

Sing and Play on Special Days

BY DENISE GAGNE

Orff Accompaniments edited by Judy Sills

Every teacher that I've ever worked with spends many hours looking for teaching materials and performance repertoire for assemblies, concerts, or for use in their classroom. Here is an easy solution! This is a collection of unison and part songs with piano accompaniment, songs with Orff accompaniment, rounds, game songs, readings, poems and reader's theater for special days and holidays throughout the school year.

A multitude of ideas for assemblies, performances or classroom use!

THEMES & VARIATIONS

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Sing and Play on Special Days

Organizers:

- | | |
|--------------------|-----------|
| 1. Welcome | echo song |
| 2. Goodbye | echo song |
| 3. Posture Chant | chant |
| 4. Line up Chant | chant |
| 5. Line up Chant 2 | chant |
| 6. Dismissal Game | game song |

Fall:

- | | |
|-----------------------------------|--------------|
| 7. I'm Glad I'm Back at School | unison/piano |
| 8. Falling Leaves | round/Orff |
| 9. Fall by <i>Judith Lawrence</i> | poem |

Thanksgiving:

- | | |
|--------------------------------------|--------------|
| 10. Thanks a Lot for Hands that Clap | action song |
| 11. Five Fat Turkeys Are We | game |
| 12. I'm the Fastest Turkey | game |
| 13. Thanksgiving | poem |
| 14. We Are Thankful | round / Orff |
| 15. I'm Thankful | unison/piano |

Halloween:

- | | |
|---------------------------------------|--------------|
| 16. Bats (special effects - balloons) | song/Orff |
| 17. Magic Spell | action song |
| 18. Witch's Stew | Rondo chant |
| 19. The Witch's Cat is Sleeping | game song |
| 20. Witch Witch Fell in a Ditch | game song |
| 21. Pass the Witch's Broom | game / Orff |
| 22. When Witches Walk | poem |
| 23. What's That? | unison/piano |

Remembrance Day or Veteran's Day:

- | | |
|------------------------------------|------------------|
| 24. Sing for Peace | 2 part / piano |
| 25. Peace Canon | round/Orff |
| 26. Last Post | |
| 27. Peace Begins on the Playground | reader's theater |
| 28. In Flanders Fields | poem |
| 29. The Story of the Poppy | reading |
| 30. An Honoured Son | poem |
| 31. The Story of Sadako | reader's theater |

Christmas:

- | | |
|---------------------------------|---------------|
| 32. Christmas Round & Dance | round/game |
| 33. Let's Go and Look for Santa | game |
| 34. C is for Candle | choral speech |
| 35. Ho Ho Ho, Look at Santa Go | game song |
| 36. Jingle Bells | unison song |
| 37. Jingle Bells Dance | dance/game |
| 38. Jingle Bells Game | game |
| 39. Hot Cockles | game |
| 40. Christmas Stocking Game | game |

Hanukkah:

- | | |
|---------------------------|------------|
| 41. O Hanukkah | song/piano |
| 42. My Candles | song/ Orff |
| 43. No Latkes Left For Me | poem |

New Years:

- | | |
|----------------------------|----------------|
| 44. In the Land of Oz 1998 | game song/Orff |
|----------------------------|----------------|

Groundhog Day:

- | | |
|-------------------|---------------|
| 45. Groundhog Day | choral speech |
|-------------------|---------------|

Chinese New Years:

- | | |
|--------------------|-----------|
| 46. Rainbow Colour | song/Orff |
|--------------------|-----------|

Valentines:

- | | |
|-------------------------------|---------------|
| 47. Valentine, Valentine | clapping game |
| 48. Will You Be My Valentine? | game |
| 49. I Like You | round/Orff |

St. Patrick's Day

- | | |
|--------------------------|-----------|
| 50. St Patrick's Day Jig | game song |
|--------------------------|-----------|

Easter:

- | | |
|---------------------------------------|-------------|
| 51. Little Rabbit Foo Foo | action song |
| 52. Hurry Easter Bunny | game |
| 53. Easter Time by <i>Susan Stolz</i> | poem |
| 54. Easter Bunny Boogie | song/piano |
| 55. Find the Easter Basket | game |
| 56. Bunny Pokey | game |
| 57. Hide the Easter Eggs | game |

Earth Day: April 22

- | | |
|------------------|--------------|
| 58. Show We Care | 2 part/piano |
|------------------|--------------|

Mother's Day:

- | | |
|----------------------------|--------------|
| 59. That's My Mom | unison/piano |
| 60. Mom - You're the Best! | unison/piano |
| 61. My Super Mom | poem |

Father's Day:

- | | |
|----------------------------------|------|
| 62. My Dad by <i>Susan Stolz</i> | poem |
|----------------------------------|------|

Volunteers:

- | | |
|----------------|--------------|
| 63 Thank You | unison/piano |
| 64. Volunteers | poem |

Teacher's Retirement:

- | | |
|-------------|--------------|
| 65. Teacher | unison/piano |
|-------------|--------------|

Graduation:

- | | |
|--------------------|--------------|
| 66. Without Dreams | unison/piano |
|--------------------|--------------|

School Song - generic

- | | |
|-----------------|--------------|
| 67. School Song | unison/piano |
|-----------------|--------------|

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1. Welcome Song

CD #1

Teacher Students Teacher Students D. Gagne

Wel-come to mu - sic! (Wel-come to mu - sic!) Glad you're here! (Glad you're here!)

Teacher Students Teacher Students

Gon-na do some sing-ing. (Gon-na do some sing-ing.) Gon-na use our ears. (Gon-na use our ears.) We're

All Sing

going to have a lot of fun, 'cause mu - sic time has just be - gun!

Teacher Students Teacher Students

Wel-come to mu - sic! (Wel-come to mu - sic!) Glad you're here! (Glad you're here!)

2. Goodbye Song

CD #2

Teacher Class D. Gagne

The mu - sic time is o - ver, (The mu - sic time is o - ver,) It's

Teacher Class

time to say good - bye. (It's time to say good - bye.) Good -

Teacher Class

bye un - til the next time. (Good - bye un - til the next time.) Good -

Teacher Class

bye, good - bye, good - bye. (Good - bye, good - bye, good - bye.)

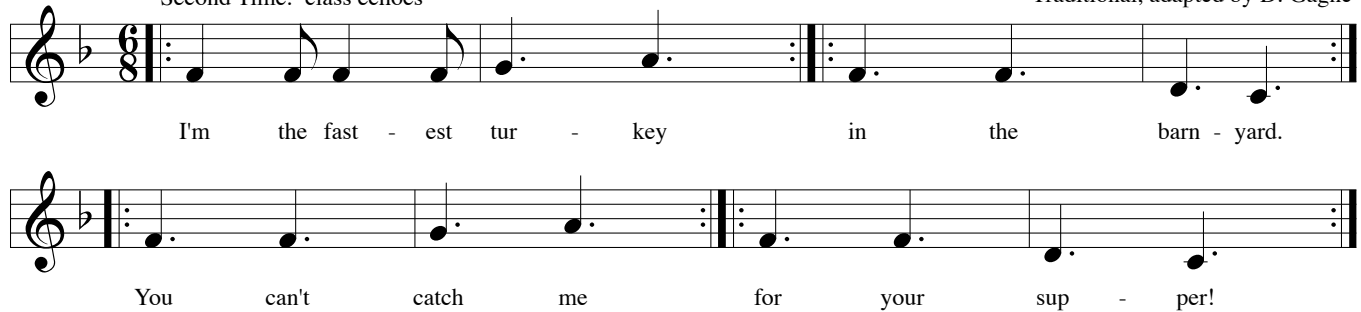
Note to the teacher: A welcome and a goodbye song gives some structure to your music classes. These two songs are written in echo format which gives you an opportunity to model good singing for your students.

12. I'm the Fastest Turkey

CD #11

First Time: solo
Second Time: class echoes

Traditional, adapted by D. Gagne



I'm the fast - est tur - key in the barn - yard.
You can't catch me for your sup - per!

Directions: Have the children make a circle. Choose one child to be the turkey. The turkey struts around the outside of the circle while all the children sing the song. At the end of the song, the turkey tags a child who chases and tries to tag the turkey before the turkey reaches the inside of the circle. Both the “turkey” and the “chaser” sit in the middle of the circle until all the children have had a turn.

Optional: Sing the song as a call-response with the “turkey” singing solos.



13. Thanksgiving

At Thanksgiving time I'm in a great mood, Because I think of all that food

There is turkey and stuffing with rich brown gravy,

And Mom will make a pumpkin pie, maybe.

I give thanks this time of year, For all the things which I hold dear.

My home, my friends and family. These things mean so much to me.

I'll visit with some special friends, And don't forget, it's a long weekend,

An extra day to run and play. I really do love Thanksgiving Day.

by Susan Stolz

15. I'm Thankful

CD #13

Moderato ♩ = 100

D. Gagne

1

I'm thank - ful for the food we eat, I'm thank - ful for my
I'm thank - ful for ___ ___ ___ I'm thank - ful for ___

6 *Red.*

friends. I'm thank - ful for my fam - i - ly for fun that nev - er ends. I'm
___ I'm thank - ful for ___ ___ ___ for fun that nev - er ends. I'm

11

thank - ful for the clean fresh air for wa - ter pure and cool, But
thank - ful for ___ ___ ___ for wa - ter pure and cool,

15

most of all I'm thank - ful for a - noth - er day off school!

16. Bats

CD #14



D. Gagne

Bats can fly a - round and make such spook - y sounds. They
Bats can't see at night, so how can they take flight? They
Bats can sleep all day, they don't go out and play. Un -

glks

BX-BM

chill my bones when - ev - er I hear eee eee eee!
list - en for the ech - o of their eee eee eee!
til the sun goes down and then they fly a - way!

To the teacher:

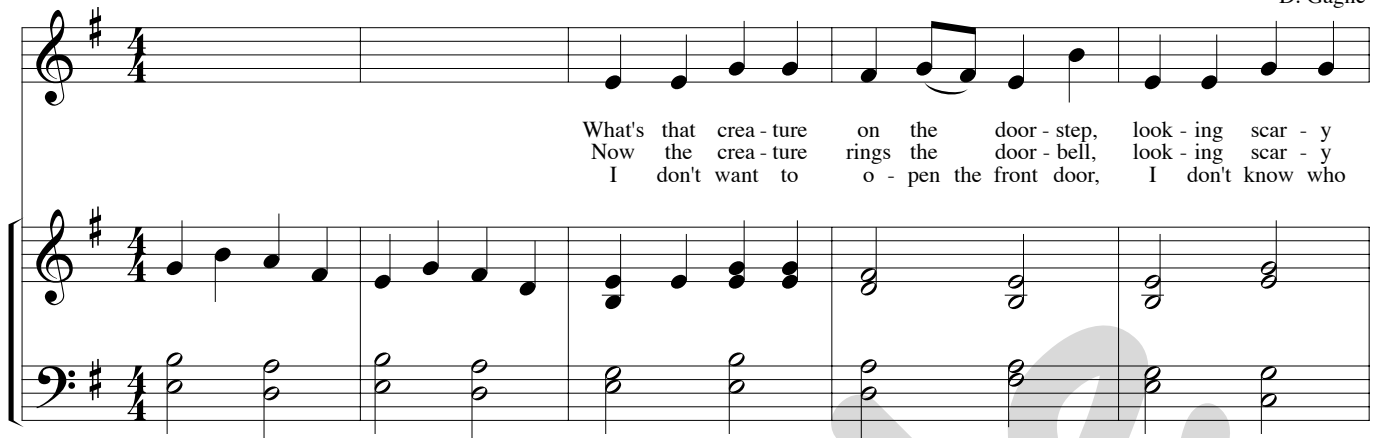
The bat sounds can be made by blowing up balloons, and squeaking the air out slowly. Substitute this sound for the eee eee eee at the end of verse one and two. At the end of verse three, let the balloons go. If there is enough air left in them, they will fly away! This can be done with the least amount of chaos by giving only 4 or 5 children balloons each time you sing the song.

23. What's That?

CD #20

D. Gagne

What's that crea - ture on the door - step, look - ing scar - y
Now the crea - ture rings the door - bell, look - ing scar - y
I don't want to o - pen the front door, I don't know who



as can be? I'm not fright - ened, I'm not wor - ried, I've got Mom right here with me.
as can be. I'm not fright - ened, I'm not wor - ried, I've got Mom right here with me.
I might meet. O - pen slow - ly, take a peek now, then he calls out "Trick or Treat!"



24. Sing For Peace

CD #21

Moderato $\text{♩} = 108$

D. Gagne

Piano

The piano introduction consists of two staves in 4/4 time. The right hand plays a sequence of chords: C4-F4-A4, C4-E4-G4, F4-A4-C5, and C4-E4-G4. The left hand plays a simple bass line: C3, F3, A3, C4, F4, A4, C5, F4, A4, C5.

5 Left hand Starburst Right hand starburst

Sing out a - round the world. Sing out a - round the world.

The first vocal line (measures 5-8) features a starburst in the left hand and a starburst in the right hand. The piano accompaniment continues with chords: C4-F4-A4, C4-E4-G4, F4-A4-C5, and C4-E4-G4. The bass line is: C3, F3, A3, C4, F4, A4, C5, F4, A4, C5.

9 Starburst with both hands Group 1: clasp hands slowly up

Sing out a - round the world and let your voice be heard. Sing for

The second vocal line (measures 9-12) features a starburst with both hands and Group 1 clapping. The piano accompaniment continues with chords: C4-F4-A4, C4-E4-G4, F4-A4-C5, and C4-E4-G4. The bass line is: C3, F3, A3, C4, F4, A4, C5, F4, A4, C5.

13 Group 3: clasp hands slowly up

peace, Sing for peace. Sing for

Group 2: clasp hands slowly up Group 4: clasp hands slowly up

Sing for peace, Sing for peace. Sing for

The third vocal line (measures 13-16) features Group 3 clapping. The piano accompaniment continues with chords: C4-F4-A4, C4-E4-G4, F4-A4-C5, and C4-E4-G4. The bass line is: C3, F3, A3, C4, F4, A4, C5, F4, A4, C5.

26. Last Post

CD #23

The musical score for 'Last Post' is written on six staves in a single system. It begins with a treble clef and a common time signature (C). The melody is characterized by a series of eighth and quarter notes, often grouped in pairs. Several notes are marked with a fermata, indicating they are held for a longer duration. The piece concludes with a double bar line.

The “Last Post” signifies the end of the day in military camp; in Remembrance Day ceremonies it symbolizes death. The “Last Post” is followed by two minutes of silence.

27. Peace Begins on the Playground

Speaker 1: Sometimes we think that war is something that happens a long way from our school, and that peace is something that happens far away. But war is a conflict between countries that started when people in two countries couldn't resolve their differences.

Speaker 2: A conflict on the playground happens when children can't get along. When everyone knows how to resolve conflicts without fighting, there will be no more playground fights and no more wars. Peace begins on the playground.

Vignette 1:

Two children wearing jackets walk across the stage. One holds a package of dunkaroos.

Child 1: These dunkaroos are so good. Chocolate is definitely my favorite!

Child 2: Can I have one?

Child 1: No way. This is the first time all year my mom's given me dunkaroos in my lunch.

Child 2: But I gave you some dunkaroos last week and the week before and the week before that!

Child 1: So what? I'm going to eat these all myself.....

Children freeze

Speaker 1: Let's try that again, and see if we can find a way to resolve this conflict.

Children reverse directions and walk across the stage.

Child 1: These dunkaroos are so good. Chocolate is definitely my favorite!

Child 2: Can I have one?

Child 1: But this is the first time all year my mom's given me dunkaroos in my lunch.

Child 2: But I gave you some dunkaroos last week and the week before and the week before!

Child 1: You're right....here, have one!

Speaker 3: Conflicts start when kids call each other names, argue, bully, throw things, push, take someone else's things, tease each other, disagree with others or blame the other kid.

Speaker 4: Here's a super simple solution to most conflicts. One - Agree to find a solution. Two - Let each side explain what happened, and listen to each side. Three - Solve the problem.

Speaker 3: It sounds too easy!

Speaker 4: It is easy - but it means that you won't always get your own way.

Speaker 3: So I can bring peace to the playground by being nice and solving conflicts without fighting????

Speaker 4: That's it - peace begins on the playground.

42. My Candles

CD #29

Hebrew, arranged by D. Gagne

1

In the win-dow where you can see the glow, From my me-no - rah on new-ly fal-len snow,
In the win-dow where you can see the glow, From my me-no - rah on new-ly fal-len snow,

Glock

AX/AM

wind chimes

BX/BM

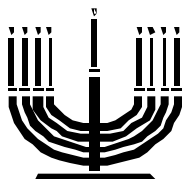
5

I will set you one lit - tle can - dle, On this the first night of Ha - nuk - kah.
I will set you two lit - tle can - dles, On this the sec - ond night of Ha - nuk - kah.

5

5

5



To the teacher: This song is supposed to be sung eight times, one for each candle that is lit. On each repetition one more candle is lit.

In a performance, it would be very effective to give eight children flashlight candles, and have them “light” their candles one at a time.

47. Valentine Valentine

CD #32

Val - en - tine, val - en - tine, Won't you be my val - en - tine?

Val - en - tine, val - en - tine, Won't you be my friend?

The image shows two staves of musical notation in G major (one sharp) and common time. The first staff has lyrics: 'Val - en - tine, val - en - tine, Won't you be my val - en - tine?'. The second staff has lyrics: 'Val - en - tine, val - en - tine, Won't you be my friend?'.

Form a circle with partners facing each other.

Measure 1: Clap own hands, clap partner's right hand, clap own, clap partner's left hand

Measure 2: Same

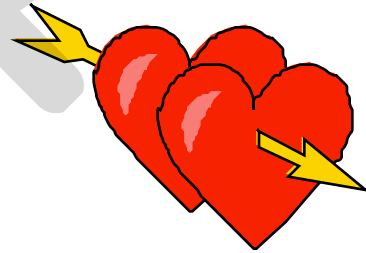
Measure 3: Same

Measure 4: Join both hands, change places, turn and face a new friend.

Continue the game until you return to your first partner.

Variation for older students:

Before singing the song with their partner, child 1 improvises a 4 beat or 8 beat body percussion rhythm pattern, and child 2 echoes. Sing the song and do the improvisation with a new partner. To designate a leader, have the leaders wear red hearts, phys-ed vests, or a piece of masking tape.



48. Will You Be My Valentine?

CD #33

Traditional, adapted by D. Gagne

Will you be my val - en - tine, my val - en - tine, my val - en - tine?

Will you be my val - en - tine, my val - en - tine to - day?

The image shows two staves of musical notation in B-flat major (two flats) and common time. The first staff has lyrics: 'Will you be my val - en - tine, my val - en - tine, my val - en - tine?'. The second staff has lyrics: 'Will you be my val - en - tine, my val - en - tine to - day?'.

Directions for the game: Children are in scattered formation throughout the classroom. Sing the song moving freely to the music. At the end of the song, each child must quickly find a partner and sit down on the floor. The last 2 children standing are eliminated. Continue until you declare a winner or winners.

57. Hide the Easter Eggs

CD #41

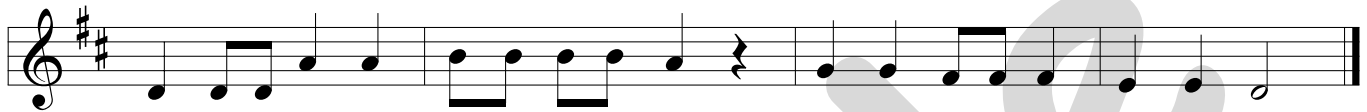
Traditional, adapted by D. Gagne



Five lit - tle bun - nies hop - ping up and down, hid - ing Eas - ter eggs all a - round.

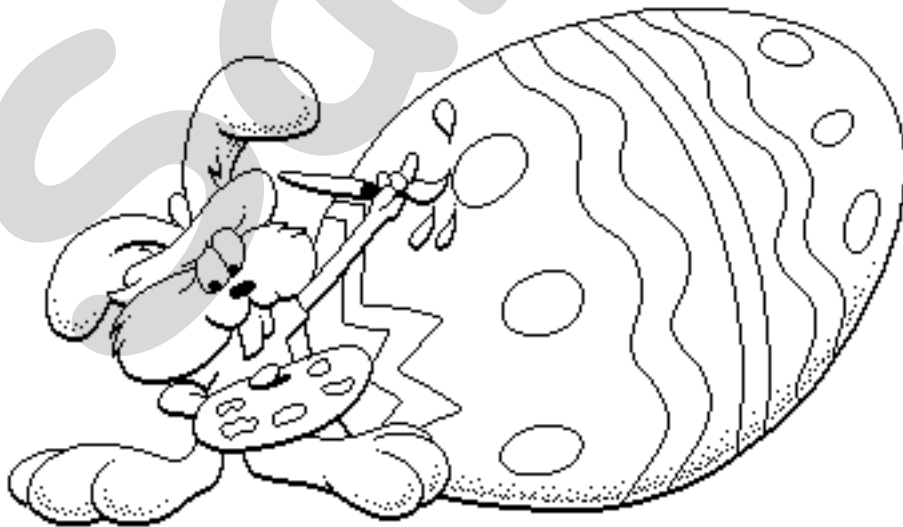


Orange, yel - low, pink and green, hide them where they can be seen!



Five lit - tle bun - nies hop - ping up and down, hid - ing Eas - ter eggs all a - round.

To the teacher: Make five large construction paper eggs or use five egg shakers or colored balloons. Choose five students to hide these “eggs” while the others close their eyes and sing the song. When the song is over, hunt for the eggs. The finders become the new “Easter Bunnies” and hide the eggs.



60. Mom You're the Best!

CD #44

C D. Gagne

Moth - er's Day we
Spilled some cof - fee

The first system of the sheet music is in 4/4 time. It features a vocal line and a piano accompaniment. The piano part consists of a steady eighth-note accompaniment in the right hand and a bass line in the left hand. The system concludes with a double bar line and repeat dots.

stop to say, hope you have a spe - cial day, Bring you break - fast in your bed,
on the floor, wipe it up and pour some more. You won't mind if we make mess,

The second system continues the melody and accompaniment. The piano accompaniment features a consistent eighth-note pattern. The system ends with a double bar line and repeat dots.

Oops! The toast fell on your head! Mom, you're the best! (clap) Bet - ter than all the rest!
'Cause you know we tried our best.

The third system includes a 'clap' instruction. The piano accompaniment features a consistent eighth-note pattern. The system ends with a double bar line and repeat dots.

In my eyes you're num - ber one, I'm to - tal - ly im - pressed!

The fourth system concludes the piece. The piano accompaniment features a consistent eighth-note pattern. The system ends with a double bar line and repeat dots.

63. Thank You!

CD #45

1 D. Gagne

Part I

clap, then extend hands out Begin snapping left, right on each beat

I want to thank you for all you've done. ———
You've showed you cared each time you were here. ———

5

Build a tower: left hand, right hand above, left, right

We have had a lot of fun. ——— You have helped us learn and ——— grow, ———
You were awe - some vol - un - tears, ——— now it's time to cel - e - brate 'cause ———

9

Extend hands palms up divisi Snaps & Sways left and right

more than you'll ev - er know. So thank you, ———
you make our schoo - ool great.

Thank you,

Red.

65. Teacher

CD #46

D. Gagne

Teach-er you al-ways had a

Red. Red.

warm and friend-ly smile, I'm glad we worked to-geth-er for a while. In all my to-mor-rows a

part of you re-mains, Thank you teach-er, I'll ne-ver be the same. You shaped me like a pot-ter who's

mold-ing his clay, You found the good and made me see it too. Your vi-sion of me was clear-er

67. School Song

CD #48

D. Gagne

1

I get a hap - py feel - ing, here in my school, here in my school, here in my school. I get a

6

hap - py feel - ing, here in my school, here at _____ . We work to - geth - er to help each

11

oth - er, All the staff and the stu - dents are a team. We do our best work, in our class - rooms we try to

16

BE THE BEST that we can be! I get a hap - py feel - ing, here in my school, here in my school,

21

here in my school. I get a hap - py feel - ing here in my school, here at _____ .

About the Authors:

Denise Gagne is a music specialist, author and award winning conductor with 20 years experience teaching choir, band and classroom music K-12. She holds a B.Mus. from the University of Victoria, a Diploma in Music (pending) from the University of Auckland, a B. Ed. from the University of Saskatchewan, and a Dip F.A. from the University of Calgary Kodaly Program with Lois Choksy. She has also had Orff training with Donna Otto and Jos Woytak and studied flute with Marcel Moysé. Denise teaches music in Red Deer, Alberta and gives many workshops each year.

Bunny Iskov is the poetry editor for Outreach Connection newspaper in Toronto, Ontario. She is a member of the Canadian Poetry Association and an associate member with the League of Canadian Poets. Her published works include *Enigma of the Mind*, a fund raising volume for the Canadian Mental Health Association; *Anxiety Attack*, 1996, Broken Jaw Publishing; *Black and White*, Meckler and Deahl, 1997. Bunny also writes and publishes poetry for children.

John B. Lee has published 22 books to date, and has won many awards including the Milton Acorn Memorial Peoples' Poetry Award. Besides being a full-time writer, Mr. Lee has been a guest editor of several poetry journals. He has been poet in residence at the University of Windsor, a teacher of advanced creative writing at Canadore College summer campus, given workshops and read his poetry at many locations in Canada and the U.S. He is also an author of children's poetry and writes and performs his songs for young audiences. He lives in Brantford, Ontario.

Susan Stolz received her education degree from the University of Lethbridge and taught Grade 5, 6 and French. During this time she wrote extensively for her own classes. Susan is currently teaching kindergarten in Red Deer, Alberta.

Judith Lawrence is a Registered Nurse by profession. She has been writing since 1992 and her articles, short stories and poems have been published in magazines and anthologies across Canada. She is a member of the Toronto Branch of the Canadian Authors Association. She is keenly interested in promoting literacy skills for adults and is a member and tutor in the South Muskoka Branch of the Laubach Literacy Society.

Judy Sills is currently an administrator and teacher for the Edmonton Public School District. Judy has instructed Orff levels courses at universities in Edmonton, Calgary, Lethbridge, Regina, and Saskatoon. She currently teaches level II at the University of Alberta. She has served as clinician presenting Orff workshops across Canada. Her musical training includes a Bachelor of Music, a Graduate Diploma in Education and a Master Level Orff certificate from Memphis State University. Judy has co-authored two books of Songs for Children in the Orff style with Professor Jos Woytak. Her newest book is *Canadiana*, a collection of Canadian folk songs orchestrated in the Orff style which is available through Themes & Variations.

Frank Pavlick is Canada's first, full time sports poet. He is the author of fourteen books in all, and is an award winning, best selling poet. Born in Stellarton, Nova Scotia in 1934, Pavlick is a veteran of the Korean war. His work has often been used on the CBC, applying poetic form to stories such as the Gretzky trade, the Edmonton Eskimos, the Calgary Stampede, the Olympic Games and Kurt Browning. Books that are currently available include *CROWD PLEASING HOCKEY POEMS*, *Canada's Sports Poet*, *Golfing is Fun*, *Curling.....on the Rocks*. Contact CSP Publishing, 109 Kennings Crescent, Red Deer, AB, T4P 3M9 for further information. Email fpavlick@shaw.ca