

Sing and Play the Kodály Way

More Songs and Games for Grades 4 – 8



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My Mama's Callin' Me

d r m s l d'

African/American circle game

C: My ma - ma's call - in' me. R: You can't get out - a here.

5

C: My ma - ma's call - in' me. R: You can't get out - a here.

9

C: What shall I do? ____ R: Pat your ones ____ to your knees.

13

C: What shall I do? ____ R: Pat your twos to to your knees.

17

R: Pat your threes ____ to your knees Pat your all.

Formation: Stand in a circle while holding hands. One student is chosen to be in the middle and be the caller "C".

Game: Those in the circle side step (left foot steps to the side, then right foot steps to meet the left foot). During this time, the Caller in the middle sings his/her part and those in the circle sing the response.

Where there are x's above the notes/words, those forming the circle release hands and pat the sides of their own legs. Each x represents a pat. The person in the center tries to escape during those brief moments of opportunity.

Source: Donna Devane: Fall 2012

As I Was Walking Down the Street

A Rig a Jig Jig

English Folk Song

As I was walk - ing down the street, down the street, down the street, As

5 I was walk - ing down the street. Hi ho, hi ho, hi ho!

9 Rig - a jig jig and a - way we go, way we go, way we go. A

13 rig - a jig jig and a - way we go. Hi ho, hi ho, hi ho!

The musical score is written on a single treble clef staff in 6/8 time. It consists of four lines of music. The first line has a key signature of one sharp (F#) and a common time signature. The second line starts with a measure rest for 5 measures. The third line starts with a measure rest for 9 measures. The fourth line starts with a measure rest for 13 measures. The lyrics are placed below the notes.

Game: Form a double circle and walk clockwise in promenade position. At the refrain, inside circle reverses direction and walks counter clockwise until the phrase, "Hi, ho." Join right hands with new partner; return to promenade position to begin the game again.

Peg Leg the Pirate

l, d r m l

Peg Leg the Pir-ate is feel-ing de-pressed. Some-one has stol-en his trea-sure chest.

5 Who stole the gold? Who stole the gold? Some-one has stol-en the pi-rate's gold.

The musical score is written on a single treble clef staff in 4/4 time. It consists of two lines of music. The first line has a key signature of one flat (Bb) and a common time signature. The second line starts with a measure rest for 5 measures. The lyrics are placed below the notes.

Passing Game:

Students sit in a circle, knee to knee, with one student sitting in the center.

Students cup left hand and pass a gold piece around counter-clockwise ("pick-up and pass" with the RH)

Center student guesses who has the gold at the end of the song.

Source: Ginger Littleton

Down the River

s, l, t, d r m

American River Song

The ri-ver is up and the chan-nel is deep, the wind is stea-dy and strong. Oh,
 5 won't we have a jol-li good time as we go sail-ing a - long
 9 Down the ri-ver, O, down the ri-ver, O, down the ri-ver we go - o - o.
 13 Down the ri-ver, O, down the ri-ver, O, down, the O - hi - o.

FORMATION: Double line of partners, facing each other, about 6 feet apart.

- A: 1-4 Lines move forward with 3 steps, bowing/courtsying on beat 4
- 5-8 Lines move backward with 4 steps.
- A: 9-16 Foot Couple at bottom of set join hands and sashay up to the top.
 At the same time, all other couples take 1 step toward the bottom of the set.
 Each succeeding Foot Couple sashays to the top on the word "down", for remainder of Refrain. In each Refrain, six couples will sashay up the set.

Weevily Wheat

s, l, d r m s l

American Play Party

Don't want your weev-i - ly wheat! Don't want your bar - ley!
 3 Take some flour and half and hour and bake a cake for Char - lie.
 5 Five times five is twen - ty - five; five times six is thir - ty;
 7 five times sev - en is thir - ty - five and five times eight is for - ty.

Game: Designate a leader for each set of four people, right hands touching in center (flower) or form Texas Star (right hands grab each others right wrists - leader to person on left, etc.). Walk clockwise while singing first two phrases. Stop, drop hands, and turn to center on "Charlie". At "Five times five", leader begins alternate hand stacking on top of each person's hand, first right hands, then left hands, clockwise from leader. Hands are pulled out from the bottom of the stack and placed on top of the hand stack through the refrain. Repeat. [Other multiplication tables can be used on successive repeats.]

Four White Horses

U.S. Virgin Islands Folk Song



Formation: 4 person square, partners opposite of each other.

Action: Measures 1 - 2 All clap hands out to the side, clapping neighbor's palm for 8 beats.

Measures 3 - 8 Beat 1: 'Ones' clap partner's palms above shoulder level, while 'Twos' clap partner's below them

Beat 2: All clap own hands

Beat 3: Reverse what was done on beat one

Beat 4: All clap own hands

Measures 9 - 14 Beat 1: 'Ones' clap palms of neighbors on right and 'Twos' clap neighbors on left.

Beat 2: Clap own hands together

Beat 3: Reverse what was done on beat one

Beat 4: Clap own hands together

Option 2 - after the above is mastered

Around the world (partner, neighbor, partner, neighbor)

Option 3 - After the 2nd option is mastered

Around the world and back again.

Collected by Floise Lindgren, 1960

Our Old Sow

Our old sow is get-ting ve - ry fat. Ki - mo, ko - mo, kee - mo.

5
Three foot two a - cross the back. Ki - mo, ko - mo, kee - mo.

The image shows two staves of musical notation in 4/4 time. The first staff contains the melody for the first line of the song, and the second staff contains the melody for the second line. The lyrics are written below the notes.

Game:

Materials needed: instrument to signal "turn"

Class stands in several straight rows, all facing the same direction with arms out.

These students form "rows of corn."

After the song is sung, one student, the farmer, attempts to tap the sow.

At a signal played by the teacher, the whole group turns 90°,

(This will switch the corn rows from horizontal to vertical.)

They can move through the "streets and alleys" of the lines, but they cannot go under or through the lines of arms.

Source:Tanya LeJeune/

Tarzan the Monkey Man

Tar - zan, the Mon - key man, swing - in' from a rub - ber band.

5
Splish, splash, take a bath, the co - lor is what?

The image shows two staves of musical notation in 2/4 time. The first staff contains the melody for the first line of the song, and the second staff contains the melody for the second line. The lyrics are written below the notes.

Formation: sitting circle. Students with hands resting on knees, palms up, right hand on top of neighbor's hand.

The beat is passed around the circle in the hands during the song.

The student who is tapped on "what" chooses a color.

The class spells out the color with the beat in the hands again.

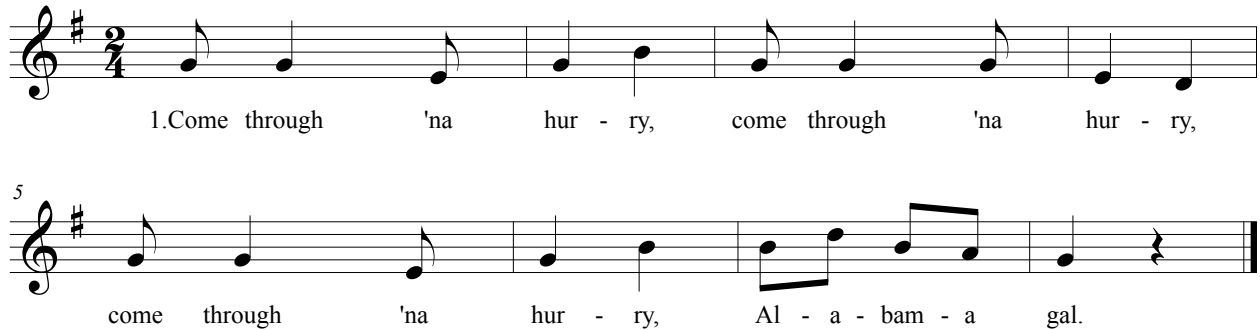
The person who is tapped on the last letter of the color is out.

(The last person may pull out their hand resulting in the second to last tapping himself, in which case that person is out.)

Source: Tanya LeJeune/Melissa Roth

Alabama Gal

Alabama Play-Party



1. Come through 'na hur - ry, come through 'na hur - ry,
5 come through 'na hur - ry, Al - a - bam - a gal.

2. I don't know how, how, (3 times)
3. I showed you how, how, (3 times)
4. Ain't I rock candy? (3 times)

Source: American Play Parties, Pete Seger

Formation: Two lines; boys in one, girls in the other.

Action: Vs. 1 - Head couple join hands and sashay down and up the center.

Vs. 2, 3, & 4

- A) Head couple links right arms, turns 1.5 times,
- B) then give left arm to the persons in the line (opposite line of your own)
- C) after reeling the one in the line, couple links right arms again and turns around 1 time.
- D) Repeat B and C until all people in each line have been turned by the head couple. They become the foot of the set.

After verse 4 is sung, the next couple starts down the center, sashaying only as far as the other couple (who are reeling), then return to the head of the set and start reeling (A, B, C above).

Ye Toop Doram

Language: Farsi

Traditional Iranian/W. Afghani

Source: Joan Litman

Learned from Kelly Foster Griffin

Ye toop do-ram toop do - ram, ye toop do-ram toop do - ram. Ye___

5

toop do - ram toop___ do-ram, ye___ toop do - ram toop do ram.

9

Yek! Do! Seh! (name) lool beh day!

11

ghel ghel ghel lee a lee a lool___ beh day! ghel ghel ghel lee a lee a lool___ beh day!

Formation: Sitting Circle

Game: Pass tennis balls to the right starting on the downbeat. On "Yek! Do! Seh!," stop passing the ball. The teacher calls out the person's name who goes into the middle of the circle. On "Ghel, ghel....," students, roll tennis balls trying to hit the feet of the student in the center as he/she tries to dodge the balls. After the center student is hit three times, the game begins again.

Translation: "Ye too doram" means "I have the ball;" "Yek! Do! Seh!" means "1, 2, 3;" and "Lool be day" is "Roll it away"