

Sing  
Solfa

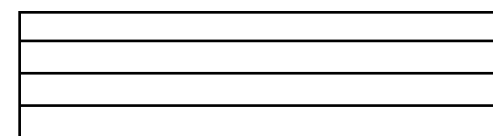
# Unit 1



**INNER HEARING**

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# Imitation and Echo



## Lessons

- 1 *My Four Voices*
- 2 *No More Pie*
- 3 *John the Rabbit*
- 4 *The Working Man*

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Lesson 1

# My Four Voices

Music is made up of patterns. The songs in Lessons 1–4 help children learn to sing by focusing on short musical patterns. Start out by listening to and singing the songs together. These songs are echo songs (where the same phrase is repeated twice, like an echo) and call/response songs (the first part is a question and the second part is an answer). As each child becomes more familiar with the songs, give them the opportunity to sing the echo voice or the response voice as a solo. Solo singing eliminates the child’s opportunity to rely on other voices for pitch and rhythm. You do not need to correct your child at this stage. Allow them to explore their voices without feeling self-conscious.

Using different voices, have the children echo and imitate the sound of your voice. When using the singing voice, feel free to create your own melody patterns for the children to echo.

Parent Child Parent

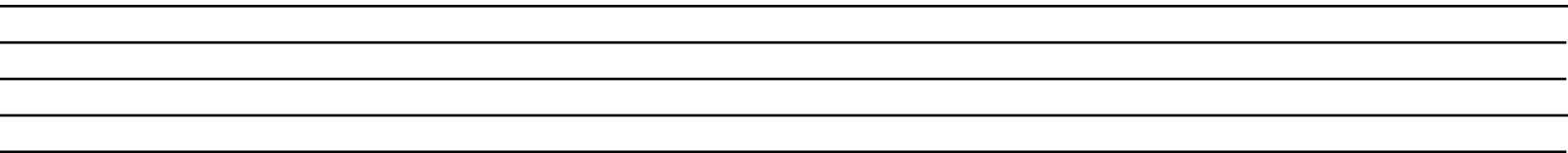
This is my whis-per voice. This is my whis-per voice. This is my talk-ing voice.

4 Child Parent Child

This is my talk-ing voice. This is my shout-ing voice! This is my shout-ing voice!

7 Parent Child

This is my sing - ing voice! This is my sing - ing voice!



Lesson 2

# No More Pie

Divide the group into two parts. One half of the group is called the “Call” and the other half is called the “Response.” The Call group sings a phrase and the Response group echos back exactly what the Call group sang. Take turns being the Call and the Response.

Call                      Response                      Call                      Response                      Call

Oh, my                      Oh, my                      No more pie.                      No more pie.                      Pie's too sweet.

6                      Response                      (continue)

Pie's too sweet.                      I want a piece of meat.                      I want a piece of meat.                      Meat's too red.

10

Meat's too red.                      I want a piece of bread.                      I want a piece of bread.                      Bread's too brown.

14

Bread's too brown.                      I think I'll go to town.                      I think I'll go to town.                      Town's too far,

18

Town's too far.                      I think I'll take a car.                      I think I'll take a car.                      Car won't go.

22

Car won't go.                      I fell and stubbed my toe.                      I fell and stubbed my toe.                      Toe gives me pain.

26

Toe gives me pain.                      I think I'll take the train.                      I think I'll take the train.

29

Train had a wreck.                      Train had a wreck.                      I fell and hurt my neck.                      I fell and hurt my neck.

33

Oh, my                      Oh, my                      No more pie.                      No more pie.

Listening Example: <https://www.youtube.com/watch?v=8Es6HUfqxs4>

Lesson 3

# John the Rabbit

This is a well-known beginning call and response folk song. In this song the Response group will sing “Yes, Ma’am” throughout the song instead of an echo. Be careful the last time! The Response is slightly different. As children become familiar with the song, they can take turns as soloists.

Call                      Response                      Call                      Response                      Call

Oh John the rab-bit.                      Yes, Ma'am.                      Had a migh-ty bad hab-it.                      Yes, Ma'm.                      Jump-in' in my gar-den.

6                      Response                      Call                      Response                      Call                      Response                      Call

Yes, Ma'am.                      Cut-tin' down my cab-bage.                      Yes, Ma'am.                      My sweet po-ta-toes.                      Yes, Ma'am.                      My

11                      Response                      Call                      Response                      Call                      Response                      Call

fresh to-ma-toes.                      Yes, Ma'am.                      And if I li-ve.                      Yes, Ma'am.                      To see next fa-ll.                      Yes, Ma'am.                      I

17                      Response                      Call                      Response

ain't gon-na ha-ve.                      Yes. Ma'am.                      An-y gar-den at all.                      No, Ma'am.

Listening Example: <https://www.youtube.com/watch?v=KSzjVm24FsM>

## Lesson 4

# The Working Man

Everyone sings “Let me learn a busy trade and be a working man” together. One child sings “I’ll show you...” alone and adds an action that suits the trade he/she has chosen. The other children then join in singing and working. Repeat the game with a different child and substitute other trades for “coat and “tailor.”

German Air



All

One Voice

Let me learn a bu - sy trade and be a work-ing man. I'll show you how a

6

All

coat is made; Be tail-ors if you can. Now I'm a tail-or man. Now I'm a tail-or man.

### Verse 2

Let me learn a busy trade and be a working man.  
I'll show you how a cake is made;  
Be bakers if you can.  
Now I'm a baker man,  
Now I'm a baker man.

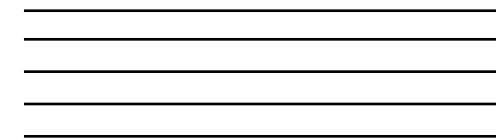
### Verse 3

Let me learn a busy trade and be a working man.  
I'll show you how a ship is made;  
Be builders if you can.  
Now I'm a builder man,  
Now I'm a builder man.

### Verse 4

Let me learn a busy trade and be a working man.  
I'll show you how a shoe is made;  
Be cobblers if you can.  
Now I'm a cobbler man,  
Now I'm a cobbler man.

# Steady Beat



## Lessons

- 5 *Cobbler, Cobbler*
- 6 *Johnny Works with One Hammer*
- 7 *Hickory Dickory Dock*
- 8 *My Country Tis of Thee*

**Listening Example:** <https://www.youtube.com/watch?v=24Q5zaWNFqY>

Lesson 5

# Cobbler, Cobbler

Beat is something that begs to be felt, so get ready to move your feet! The videos that accompany Unit 1 show examples of ways to help children establish a steady sense of beat. Beat is most easily felt when a shift of weight is involved. Rocking motions, body or arm swaying, walking, and marching are all examples of this. Encourage these motions while you are listening to and singing the songs in Unit 1. We all feel the beat best in different parts of our bodies, so try many different things! At this point it is best to avoid movements that make sound (like clapping or loud stomping) unless the child is alone. Loud beat-keeping can throw off other children.

Before presenting the song, spend some time with your children thinking of ways that your feet can move (walk, jump, skip, run, etc.). Explain how a long time ago children would wear out their shoes from lots of activity. They would often take their shoes to be repaired by a cobbler. A cobbler takes a hammer and fixes shoes by putting in special tacks to keep the shoes together.

Pretend to be a cobbler with a hammer and “pound” the steady beat before, during, and after the song. Pay close attention to hammering the steady beat and not the rhythm of the faster notes.

Musical notation for the first line of the song. It is in 2/4 time with a key signature of one sharp (F#). The notation is divided into two parts: 'Spoken' and 'Sung'. The 'Spoken' part consists of four quarter notes: G4, A4, B4, C5. The 'Sung' part consists of eight eighth notes: G4, A4, B4, C5, G4, A4, B4, C5. The lyrics are: 'beat beat beat beat Cob - bler, cob - ler mend my shoe. Get it done by'.

Musical notation for the second line of the song. It is in 2/4 time with a key signature of one sharp (F#). The notation consists of eight eighth notes: G4, A4, B4, C5, G4, A4, B4, C5. The lyrics are: 'half past two. Half past two is at the door. Have it done by half past four.' The line starts with a measure rest for 6 measures.

## Verse 2

Cobbler, cobbler, mend my shoe.  
Get it done by half past two.  
Half past two is much too late.  
Have it done by half past eight.

**Listening Example:** [https://www.youtube.com/watch?v=\\_WJHg2CiFEE](https://www.youtube.com/watch?v=_WJHg2CiFEE)

Lesson 6

# Johnny Works with One Hammer

Practice keeping a steady beat by pretending to hammer with your arm(s) and more!

John - ny works with one ham - mer, one ham-mer, one ham-mer.

John - ny works with one ham - mer then he works with two.

- Vs. 2 Johnny works with two hammers.... (pound two fists)
  - Vs. 3 Johnny works with three hammers....(pound two fists and one foot)
  - Vs. 4 Johnny works with four hammers....(pound two fists and two feet)
  - Vs. 5 Johnny works with five hammers.... (pound two fists, two feet, and nod head.)
- Finish verse 5 with "then he goes to sleep."

Listening Example: <https://www.youtube.com/watch?v=jU3gzCBleNc>

Lesson 7

# Hickory Dickory Dock

Keep a steady beat by swinging your arms like the pendulum of a clock. Shift your weight from one foot to the other while your arm swings from side to side.

Hick-o - ry dick-o - ry dock. The mouse ran up the clock. The

clock struck one, the mouse ran down, Hick-o - ry dick-o - ry

dock. Tick tock.

- Vs. 2 .....clock struck two and down he flew....
- Vs. 3 .....clock struck three and down went he....
- Vs. 4 .....clock struck four, he hit the floor....
- Vs. 5 .....clock struck five, he took a dive....
- Vs. 6 .....clock struck six, he did some flips....
- Vs. 7 .....clock struck 7...8,9,10, 11....
- Vs. 8 .....clock struck 12 and all was well...

Listening Example: <https://www.youtube.com/watch?v=MupatlVPJRC>

Lesson 8

# My Country 'Tis of Thee

The steady beat in this song comes in groups of three. This is called triple meter. Follow along with the video to learn how to practice feeling and tapping along in triple meter.

My count-ry, 'tis of thee, sweet land of lib - er-ty, of thee I sing,

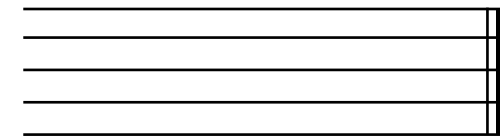
7

Land where my fath er's died, land of the pil - grim's pride, from ev' - ry

12

mount - tain side let free - dom ring!

# Game Songs



Verse 2  
 My native country, thee,  
 Land of the noble free, thy  
 name I love;  
 I love thy rocks and rills,  
 Thy woods and templed hills;  
 My heart with rapture thrills,  
 like that above.

Verse 3  
 Let music swell the breeze,  
 And ring from all the trees  
 sweet freedom's song;  
 Let mortal tongues awake;  
 Let all that breathe partake;  
 Let rocks their silence break,  
 the sound prolong.

Verse 4  
 Our fathers' God, to thee,  
 Author of liberty, to thee we  
 sing;  
 Long may our land be bright  
 With freedom's holy light;  
 Protect us by thy might, great  
 God, our King.

## Lessons

- 9 *Doggie Doggie*
- 10 *Here Comes a Bluebird*
- 11 *Old King Glory*
- 12 *Snail, Snail*

Listening Example: <https://www.youtube.com/watch?v=cTBHEkY5VIY>



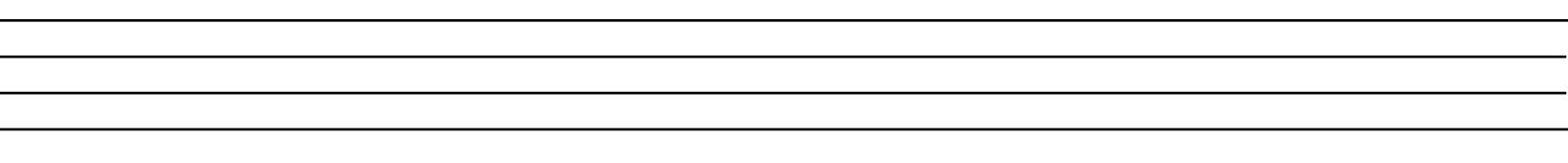
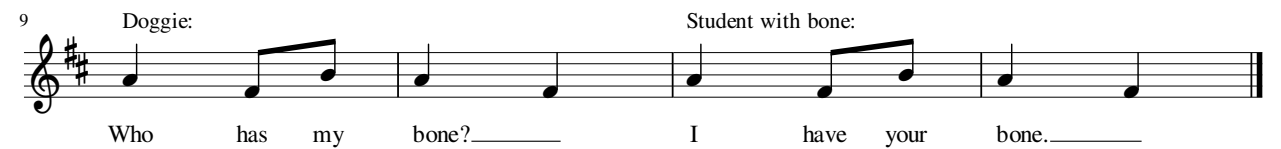
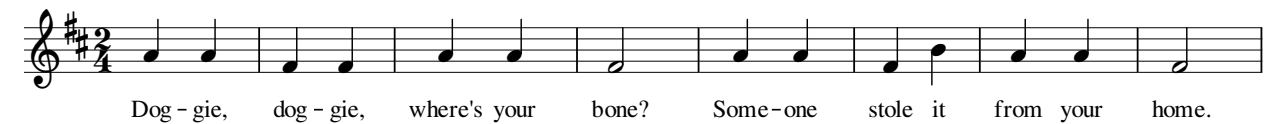
Lesson 9

# Doggie, Doggie

Singing games are a fun way to reinforce the musical patterns and movements you have been working on in Unit 1. As the songs permit, remember to allow each child a chance to sing a solo and to feel the beat in their body. Do not allow children to become so active that they are no longer able to sing. If they are out of breath, they shouldn't be singing. Have fun!

Number of Players: 3+

One child sits in a chair facing away from the rest of the children. One child in the group is given a 'bone' to hold. The children in the group sing "Doggie, doggie, where's your bone? Someone stole it from your home." Then the doggie sings, "Who has my bone?" Then the student who has the bone sings, "I have your bone." The child in the chair then guesses which child sang the response. The child who had the bone then becomes the doggie.



**Listening Example:** <https://www.youtube.com/watch?v=pKpftoR8JFk>  
**Game Example:** <https://www.youtube.com/watch?v=Aka2Cr58ZJ8>

Lesson 10

# Here Comes a Bluebird

Number of Players: 3+

This game can be played with as few as three people and can scale up to accommodate dozens. Participants hold hands and walk in a circle while they sing the song. One “bluebird” in the center of the circle chooses someone from the circle and hops in the garden. At the end of the verse, the first bluebird takes the place vacated by the new bluebird and the new bluebird subsequently starts the process over again.

Here comes a blue - bird through my win - dow. Hey, did-dle-um a day day day.

5  
Take a lit - tle part - ner, hop in the gar - den. Hey, did-dle-um a day day day.

**Listening Example:** <https://www.youtube.com/watch?v=JVTcHv88ZG4>

**Game Example:** (medium group): <https://www.youtube.com/watch?v=s2zBdyGK6iE>

**Game Example:** (large group): <https://www.youtube.com/watch?v=vZ4yGbNp51c>

Lesson 11

# Old King Glory

Number of players: 8+

The children hold hands and walk or skip in a circle. One child, King or Queen Glory, walks around the outside of the circle in the opposite direction. As ‘And it’s one, two, three’ is sung, this child gently taps three children on the shoulder. These three then hold hands with King Glory in the order they were chosen and walk around the outside next time the song is sung. The last child chosen picks three new children to join the outer line.

Continue until everyone is holding hands in the outer ring and just one child is left inside. This child becomes the new King or Queen Glory to whom those in the circle then kneel and bow with hands outstretched and sing the final “And we all bow down to the mountain.” A new game can then begin.

Old King Glo - ry of the Moun - tain. The moun - tain was so high, it

4  
near - ly touched the sky, And it's one, two, three, fol - low me. And we

8  
all bow down to the moun - tain.

**Listening Example:** <https://www.youtube.com/watch?v=pKpftoR8JFk>

**Game Example:** <https://www.youtube.com/watch?v=Aka2Cr58ZJ8>

## Lesson 12

# Snail, Snail

Number of Players: 5+

This is a winding game. One player leads the others in a spiral movement inside the circle until the circle is wound up in a spiral.



Snail, snail, snail, snail, Go a - round and round and round.

**Listening and Game Example:** <https://www.youtube.com/watch?v=-Oz5wOq8qLY>

# Unit 1 Resources

## Video Links

- Lesson 1 [My Four Voices](#)
- Lesson 2 [No More Pie](#)
- Lesson 3 [John the Rabbit](#)
- Lesson 4 [The Working Man](#)
- Lesson 5 [Cobbler, Cobbler](#)
- Lesson 6 [Johnny Works with One Hammer](#)
- Lesson 7 [Hickory Dickory Dock](#)
- Lesson 8 [My Country Tis of Thee](#)
- Lesson 9 [Doggie Doggie](#)
- Lesson 10 [Here Comes a Bluebird](#)
- Lesson 11 [Old King Glory](#)
- Lesson 12 [Snail, Snail](#)

## YouTube Channels:

- [Children of the Open Air](#)
- [Music with Lindsey](#)

## Websites:

- [Singsolfa.com](#)
- [Littlesongster.com](#)

## Recommended Books and CDs:

- [Kodaly Resource Books](#)
- [Folk song CDs](#)
- [\\$2.99 Audio Downloads](#)