

BM 
not my kind of house at all let's go live in a tree house

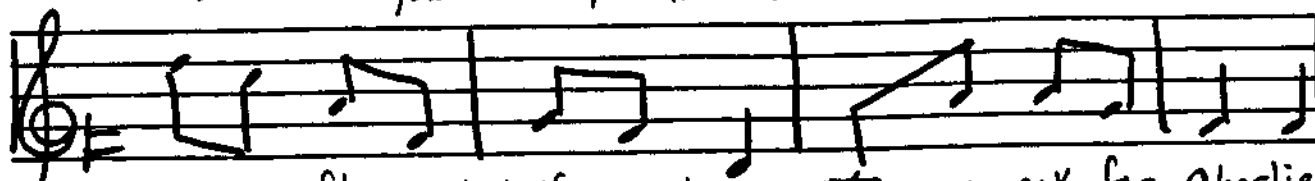
S, AT

Song Title Weevily Wheat

Source learned from Lillian Yaross Workshop



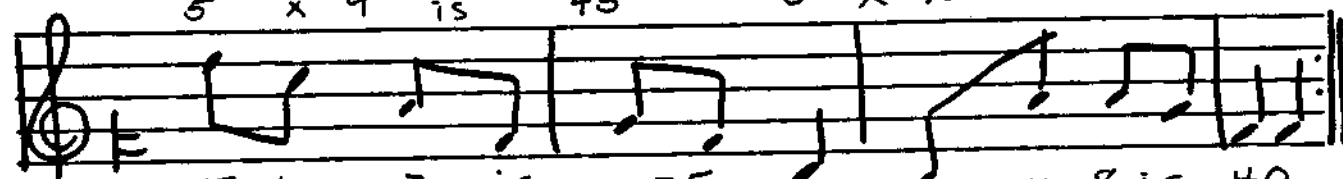
D'wan none your weevily wheat, D'wan none your barley



Take some flour and half an hour, bake a cake for Charlie.



5 x 5 is 25 5 x 6 is 30
5 x 9 is 45 5 x 10 is 50



5 x 7 is 35 5 x 8 is 40
5 x 11 is 55 5 x 12 is 60

Game:

(JMC)

sitting circle formation, all have 1 stick in right hand. Only 1 stick is specially marked (different color). Tap ostinato 11d. On pass stick to right, pick up new stick. At end of song, person with special stick gets to answer a multiplication question.

Form

Rhythmic
Specialties

Scale

Intervallic
Specialties

Range

Grade Level

Simpler form: pass a ball on the > beat. Whoever gets the ball at the end answers the question.

Song Title Who has the pencil? Mel. 5 M.L.
Source _____ Rhy. 1 2 3
Tone Set A 3 4 Other just get a notebook
X

Instruments _____

Part Music _____

Teacher Who has the pencil? Who has the pencil?
Who has the pencil? Who has the pencil?
Who has the pencil? Who has the pencil?
Who has the pencil? Who has the pencil?

Who's Got a Fishpole?

Who's got a fishpole, we do! who's got a fishpole, we do!

==

pitches improvised in G-doh pentatonic

Who's got a fishpole, we do! Fishpole needs a line!

with gratitude and apologies
to Ruth Boshkoff

Song Title Who's That? Mel. _____
Force _____ Rhy. _____
Tone Set _____ Other _____
Game _____
Instruments _____
Part Music _____

