

# Singing Games Children Love

Volume 1

Compiled by Denise Gagné

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## Themes & Variations

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# 1. Good Morning

D. Gagné

Good morn - ing, good morn - ing. How are you to - day?  
Time to sing, time to learn, al - ways time to play.

The image shows two staves of musical notation in treble clef with a common time signature (C). The first staff contains the melody for the first line of lyrics, and the second staff contains the melody for the second line. The notes are simple, using quarter and eighth notes.

**Directions:** Make a single circle with partners facing each other.

Measure 1 - shake right hands, shake left hands

Measure 2 - a wake up stretch

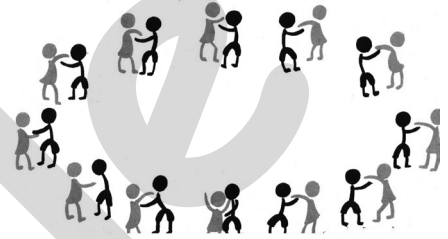
Measure 3 - give '5', your partner gives you '5'

Measure 4 - take your partner's hands and circle, exchanging places as you do so

Make a 1/2 turn at the end

Repeat with a new partner

The game repeats a half step higher each time you sing.



# 2. Hello Game

Hel - lo Su - san. Hel - lo Da - vid. Hel - lo Al - ly - son. Hel - lo Sta - cy.

The image shows a single staff of musical notation in treble clef with a common time signature (C). The melody consists of a series of quarter notes, each corresponding to a name in the lyrics below.

**Directions:** The teacher starts by singing "Hello" to a student. The student continues the game by singing his own name followed by a classmate's name. The classmate sings his own name followed by a different classmate's name. Eliminate those who don't sing on the beat, until there are only a few left. Practice many times before beginning the elimination part of this game. Instead of eliminating students you could ask the student who went out to suggest a new tempo for the game.

# 3. Concentration

Traditional adapted by D. Gagné

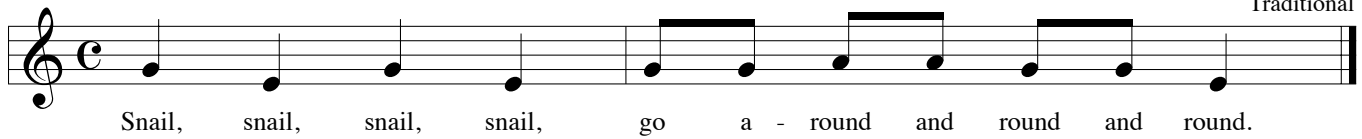
Con - cen - tra - tion eve - ry - bod - y read - y? When you hear your name, — the game be - gins!

The image shows a single staff of musical notation in treble clef with a common time signature (C). The melody is more complex than the previous songs, featuring eighth and sixteenth notes. The lyrics are placed below the notes.

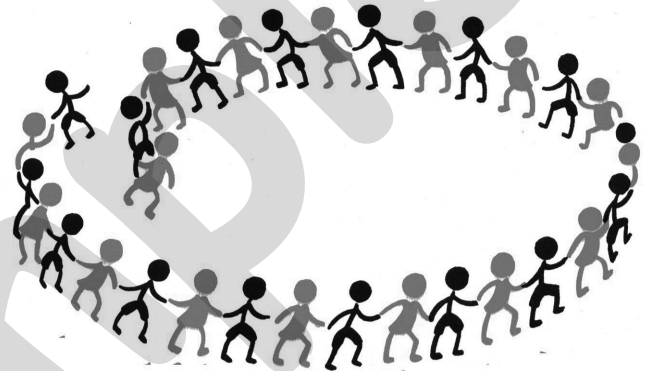
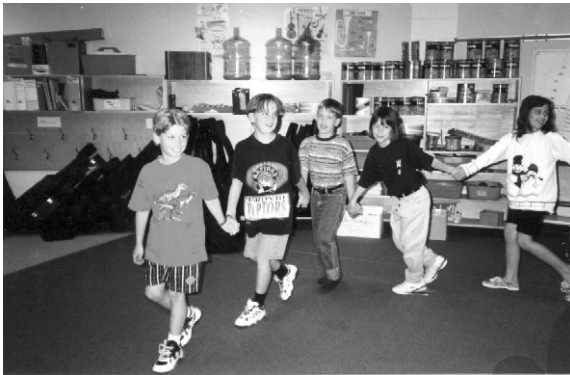
**Directions:** All begin by singing the first part of the song. After the line, "When you hear your name, the game begins!" the teacher sings her own name, followed by a student's name. The student continues the game by singing his own name followed by a classmate's name. The classmate sings his own name followed by a different classmate's name. Eliminate those who don't sing on the beat until there are only a few left. Practice many times before beginning the elimination part of this game. Instead of eliminating students you could ask the student who went out to suggest a new tempo for the game.

## 7. Snail, Snail

Traditional



**Directions:** I thought that Snail, Snail would be too ‘babyish’ for Grade One children but they love it, and continue to ask for it in Grade Two and Three. Make a line, then lead the line into a circle and then unwind them. It’s important to remind them that they need to keep their hands joined. If they break the chain, the “Snail” won’t work. It’s also important to remind them to crunch snails with their feet on every beat. With small children, sing the song at a fairly quick tempo. They have short legs, and will be more successful keeping the beat with quick steps than with slow ones.



## 8. The Snail

Traditional

**Directions:** Use the same formation as Snail, Snail. Make a line with all the children holding hands, lead them into a spiral, and then lead them out. After the children know it well, they enjoy being leader.

## 9. Skip to My Lou

Traditional

Lost my part - ner, what -'ll I do? Lost my part - ner, what -'ll I do?

Lost my part - ner, what -'ll I do? Skip to my Lou my dar - ling.

Lou, Lou, skip to my Lou. Lou, Lou, skip to my Lou.

Lou, Lou, skip to my Lou. Skip to my Lou my dar - ling.

I'll find an - oth - er one pret - ti - er than you. I'll find an - oth - er one pret - ti - er than you.

I'll find an - oth - er one pret - ti - er than you. Skip to my Lou my dar - ling.

*Fine*

*D.S. al Fine*

**Formation:** Single circle

Measures 1-4: All walk forward four steps to the center, hands joined, and raising arms as the steps are taken. All walk backward four steps, lowering arms and bringing arms back. Repeat.

Measures 5-8: Without dropping hands, the leader walks directly across the circle to the opposite side and walks under the joined hands of the arch couple. Everyone follows the leader (with hands still joined) under the arch, turning the circle inside out.

Measures 9-16: Repeat all steps backwards ending in a circle again.

Four steps back, four steps forward, four steps back, four steps forward.

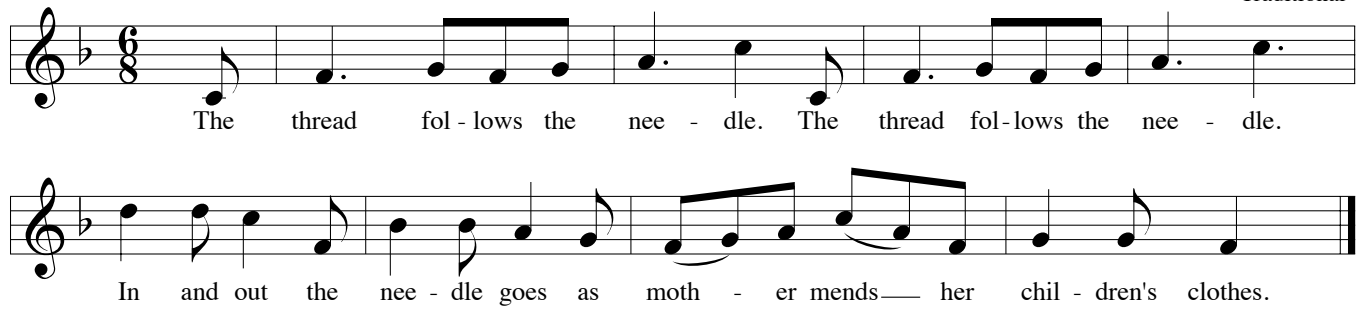
The leader walks backwards through the arch, and the circle reforms.

This is accomplished best if students go slowly through the arch. If they go too quickly, they pull on the arms of the couple who form the arch and can hurt them. The leader should walk straight across the circle and stay in that spot, both when turning the circle inside out and back again. The children on either side of the leader will continue moving until the circle forms, but if the leader moves, the circle will end up a bizarre shape.



## 10. Thread and Needle

Traditional



The thread fol-lows the nee - dle. The thread fol-lows the nee - dle.  
In and out the nee - dle goes as moth - er mends— her chil - dren's clothes.

**Directions:** Make a line, join hands, face the blackboard. One end of the line is the 'knot' and doesn't move at all. The other end of the line is the 'needle' and leads the 'thread' through an arch formed by the last two children in the line. These children end up turned around with arms crossed in front of them. Teacher help is usually needed for the first few turns until the children have this figured out. A capable leader who leads the line in a big circle before going through the hands, helps. Continue until the line is all turned around and then everyone releases hands. After the children have become all knotted up, I like to pretend I have a pair of scissors in my hands and I snip the threads to release their hands.



## 11. Alley Alley Oh

Traditional

The big ship sailed on the Alley Alley Oh, the  
Alley Alley Oh, the Alley Alley Oh. The big ship sailed on the  
Alley Alley Oh, on the last day of Sep - tem - ber.

The image shows three staves of musical notation for the song 'Alley Alley Oh'. The first staff begins with a treble clef, a key signature of one flat (B-flat), and a common time signature (C). The melody consists of quarter and eighth notes. The lyrics are written below the notes. The second and third staves continue the melody and lyrics. The piece ends with a double bar line.

**Directions:** The children begin in a long line with the end child leaning his hand against a wall. All join hands and follow the big ship (the child at the unattached end) in a large circle through the window between the end child and the wall, then through the next window, and the next until all the windows have been used.

## 12. Cuckoo

Cuck - oo where are you? Cuck - oo!

solo Traditional

The image shows a single staff of musical notation for the song 'Cuckoo'. The staff begins with a treble clef, a key signature of one flat (B-flat), and a 2/4 time signature. The melody consists of quarter and eighth notes. The lyrics are written below the notes. The word 'solo' is written above the staff, and 'Traditional' is written to the right of the staff. The piece ends with a double bar line.

**Directions:** Cuckoo is a singing game. The class sings the question, “Cuckoo, where are you?” One child is seated with his back to the class, hiding his eyes. Select one child to sing “cuckoo” on s-m. The child in front has to try and guess who sang the solo. I allow only one guess or the game takes the entire music class and the children become restless. I keep track of who has had a turn on my class list, and at the same time evaluate how well the soloist is matching pitch. If I don’t finish the game in one class, I know who hasn’t had a turn in the next class.

Enlarge the picture of the cuckoo clock so that you can show your students what a cuckoo clock looks like.





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