

Action Songs Children Love

Volume 1: *Preschool-Grade 2*

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1. Hickory Dickory Dock

traditional

Hick-or - y dick-or - y dock! The mouse ran up the clock! The
clock struck one, The mouse ran down. Hick-or - y dick-or - y dock!

2. Hickory dickory dock! The mouse ran up the clock!
The clock struck two. A cat said, "Boo!" Hickory dickory dock!
3. Hickory dickory dock! The mouse ran up the clock!
The clock struck three. The mouse said, "Dear me!" Hickory dickory dock!
4. Hickory dickory dock! The mouse ran up the clock!
The clock struck four. They ran out the door. Hickory dickory dock!

Actions:

Hickory dickory dock! *put hands together and swing back and forth like a pendulum*
The mouse ran up the clock! *fingers 'run' up, like a mouse running up a clock*
The clock struck one. *show 1 finger*
The mouse ran down. *fingers 'run' down*
Hickory dickory dock! *put hands together and swing back and forth like a pendulum*

The clock struck two. *show 2 fingers*
A cat said, "Boo!" *show all 10 fingers suddenly*

The clock struck three. *show 3 fingers*
The mouse said, "Dear me" *hands to cheeks and make an 'oh no' face*

The clock struck four. *show 4 fingers*
They ran out the door *fingers run away*

Teaching Purpose:

- * beat
- * singing in tune

I use Hickory Dickory Dock to teach and reinforce the concept of beat. I play a steady beat on a tick tock block while they sing the song and do the actions. Then I ask them what the tick tock block sounds like (a clock ticking). I ask them if they can keep a steady beat like a clock, stepping the beat with their feet or patting in their lap. Later, we practise keeping a beat on rhythm sticks or tick tock blocks. This is an opportunity to assess how well they can keep the beat.

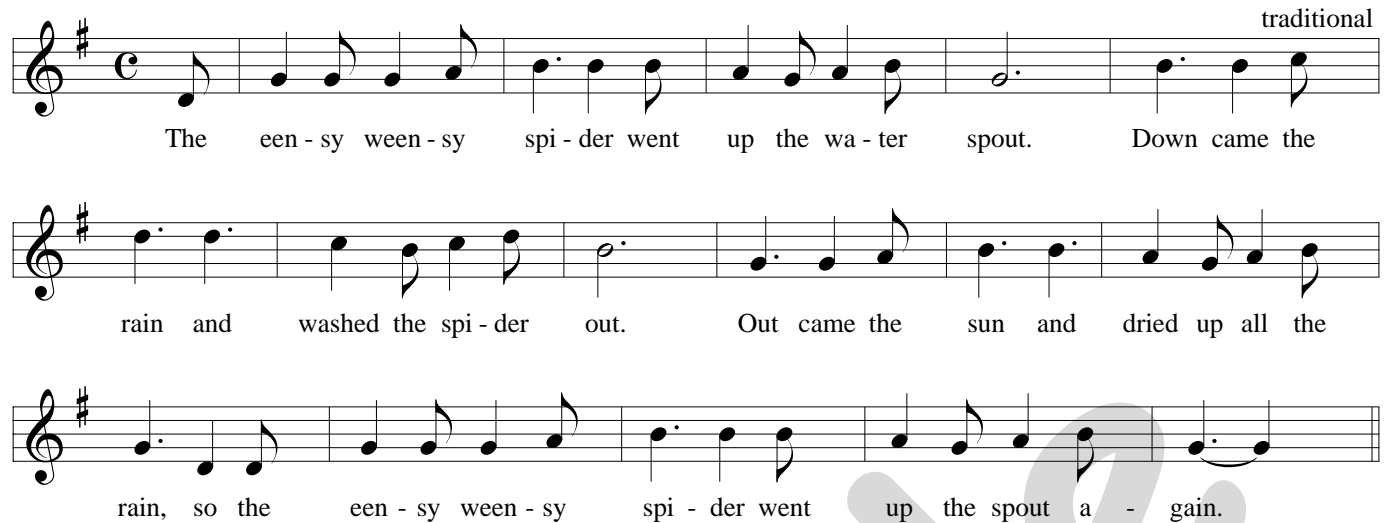
Ask the children to think of other things in their environment that have a steady beat. Imitate the sound or motion of these environmental beats while you sing familiar songs.

- * tap dripping
- * windshield wipers
- * washing machine
- * clocks

A mechanical metronome is a wonderful tool to demonstrate beat. Sing familiar songs with the metronome at a variety of speeds. The children are practising keeping a beat, and learning the concepts 'fast and slow'.

4. Eensy Weensy Spider

traditional



The eensy weensy spider went up the water spout. Down came the
rain and washed the spider out. Out came the sun and dried up all the
rain, so the eensy weensy spider went up the spout a - gain.

Actions:

1. The eensy weensy spider went up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain, so the Eensy weensy spider went up the spout again.
*fingers motion the spider climbing
lower arms, wiggle fingers for rain
wipe 'safe' - make a sweeping motion
raise arms in a star burst motion
fingers motion the spider climbing*
2. The great big spider went up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain, so the Great big spider went up the spout again.
*same actions, with a great big spider
sing a fifth lower*
3. The teeny tiny spider went up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain, so the Teeny tiny spider went up the spout again.
*same actions, with a smaller spider
sing higher*

Teaching Purpose:

- * beat
- * singing in tune
- * high/low sounds

Some children come to Kindergarten and Grade One with very little musical experience. Singing is an acquired skill, and all children can be taught to sing in tune. The child who sings in a very low voice probably hasn't had much experience with music, so must be encouraged to experiment with new ways of speaking and singing. Singing in a very high or a very low voice is not a very musical practise, but sometimes singing in an extreme register will help the child with little experience to find his or her head voice.

In a very low voice say to the children, "This is my speaking voice." Have them echo you.
In a high voice say, "This is my singing voice." Have them echo you, and then have them echo some short melodies in the same range.

Say "hello" to your students in a high voice and have them say "hello" back the same way. I call this 'silly hellos'. It is silly, but it helps children to develop flexibility in their voice, and learn to sing in tune.

5. Icicles

traditional

The musical notation for 'Icicles' is written on two staves in G major, 8/8 time. The first staff contains the melody for the first line of lyrics: 'We are lit - tle i - ci - cles, melt - ing in the sun.' The second staff contains the melody for the second line: 'Can you see our ti - ny tear - drops fall - ing one by one?'. The notes are simple quarter and eighth notes, with a descending line in the second line of the song.

We are lit - tle i - ci - cles, melt - ing in the sun.

Can you see our ti - ny tear - drops fall - ing one by one?

Actions:

Reach up for the high notes and down for the low notes.

On the second line of the song, 'melt' reaching high at the beginning and sinking into the floor.

Body Scale:

Instead of 'melting' on the second line, you could show the placement of the notes on a descending 'body scale'.

do *reach into the air*
ti *hands on head*
la *hands on shoulders*
so *hands on stomach*
fa *hands on thighs*
mi *hands on knees*
re *hands on ankles*
do *hands on floor*

Teaching Purpose:

- * singing in tune
- * high/low sounds
- * body scale

6. Jack and Jill

traditional

The musical notation for 'Jack and Jill' is written on two staves in G major, 8/8 time. The first staff contains the melody for the first line of lyrics: 'Jack and Jill went up the hill, to fetch a pail of wa - ter. Up Jack got and home did trot as fast as he could ca - per.' The second staff contains the melody for the second line: 'Jack fell down and broke his crown and Jill came tumb - ling af - ter. Went to bed to mend his head with vine - gar and brown pa - per!'. The melody is simple and repetitive, with a clear descending line in the second line of the song.

Jack and Jill went up the hill, to fetch a pail of wa - ter.
Up Jack got and home did trot as fast as he could ca - per.

Jack fell down and broke his crown and Jill came tumb - ling af - ter.
Went to bed to mend his head with vine - gar and brown pa - per!

Teaching Purpose:

- * singing in tune
- * high/low sounds
- * body scale

Actions: Show how the notes go up and down using the body scale as described for Icicles.

7. Head and Shoulders

Head and shoul-ders knees and toes, knees and toes, head and shoul-ders knees and
 toes, knees and toes, eyes and ears and mouth and nose,
 head and shoul - ders knees and toes, knees and toes.

Actions: touch each part of the body as it is sung

Head	<i>touch head</i>
and shoulders	<i>touch shoulders</i>
knees and	<i>touch knees</i>
toes	<i>touch toes</i>
knees and	<i>touch knees</i>
toes	<i>touch toes</i>
Head and	<i>touch head</i>
shoulders	<i>touch shoulders</i>
knees and	<i>touch knees</i>
toes	<i>touch toes</i>

On the CD, this song is sung three times: *andante*, *moderato* and *allegro*. Use the terms fast and slow with very young children. If your kindergarten and grade 1 children understand the concept 'fast and slow', introduce the musical terms that mean fast and slow and use them whenever you have a song that changes speed, or tempo. In grades 2 and 3, make flashcards with the terms on them and ask the children which tempo they should sing a song at.

<i>largo</i>	<i>very slow</i>
<i>adagio</i>	<i>slow</i>
<i>andante</i>	<i>slowly, walking speed</i>
<i>moderato</i>	<i>moderately</i>
<i>allegro</i>	<i>fast and lively</i>
<i>vivace</i>	<i>fast and lively</i>
<i>presto</i>	<i>quickly</i>
<i>prestissimo</i>	<i>as fast as possible</i>

Another way to play: This song can also be sung as a 'leave it out' action song. Each time you sing, leave out one body part, showing it with your hands. First time: ___ and shoulders, knees and toes
 Second time: ___ and ___ knees and toes.

Teaching Purpose:

- * beat
- * singing in tune
- * parts of the body
- * fast / slow
- * tempo terms