

KODALY ASSOCIATION SOUTHERN CALIFORNIA

WORKSHOP

***"Performance At Play: Curriculum-Based
Performance"***

Clinician: Diane Geller

Saturday, September 24, 2016

9:30 A.M. -1:30 P.M.

OUTLINE

9:30-9:45: Kodaly Philosophy, rationale for curriculum as performance. Guide to Curriculum Planning: Determines program content: what is the most important/ most impressive to show.

9:45-9:50: Overview of today's programs: K,1,2,3,4,5

9:50-10:10: K Unconscious concepts: K Program: Winter/ Spring: Concept presentations for most important concepts/ songs featured in demonstration/concerts with Seasonal materials added.

10:10-10:30: 1st Grade: Rhythm/ Melody/ Movement: Concept presentations/ materials for demonstration/concerts: Winter/Spring

10:30- 10:50: 2nd Grade: Rhy/Mel/ Meter/ Movement: Concept presentations and added listening selections for Winter/Spring

10:50-11:10: 3rd Grade: Rhy/ Mel/ Meter/ Movement: additional rhythmic concepts/ part singing, higher level movement/ games Winter/ Spring

11:10-11:20: BREAK

11:20- 12:00: K-3 Videos from selected school programs

12:00-12:15: How to do so much in Kodaly with so little time: 9-week programs

12:15-12:35: 5th Grade: "Music Super Spectacular"

12:35-1:05: 4th Grade: "The Road to Californey" Social Studies focus

1:05-1:30: 5th Grade: "From Sea To Shining Sea"

KINDERGARDEN "UNCONSCIOUS CONCEPTS"

1. Match pitch.
2. Sing in tune.
3. Feeling steady beat.
4. Recognizing different voices: Speak/Whisper/Shout/Sing
5. Question/Answer
- *6. Inner Hearing
7. Soft and Loud
8. Rest (Silence)
9. Voice Training: High/Low range
10. Rhythm: ("The way the words go")
11. Beginning rhythms of songs: Compare similar patterns
12. Explores different sound objects: tone color
13. High and Low pitch.
14. Prepare "So"- "Mi" with body and hands.
15. Beginning melodies of songs: Compare similar patterns
16. Ostinato

Level I Concept Sequence:

1. Beat: TA
2. Silence: Rest
3. Divided Beat: Ti-ti
4. High-Low
5. S-M, M-S
6. "La": LSM, MSL
7. M-L, L-M
8. "Do": SMD, DMS
9. D-S, S-D
10. "Do" Clef
11. D-L, L-D

Beginning Level II Concepts Sequence:

1. 2 TA Meter
2. 2-beat note (half note)
3. 4 TA Meter
4. 4-beat note
5. 2-beat, 4-beat rests
6. 3 TA Meter
7. 3 beat note
8. Upbeat: Ti-ti, TA
9. Re

KINDERGARTEN: FALL

1. **OPENING: "THIS LAND": PIANO**
2. **MOVEMENT: BEAT: "DANISH DANCE"**
3. **RHYTHM : "ALL THE LITTLE DUCKLINGS"**
4. **SILENCE: "NAUGHTY KITTY CAT" LANGUAGE CONN. SILENCES**
5. **HOLIDAYS: "I HAVE A LITTLE DREYDL"
"RUDOLPH"
"JINGLE BELLS": Fast and Slow**
6. **MELODY: "BLUEBIRD" SING & SHOW ON HANDS.**
7. **END: "MR. RABBIT": CREATE VERSES**

KINDERGARTEN: SPRING

1. **OPENING: "THIS LAND": PIANO**
2. **MOVEMENT: "DANISH DANCE": DO IN PLACE**
3. **BEAT / INNER HEARING: "HERE I COME" RHYTHM STICKS: SING/ PLAY/ MARCH/ INNER HEARING.**
4. **RHYTHM: "ALL THE LITTLE DUCKLINGS": ACT OUT—THEN WALK OUT RHYTHM WITH LEADERS:**
5. **SILENCE: "NAUGHTY KITTY CAT" LANGUAGE CONNECTION—SHOW SILENCES**
6. **FAST/ SLOW: "JINGLE BELLS"/ "TEDDY BEAR"**
7. **MELODY: "BLUEBIRD" SING & SHOW ON HANDS.
"LITTLE RED BIRD"
"YESTERDAY I HEARD A ROBIN SING"**
8. **"TWINKLE TWINKLE": 2-PT. ROUND:**
9. **"MR. RABBIT": SING WITH PIANO-CREATE POETRY VERSES**

FIRST GRADE: FALL

1. **COMMON SONG:** "This Land": PIANO
2. **MOVEMENT:** "Simmons" Playparty:
3. **STEADY BEAT:** "COBBLER" 2 Teams: Question/ Answer: Show beats/ act out verses/: CHOOSE 3 LEADERS FOR EACH TEAM:
4. "SHOEMAKER'S DANCE"
5. "TWINKLE TWINKLE": 2-PT. ROUND
6. Read Show TA, Z presentation with "Naughty Kitty Cat": Sing with motions, and do language connection.
7. **RHYTHM:** Read TA, TT Z: with "Up On The Housetop": Read rhythms: Chart—sing with motions: PIANO TAPE
8. **MELODY:** READ "RAIN RAIN": STAFF: S-M LETTERS & RHYTHM READ: "HERE I COME" LETTERS & RHYTHM
9. "AMERICA" with piano

1ST GRADES: SPRING

1. **COMMON SONG:** "This Land": PIANO TAPE
2. **STEADY BEAT:** "COBBLER" 2 Teams: Question/ Answer: Show beats/ act out verses/: CHOOSE 3 LEADERS FOR EACH TEAM: (POSSIBLY ADD INSTRUMENT LEADERS)
3. **MOVEMENT:** "SHOEMAKER'S DANCE" CD
4. Read Show TA, Z presentation with "Naughty Kitty Cat": Sing with motions, and do language connection.
5. **RHYTHM:** Read TA, TT Z: with "Little Red Bird": Read rhythms: Tr.: Sing with piano: "Little Red Bird"/ "Yesterday I Heard a Robin Sing"
"All the Little Ducklings" with Ostinato/ Leaders: I Z I TT://
6. **MELODY:** READ "RAIN RAIN": STAFF: S-M NOTES & RHYTHM READ: "SNOWMAN": PUT TOGETHER AS PARTNER SONGS WITH LEADERS.
7. "Mr. Rabbit": VERSE 1 WITH PIANO, MAKE UP POETRY VERSES AND HAVE AUDIENCE JOIN IN.
8. **CLOSING:** . "AMERICA":/ "GRAND OLD FLAG" WITH MOTIONS & PIANO

SECOND GRADE : FALL

1. "This Land" / with motions and piano accompaniment.
2. RHYTHM: "Rocky Mountain" analyze form AA BB, then Sing all 3 verses.
3. "Are You Sleeping" Leaders clap out song all on rhythms then sing in 2-part round.
4. MOVEMENT: "Hanukah": ALL SING: Circle Dance: 6 STUDENTS/ CLASS ON STAGE
5. CONDUCTING: 2 TA Meter 2 verses of "Jolly Old St. Nicholas" with Pachelbel "Canon".
"Harvest": Conduct in 4 TA: 2-pt. round
6. MELODIC READING: S M D
"Mouse Mousie" : Sing with words and hand signs, then read on staff: S-M-D.
7. Closing: "Grand Old Flag" with motions and piano accompaniment.

SECOND GRADE : SPRING

1. "America The Beautiful"-PIANO
2. RHYTHM:
"California Boys" Demonstrate 2-beat note, all verses
"Swing Low" Demonstrate 4-beat note, sing with piano
3. MOVEMENT: "ZODIO"
4. CONDUCTING:
2 TA Meter : HAYDN: "Clock Symphony" LEADERS WITH BATONS
"MAKE NEW FRIENDS": 2-PT. ROUND: LEADERS
"STAR WARS" 4 TA: BATONS: LEADERS
5. MELODIC READING:
DEMONSTRATE "LA" WITH HANDS ON SONG:
"Rico's Pizza Restaurant" READ "LSM' NOTES/ STAFF:
"ACKA BACKA"
6. Closing: "Grand Old Flag" Demonstrate S-M-D, sing with piano and motions

THIRD GRADE: FALL

1. **"THIS LAND" PIANO**
2. **RHYTHM:"Harvest": Read rhythms, 2-part round**
3. **MOVEMENT: "ZODIO"**
4. **ALL: "O Hannukah" PIANO**
5. **CONDUCTING: 2 TA Meter "Jolly Old St. Nicholas" / Pachelbel "Canon".**
6. **"Feliz Navidad" with piano and motions.**
7. **4 TA Meter: Conduct "Star Wars" Theme Leaders/ BATONS**
8. **MELODIC READING: MSL: Sing "Rico's Pizza Restaurant", then sing with words and use hands where they know syllables, clap rhythms where not.
L-S-M: Notes and rhythm on staff: Read: "ACKA BACKA"**
9. **Introduce "Do" with hand signs: "Rocky Mountain"**
10. **"Mr. Rabbit": Create verses for fun.**
11. **Closing: "GRAND OLD FLAG"**

3rd Grade: SPRING SEMESTER PROGRAM

1. **"AMERICA THE BEAUTIFUL": PIANO**
2. **RHYTHM: "CALIFORNIA BOYS": 2-BEAT NOTE: 5 VERSES**
3. **CONDUCTING: 4 TA: "MAKE NEW FRIENDS" 2-PT. ROUND: LEADERS**
4. **"STAR WARS" LEADERS WITH BATONS**
5. **READING: DMS WITH NOTES ON STAFF & "DO CLEF" BELLS IN THE STEEPLE": 3-PT. ROUND: LEADERS FROM EACH CLASS.**
6. **MR. RABBIT: 'NONSENSE IN "RE" PIANO -VERSES**
7. **"THIS LAND" /DESCANT: REFRAIN/VERSE/REFRAIN DESCANT 2X / SWITCH PARTS.**

TRIMESTER PROGRAMS: SAN JUAN ELEMENTARY SCHOOL:

KINDERGARTEN: FALL TRIMESTER

1. "EL MES DE SEPTIEMBRE LLEGO": 2-PT. ROUND
2. MOVEMENT: "DANISH DANCE": BEAT ACTIONS
3. "ALL THE LITTLE DUCKLINGS": WALK OUT RHYTHM OF SONG:
4. SILENCE: "NAUGHTY KITTY CAT" LANGUAGE CONNECTION—SHOW SILENCES
5. MELODY: "BLUEBIRD" SING & SHOW ON HANDS:
WITH PIANO.
6. "I HAVE A LITTLE PUMPKIN" ACT OUT WORDS
7. "MR. RABBIT: CREATE VERSES: RHYMING WORDS
8. "THIS LAND"

1ST GRADE: FALL TRIMESTER

1. "El Mes De Septiembre": sing with motions and hand signs, then do as 2-part round.
2. STEADY BEAT: "COBBLER" 2 Teams: Question/ Answer:
3. MOVEMENT: "SHOEMAKER'S DANCE"
4. Read Show TA, Z presentation with "Naughty Kitty Cat": motions, and do language connection.
5. RHYTHM: Read TA, TT Z: with "Little Red Bird": Read rhythms, sing with piano. Bluebird, sing on hands with piano. Then sing 1st words "Bluebird, bluebird": on S-M.
6. MELODY: READ "RAIN RAIN": STAFF: S-M LETTERS & RHYTHM READ: "STARLIGHT" LETTERS & RHYTHM
7. "I Have A Little Pumpkin": Sing with motions, act out words.
8. "Mr. Rabbit": Sing, create verses with rhyming words.
9. "This Land": with motions, piano.

SAN JUAN ELEMENTARY SCHOOL: SECOND GRADE : 2ND TRIMESTER

1. "El Mes De Diciembre": 2-part round
2. RHYTHM: "Rocky Mountain": Read rhythms, analyze form
"Surprise Symphony" Haydn: Rhythm/ Listening
3. CONDUCTING: "JOLLY OLD ST. NICHOLAS" WITH PACHELBEL "CANON"
4. MELODIC READING: S-M: Notes and rhythm on staff : "Rain On the Green Grass" or "Starlight"
5. "Mr. Rabbit": Create verses for fun.
6. Closing: "This Land"-PIANO

SAN JUAN ELEMENTARY SCHOOL: THIRD GRADE : 3RD TRIMESTER

1. "This Land"
2. "El Mes De Marzo": 2-part round
3. MOVEMENT: "ZODIO" GAME
4. RHYTHM: "Rocky Mountain": Read rhythms: I TT Z{ "California Boys": 2-Beat note
5. CONDUCTING: Haydn "Clock" Symphony with Leaders- Batons
6. MELODIC READING: S-M: Notes and rhythm on staff
7. "Mr. Rabbit": Create verses for fun.
8. "Grand Old Flag"

5th Grade Demonstration Music super Spectacular: "Sing It and Show It!"

1. "Yankee Doodle" Steady Beat "Tambourine Machine"
2. "Rock Island Line" BEAT/RHYTHM demonstration
3. "Cakewalk" Gottshaulk: 12 rhythm instruments: syncopa
4. Haydn Symphony #88: 4.
5. "Minuet" Conduct in 3 with leaders
6. "Stepped Up On the Railroad" sing melody with Syllables, then words, then playparty.
7. "Goin' Down to Cairo": Sing Scale Ext. Do Pentatone, then show Ostinati with instruments to song: 2-pt. round at 4 beats, then 2-beats.
8. "This Train"/ "Saints" Partner songs with conductors.
9. "This Land" with Descant
10. Eraser Game with "Scrapin' Up Sand"
11. Read notes on staff with "Do Clef" "Coral"
12. Beethoven "Ode To Joy" Sing with recording
13. "Do-Re-Mi" from "Sound of Music"

LAKE ELEMENTARY
4TH GRADE PROGRAM: 1999
"The Road To Californey"

California Native Life:

"Tolowa Ceremonial Dance" (Group of dancers, instruments)

California Early Explorers:

"Haul On The Bowlin'" (Early English work sea chantey)

California Mission Music:

"El Cantico del Alba"

Spanish Rancho Period:

"Cielito Lindo"

"Cancion de Pinata" (Group for pinata game)

Fort Ross "Russian":

"Beryozonka": "The Little Birch Tree": (Do with
Tchaikowsy 4th Sym.)

Mexican-American War:

"Santy-Anno"

Westward Sea Routes To California:

"John Kanaka" (Play party: Group of dancers)

"Sacramento"

Overland Route/ Gold Rush:

"Oh California" (Solos on verses)

"Gust of Fall Wind" (Chinese workers on railroad: dancers)

"On The Road To Californey"/ "California Boys"

(Girls section versus Boys section)

Finale: "California Here I Come" (With audience joining in)

5TH GRADE PROGRAM: 1999
"From Sea To Shining Sea"

Colonial Period:

"In Good Old Colony Times"

American Revolution:

"Rich Old Lady" (V.'s: 1,2,7,8)

"Yankee Doodle"

"Johnny Has Gone For A Soldier" (Girl's Solo / Small Ensemble)

Louisiana Purchase/Westward Expansion:

"Cumberland Gap"

"Hunters Of Kentucky"} War of

"Star Spangled Banner"} 1812

"Old Brass Wagon" (Play party: Group of Dancers)

"Get On The Wagons Rollin' West" (Boys' Solo or Small Ensemble)

Frontier Occupations/Vocations:

"Blow Ye Winds" (Group of "whalers")

"The Shanty Boys in the Pine" (Group of "lumberjacks")

"Wabash Cannonball" (Group of "engineers")

"Stepped Up On The Railroad" (Play party: Group of Dancers)

"Home On The Range" (Group of "cowboys")

Uniting of the whole country:

"America The Beautiful"

Turn of The Century:

"The Inventors' Song"

"Over There" George M. Cohan--W W I

"Give Me Your Tired, Your Poor"

(Immigrants: Poetry: "The New Colossus": Emma Lazarus)

"God Bless America" Irving Berlin: (Solo, All + Audience)

KODALY ASSOCIATION SOUTHERN CALIFORNIA

WORKSHOP

"Performance At Play: Curriculum-Based Performance"

Diane Geller

SONGS AND MUSICAL EXAMPLES

Here I Come

(S M)

⑧

4
4

S M S M M S M S
Here I come with my big bass drum,

S M S M M S M S
Hear me play with a rum - tum - tum!

Naughty ~~Kitty~~ Cat

(Ⓣ R M F S L)

⑨

2
4

S S S L S S S L S
Naugh-ty pus-sy cat! You are ve - ry fat.

S S S L S F M R M M R R D
You have but-ter on your whisk-ers, naugh-ty ~~cat!~~ *Kit-ty*

Bluebird

(Ⓣ R M F S L)

⑩

4
4

S M S M S L S M
Blue-bird, blue - bird through my win - dow.

F R F R F S F R
Blue - bird, blue - bird through my win - dow.

S M S M S L S M
Blue-bird, blue - bird through my win - dow.

S F M R D D D
Will you be my part- ner dear?

69. Little Red Bird

(D R M S L)

2
4

D	M	S	S	L	S	M	S	S	R	L	S	M
Lit-tle	red bird	in the	tree	in the	tree	in the	tree	in the	tree	in the	tree	
D	M	S	S	L	S	M	S	S	R	M	D	
Lit - tie	red bird	in the	tree	sing a	song for	me.						

48. Jacky Frost /

(T, (D) R M F S L)

"Yesterday I Heard"

4
4

S	M	S	M	D	D	M	M	M	R		
Lit-tle	Jack-y	Jack Frost	came	in	the	night,					
Yes-ter-	day I	heard a	re-bin	Sing,							
F	R	F	R	T, T,	T, T,	L	L	S			
Left the	mead-ows	that he	crossed	all	gleam - ing	white,					
So I	truly	know	that	it	is	Spring,					
S	M	S	M	D	D	D	M	M	M	M	R
Paint-ed	with his	sil - ver	brush	ey' - ry	win-dow	pane,					
Ro-bin,	ro-bin	Sing -	ing	in	the	rain,					
F	R	F	R	T, T,	T, T,	S	S	S	S	D	
Kissed the	leaves	and made	them blush	and	made	them blush	a - gain.				
You have	brought	the Spring -	time	back	a -	gain.					

All The Little Ducklings

((D) R M F S L)

(4)

4
4

D	R	M	F	S	S	L	L	L	L	S	
All the	lit-tle	duck-ings	swim	with-out	a	care.					
F	F	F	F	M	M	R	R	R	R	D	
Heads are	un-der	wa - ter,	tails are	in	the	air.					

(24)

Mr. Rabbit
(D R M S L)

4 4 | S S | D D | D D | D D | D | M R | D R | D |

Mis-ter Rab-bit, Mis-ter Rab-bit, your coat is migh-ty grey.

S S S | S S | L | S | M | S | 7

Yes, kind sir, it was made that way.

L S | M R | D | R M | R | M | S | 7

Ev'-ry lit-tle soul's gon-na shine, shine.

L S | M R | D | R M | R | R | D

Ev'-ry lit-tle soul's gon-na shine, shine.

2. Mr. Rabbit, ... your ears are mighty long.
Yes, kind sir, ... they were put on wrong.

COBBLER, COBBLER
TRANSPARENCY NO. 1

Children				Cobbler:			
4							
4	D	M	S	M	F	R	R
①	Cob-bler,	cob- bler		mend	my	shoe	
	D	M	S	M	F	R	R
②	Cob-bler,	cob- bler		see	that	hole	
	D	M	S	M	F	R	R
3.	Cob-bler,	cob- bler		mend	my	shoe	
	D	M	S	M	F	R	R
④	Stitch	it	up	and	stitch	it	down

All sing together:

Chorus: | | | | | S S S

M M R R | D

Tu - re, lu - re, | lool

49. Let's Make A Snowman

(M S)

2 4	M S S	M S M	S M	}
	Let's make a	snow - man	big	and round.
	M S S	M S M	S M	}
	He'll be the	best snow-man	in	town.

16. SIMMONS

S:L: DRM

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2. Pick the	'sim- mons																														
3. Put them	in a																														
4. Give your	part- ner																														
5. Give your	part- ner																														
6. Take them	home and																														
D	}																														
down.																															
up.																															
bas-	ket.																														
'sim-	mons.																														
'sim-	mons.																														
eat	them.																														

Dance-like game.

The children are in a circle and either walk or skip. On the last two measures they stand still and shake the persimmon tree. For the second verse they sing "Circle right" and go to the right. The game continues with the children suggesting things to do, such as: "scratch your head," "hop on one foot," "touch your toes."


"Rocky Mountain"




 Rock-y Moun-tain, Rock-y Moun-tain, Rock-y Moun-tain high ,



 When you're on that Rock-y Moun-tain, Hang your head and cry ,



 Do, Do, Do, Do, Do re- mem-ber me ,

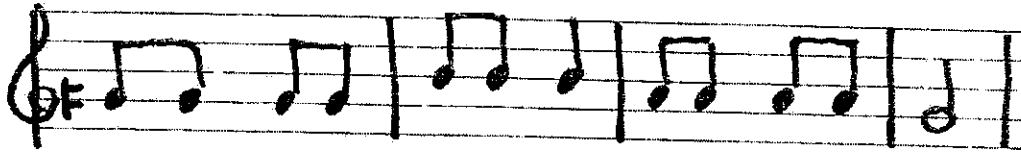


 Do, Do, Do, Do, Do re- mem-ber me .

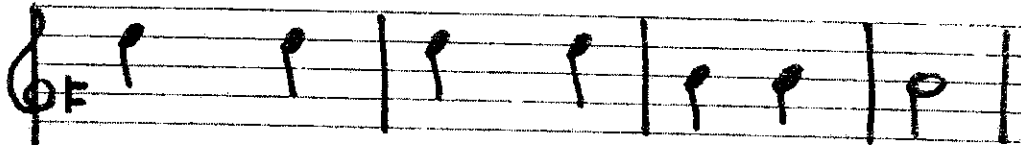
"California Boys"



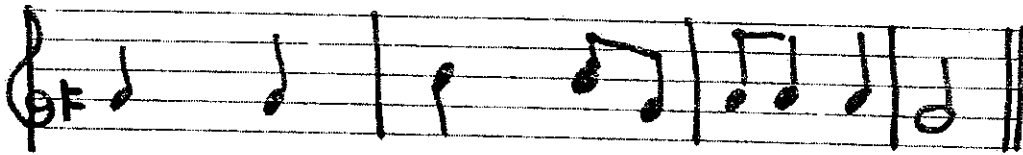
Come a-long girls, lis-ten to my voice,



Don't you ne-ver marry no Ca-li-for-nia boys,



If you do, your fate is sealed,



Sun- burns, surf- boards, & au-to-mo- biles.

"California Boys"

V. 1 (GIRLS)

Come along girls, listen to my voice,
Don't you never marry no California boys,
If you do, your fate is sealed,
Sunburns, surfboards, and automobiles.

V. 2 (BOYS)

Come along boys, as you turn and twirl,
Don't you never marry no California girls,
If you do, you'll have to pay,
'Cause they go shopping everyday!

V. 3 (GIRLS)

Come along girls, listen and be wise,
Don't you go and marry no California guys,
If you do, you won't get far,
While he becomes a movie star!

V. 4 (BOYS)

Come along boys, all my friends and pals,
Don't you go and marry no California gals,
If you do, you'll have to stay trim,
While they go off to the spa and gym!

V. 5 (ALL)

Come along, come along, California folks,
Don't you really listen to those California jokes!
We're just foolin' - both our sides,
'Cause we're all filled with California pride!

"HARVEST"

A *Harvest* is the season to behold,
 A *Harvest* with its colors, brown and gold,
 B Crops are in and summer work is done,
 B Air is crisp and snow is soon to come,
 A *Harvest* is the season to behold, behold.

Hanukah

Hebrew Folk Song

Ha - nu - kah, Ha - nu - kah, mer - ry hol - i - day!
 Ha - nu - kah, Ha - nu - kah, Time to dance and play.
 Ha - nu - kah, Ha - nu - kah, bright the can - dies burn,
 Round and round, round and round, Watch the drey - dl turn!

American

S, L, D R M - DO PENTATONE

2

1. JOL- LY OLD SAINT NICH-O- LAS, LEAN YOUR EAR THIS WAY!
 2. WHEN THE CLOCK IS STRIKING TWELVE, WHEN I'M FAST A- SLEEP
 3. JOHN- NY WANTS A PAIR OF SKATES, SU- SIE WANTS A DOLLY

1. DON'T YOU TELL A SIN- GLE SOUL WHAT I'M GOING TO SAY:
 2. DOWN THE CHIMNEY BROAD & BLACK WITH YOUR PACK YOU'LL CREEP
 3. NEL- LIE WANTS A STO- RY BOOK SHE THINKS DOLLS ARE FOLLY

1. CHRISTMAS EVE IS COM-ING SOON NOW YOU DEAR OLD MAN
 2. ALL THE STOCK- INGS YOU WILL FIND HANG- ING IN A ROW
 3. AS FOR ME MY LIT-TLE BRAIN IS- N'T VE- RY BRIGHT

1. WHIS- PER WHAT YOU'LL BRING TO ME, TELL ME IF YOU CAN.
 2. MINE WILL BE THE SHORT- EST ONE YOU'LL BE SURE TO KNOW.
 3. CHOOSE FOR ME, DEAR SAN- TA CLAUS, WHAT YOU THINK IS RIGHT.

FIRST GRADE: Learn by rote or from rhythm chart, clap and say rhythm, tap beat and say rhythm. Compare the rhythm of the lines. Clap the rhythm in a round 2 beats later. Act it out.

SECOND GRADE: Sing and conduct, recognize the Do Pentatone scale, recognize the S -D interval, compare the melody of the two parts (there is only one note different).

"ZODIO": Black Urban Children's Singing Game
 (Sung to the tune of "Shortenin' Bread" or "This Way Valerie")

**"Here we go, Zodio, Zodio, Zodio,
 Here we go Zodio, all night long.**

**Step back Sally, Sally, Sally,
 Step back Sally, all night long,
 I went to the alley and what did I see?
 I saw a big, fat man from Tennessee!**

**I bet you five dollars I could help that man,
 I bet you five dollars I could help that man,**

**(Spoken)
 To the front, to the back, to the side, side, side,
 To the front, to the back, to the side, side, side,**





**(Sung)
 Mama called the doctor and the doctor said:**


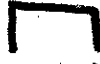


**(Spoken)
 Oo—Ah—I got a pain in my head!
 Oo—Ah—I got a pain in my side!
 Oo—Ah—I got a pain in my other side!**





**(Spoken)
 To the front, to the back, to the side, side, side,
 To the front, to the back, to the side, side, side.**

"RICO'S PIZZA RESTAURANT"

			
M S	S L	M S	I S
Ri-co's	Piz-za	Restaur-	ant,

			
An-y	piz-za	that you	want,

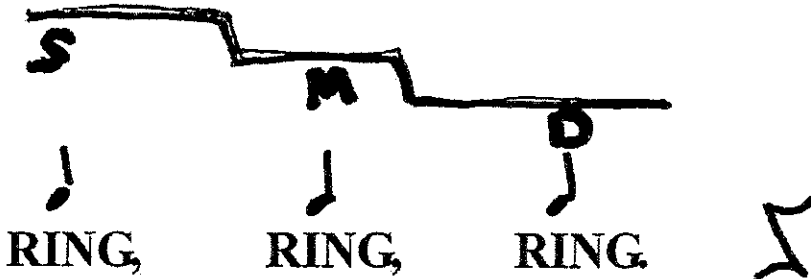
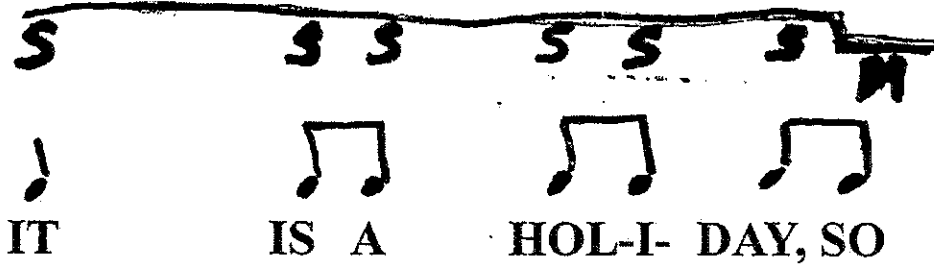
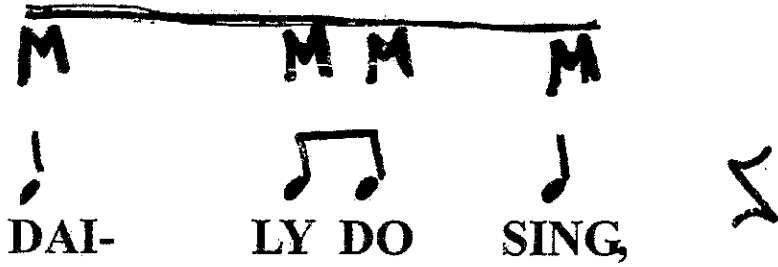
			
M S	S L	M S	I S
All our	pies have	ex-tra	cheese,

			
M S	S L	M S	I S
May I	take your	or-der	please?

Orders: "What size"? (Sing: M-S)
 "What topping"?
 "What crust"?

"Thank you for your order!"
 M M S S M S

"BELLS IN THE STEEPLE"



"This Land Is Your Land"
(Descant)

Handwritten musical notation for a descant of "This Land Is Your Land". The notation is organized into four systems, each with a melodic line above and a lyric line below. The lyrics are: "This land is your land, This land is mine from Maine to Montana, de-sert to the shore, we sing that This land is mine, Yes, it's Made for you and me".

The notation uses letters (L, F, D, S, M, R, T) placed above notes to indicate fingerings or specific notes. The notes are mostly quarter notes and half notes. The piece concludes with a double bar line.

**"THIS TRAIN"/ "OH WHEN THE SAINTS"
PARTNER SONGS**

TRAIN WHISTLE:

4

 "WOO" _____ | "WOO" _____

CONDUCTOR:

4

 "ALL A- BOARD!" _____

ENGINE: (SLIDE HANDS)

4

 CH- CH- CH- CH | CH- CH- CH- CH
 CHCH- CH-CH CHCH- CH-CH | CHCH- CH-CH CHCH- CH-CH

ALL CONDUCT, SING "THIS TRAIN"
 ALL CONDUCT, SING "OH WHEN THE SAINTS"
 ALL CONDUCT SING BOTH PARTNER SONGS

REVERSE ENGINE:

4

 CHCH- CH-CH CHCH- CH-CH | CHCH- CH-CH CHCH- CH-CH
 CH- CH- CH- CH | CH- CH- CH- CH

ALL: "NEXT STOP--- ESCONDIDO" !!

Title "Goin" Down To Cairo"
Ohio River Folk Song
Teaching by Form

Allegro (J=100)

Track 1 

GOIN' DOWN TO CAI-RO, GOODBYE AND A GOODBYE, GO-IN-DOWN TO CAI-RO, GOODBYE LI-ZAJANE.



BLACK MY BOOTS & I MADE THEM SHINE, GOODBYE, & A GOODBYE, BLACK MY BOOTS, & I MADE THEM SHINE, GOODBYE LI-ZAJANE.

"GOIN' DOWN TO CAIRO" (KAY-RO)

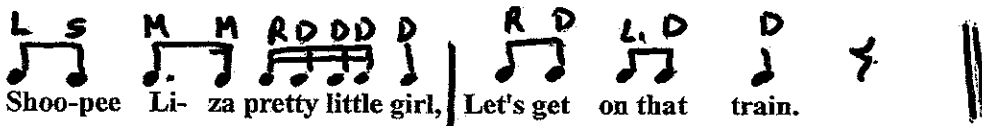
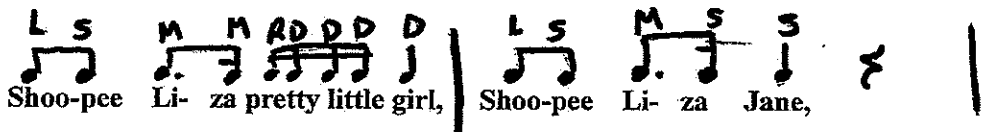
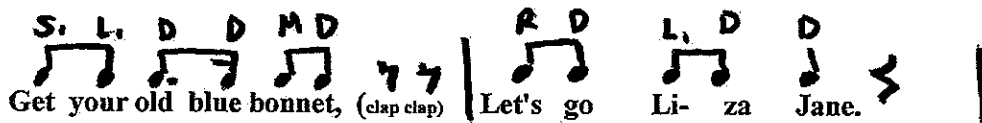
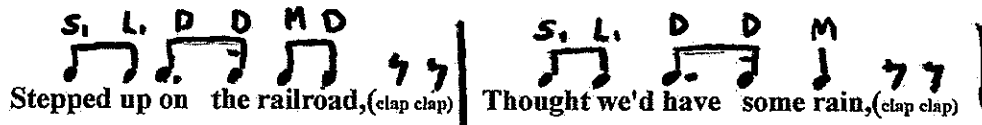
- (A) GOIN' DOWN TO CAIRO,
- (B) GOOD-BYE, AND-A GOODBYE,
- (C) GOOD-BYE, LIZA JANE,
- (D) BLACK MY BOOTS AND I
MAKE THEM SHINE,

PUT IT TOGETHER:

A B A C D B D C

"Stepped Up On The Railroad" Play party

4
P



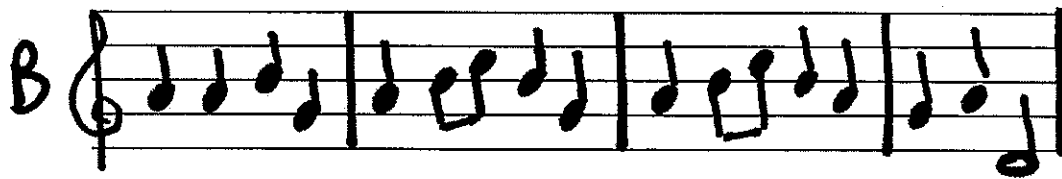
A: 1ST PART- DANCE:

1. FORM AN INSIDE AND OUTSIDE CIRCLE OF PARTNERS.
2. LABEL "INSIDE" CIRCLE "1"'S, "2"'S: "1"'S="ARCHES" "2"'S="DUCKERS"
3. "INSIDERS" STAY STATIONARY AND PUT RIGHT HANDS--PALM FACING PARTNERS.
4. "OUTSIDERS" MOVE COUNTERCLOCKWISE (RIGHT), 3 STEPS TO NEXT PARTNER AND "CLAP" NEW PARTNER'S RIGHT HAND, ON "STEPPED", "THOUGHT", "GET", AND STAY WITH THAT PARTNER.

B: 2ND PART- DANCE:

5. "1"'S GRAB PARTNER'S HANDS AND MAKE ARCHES.
6. "2"'S TAKE PARTNER'S HANDS AND DUCK UNDER "ARCHES" ON "SHOOPEE": 3 TIMES.
7. "LET'S GET": STAY WHERE YOU ARE.

"Ode To Joy"
9th Symphony Ludwig Van Beethoven



"In Good Old Colony Times"

4

S. | D D R R T. | D S. | M M F F R | M
 In | good old col-o- ny | times, | When, we were under the | King,

DR | M M R R | D D T. T. | L. D R T. | D
 Three | ro-guish chaps fell | into mis-haps be-cause they could not sing.

S. | D D R T. | D S. | M M F R | M
 Be- | cause they could not | sing, | Be- cause they could not sing,

DR | M M R R | D D T. T. | L. D R T. | D
 Three | rog-uish chaps fell | into mis-haps be-cause they could not sing.

V.2: The first he was a miller, And the second, he was a weaver,
 And the third he was a little tailor, Three roguish chaps together,
 Three roguish chaps together, three roguish chaps together,
 And the third he was a little tailor, Three roguish chaps together.

V. 3: Now the miller, he stole corn, And the weaver he stole yarn,
 And the little tailor stole broadcloth for to keep these three rogues warm.
 To keep these three rogues warm....etc.

V. 4: So the miller got stuck in the barn , And the weaver got wrapped in the
 yarn, And the spinning wheel fell on the little tailor with the broadcloth
 under his arm. With the broadcloth under his arm...etc.
 (Reprise: "Because they could not sing...etc.)

FOR STUDY PURPOSES ONLY

The next morning, John Adams was to write in his diary:

This is the most magnificent movement of all. This destruction of the tea is so bold, so daring, so firm and it must have important consequences and so lasting, that I cannot but consider it an epoch in history.¹¹

How right he was, even he did not know!

The incident shocked England and helped to unite the colonists. The following ballad was one of several composed to herald the event, and states quite clearly that the Daughter colonies are now the equal of their Mother and intend to maintain their rights, by force if necessary.

RICH OLD LADY¹² ✓

The musical score for 'Rich Old Lady' is written in G major and 3/4 time. It consists of five staves of music with lyrics underneath. The lyrics are: 'There was a rich la - dy lived o - ver the sea, And she was an is - land queen; Her daugh - ter lived off in the new coun - try, With an o - cean of wa - ter be - tween, With an o - cean of wa - ter be - tween.' The score includes a chorus section with the lyrics 'CHORUS' and 'F'. Chords F and C7 are indicated above the notes.

2. The old lady's pockets were filled with gold,
Yet never contented was she;
So she ordered her daughter to pay her a tax
Of thruppence a pound on the tea.
Chorus: repeat the last line of each verse.

3. "O mother, dear mother," the daughter replied,
"I'll not do the thing that you ask;
I'm willing to pay a fair price on the tea,
But never the thrupenny tax."
Chorus

4. "You shall!" cried the mother, and reddened with rage,
"For you're my own daughter, you see;
And it's only proper that daughter should pay
Her mother a tax on the tea."
Chorus

¹¹ Adams, *op. cit.*, p. 323.

¹² Reprinted by permission of John Anthony Scott, author of *The Ballad of America: The History of the United States in Song and Story*. New York: Bantam Books, 1972, pp. 59-61.

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5. She ordered her servant to be called up
To wrap up a package of tea;
And eager for threepence a pound, she put in
Enough for a large family.

Chorus

6. She ordered her servant to bring home the tax,
Declaring her child must obey,
Or, old as she was, and woman most grown,
She'd half whip her life away.

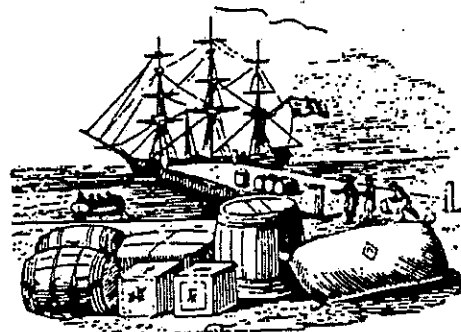
Chorus

7. The tea was conveyed to her daughter's own door,
All down by the oceanside;
But the bouncing girl poured out every pound
On the dark and boiling tide.

Chorus

8. And then she called out to the island queen,
"O mother, dear mother," called she,
"Your tea you may have when 'tis stepped enough,
But never a tax from me."

Chorus



Less than two years after the Boston Tea Party, the colonists were at war with "the rich old lady." Among the British troops who marched out of Boston to participate in the Battle of Bunker Hill, which was fought on Breed's Hill, June 17, 1775, were two regiments of Grenadiers. Especially selected for their size, tenacity and courage, they were among Britain's finest trained troops with a proud battle history behind them, and their own marching song.

THE BRITISH GRENADIERS*

Come, fill up your glasses and drink a health to those
Who carry caps and pouches and wear their looped clothes**
May they and their commanders live happy all their years.

CHORUS: Huzza! Huzza! Huzza! Huzza! For the British Grenadiers.

* Francis Grose, *Military Antiquities*. London, 1786. Volume 1, p. 180.

** Actually the looped clothes belonged to the uniforms of Grenadiers some eighty years earlier.

FOR STUDY PURPOSES ONLY

- 70

Hunters of Kentucky

You gen - tle - men and la - dies fair, who
 grace this fa - mous cit - y. Just
 lis - ten if you've time to spare, whilst
 I re - hearse a dit - ty; And
 for an op - por - tu - ni - ty, con -
 ceive your - selves quite luck - y, For
 'tis not of - ten here you see a
 hunt - er from Ken - tuck - y.
CHORUS
 O Ken - tuck - y, the hunt - ers of Ken - tuck - y;
 O Ken - tuck - y, the hunt - ers of Ken - tuck - y.

We are a hardy freeborn race, each man to fear a stranger,
 Whate'er the game we join the chase, despising toil and
 danger;
 And if a daring foe annoys, whatever his strength and
 forces.
 We'll show him that Kentucky boys are "alligator horses."
 O Kentucky, etc.

The Hunters of Kentucky

This ballad tells the story of the greatest American triumph of the War of 1812 - Andrew Jackson's defeat of hard-bitten British veterans at the battle of New Orleans on January 8, 1815.

The song is important in American political as well as military history. It served as a campaign song during Jackson's effort to win the presidency in 1824; and it became very popular during the actual years of his presidency. The New Orleans victory was a decisive factor in sending Jackson to the White House. This song played its part in the making of a president.

Napoleon's defeat at Leipzig in 1814 boded no good for the American cause; Britain, liberated from her European embroilments, could now give undivided attention to the American foe. Accordingly in the summer of 1814 a thrust against Louisiana was planned: to close the mouth of the Mississippi, tie up American commerce, and establish a base from which to re-establish British imperial power in the heart of the North American continent.

The British massed their invasion forces at Jamaica - an army ten thousand strong, that included veterans from the
 (continued on page 71)

FOR STUDY PURPOSES ONLY

✓ The Shanty Boys in the Pine



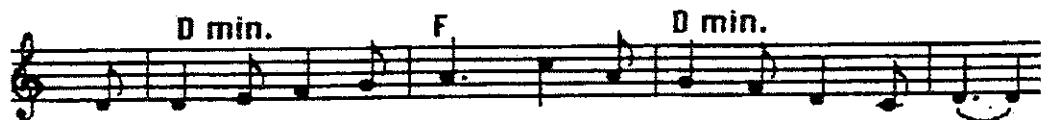
1. Come all ye jol-ly shan-ty boys, come lis-ten to my song,
2. The chop-pers and the saw - yers, they lay the tim-ber low,



It's all a - bout the shan-ties and how they get a - long.
The skid-ders and the swam-pers, they hol-ler to and fro.



They are a jol-ly crew of boys, so mer-ry and so fine,
And then there come the load---ers, be-fore the break of day,



Who while a-way the win - ters a - cut-ting down the pine.
Come load__ up the teams, boys, and to the woods a - way.

3. The broken ice is floating, and sunny is the sky;
Three hundred big and strong men are wanted on the drive.
With cant hooks and with jam pikes these noble men do go,
And risk their lives each springtime on some big stream you know

Source: This Is Music, Book 5, 1962. Allyn & Bacon.

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FOR STUDY PURPOSES ONLY

✓ 220. THE WABASH CANNON BALL

Collected and arranged by Alan Lomax. see: Botkin VII, 462; Randolph IV, 363.
Perhaps the song is a remake of the post Civil War *Uncle Sam's Farm* (see Brown III, 474) but still it is a genuine hobo ballad which became a favourite of hillbilly singers in the 1930's, and has been frequently recorded and considerably altered in recorded transmission.

With a smooth drive ♩ = 200

GUITAR- 2A, 3C, 4, 5B, 5C
BANJO- 1-3, 5A

From the great At-lan-tic O-cean to the wide Pa-ci-fic shore, From
CHORUS Lis-ten to the jin-gle, the rum-ble and the roar, As she
sun-ny Cal-i-for-nia To ice-bound La-bra-dor, She's
glides a-long the wood-lands, through hills and by the shore, Hear the
migh-ty tall and hand-some, she's known quite well by all, She's the
migh-ty rush of the en-gine, hear those lone-some ho-boes squall, While
'boes ac-com-mo-da-tion on the Wa-bash Can-non Ball.
trav-elling through the jun-gle on the Wa-bash Can-non Ball.

- 1 From the great Atlantic Ocean to the wild Pacific shore,
From sunny California to ice-bound Labrador,
She's mighty tall and handsome, she's known quite well by all,
She's the 'boes accommodation on the Wabash Cannon Ball.
CHORUS:
Listen to the jingle, the rumble and the roar,
As she glides along the woodlands, through hills and by the shore,
Hear the mighty rush of the engine, hear those lonesome hoboese squall,
While travelling through the jungle on the Wabash Cannon Ball.
- 2 This train, she runs to Memphis, Mattoon, and Mexico,
She rolls through East St. Louis and she never does it slow,
As she flies through Colorado, she gives an awful squawl,
They tell her by her whistle—the Wabash Cannon Ball. (CHO.)
- 3 Our eastern states are dandy, so the people always say,
From New York to St. Louis and Chicago by the way,
From the hills of Minnesota where the rippling waters fall,
No changes can be taken on the Wabash Cannon Ball. (CHO.)
- 4 Now here's to Boston Blackey, may his name forever stand,
And always be remembered by the 'boes throughout the land,
His earthly days are over and the curtains round him fall,
We'll carry him home to victory on the Wabash Cannon Ball. (CHO.)

-23-

Lomax

"Give Me Your Tired, Your Poor"
Music by Irving Berlin
Poetry taken from "The New Colossus"
by Emma Lazarus

4 Question:

Give me your tired, your poor, your hud-dled masses yearning to breathe free, The wretched refuse of your teaming shore

Answer:

Send these, the homeless, tempest tossed to me. I lift my lamp be- side the gold- en door!

(65)

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