

French Folk Songs Children Love

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Themes & Variations

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1. Savez vous planter les choux



Sa - vez vous plan - ter les choux, À la mo - de, à la mo - de, Sa - vez
vous plan - ter les choux, À la mo - de de chez nous?

Savez-vous planter les choux,
À la mode, à la mode?

Savez-vous planter les choux,
À la mode de chez-nous?

On les plante avec les pieds,
À la mode, à la mode,
On les plante avec les pieds,
À la mode de chez-nous.

On les plante avec les genoux,
À la mode, à la mode,
On les plante avec les genoux,
À la mode de chez-nous.

On les plante avec les mains,
À la mode, à la mode,
On les plante avec les mains,
À la mode de chez-nous

On les plante avec le nez,
À la mode, à la mode,
On les plante avec le nez,
À la mode de chez-nous.

On les plante avec le coude,
À la mode, à la mode,
On les plante avec le coude,
À la mode de chez-nous.

*Can you plant your cabbage so,
Just as we do, just as we do?*

*Can you plant your cabbage so,
Just as we do when we plant?*

*You can plant them with your feet,
Just as we do, just as we do,
You can plant them with your feet,
Just as we do when we plant.*

*You can plant them with your knees,
Just as we do, just as we do.*

*You can plant them with your knees,
Just as we do when we plant.*

*You can plant them with your hands,
Just as we do, just as we do,
You can plant them with your hands,
Just as we do when we plant.*

*You can plant them with your nose,
Just as we do, just as we do,
You can plant them with your nose,
Just as we do when we plant.*

*You can plant them with your elbow,
Just as we do, just as we do,
You can plant them with your elbow,
Just as we do when we plant.*

Teaching suggestions:

- 1) This song is an old favourite, and there are many variations of it sung around the world. The song asks whether the listener can plant cabbages the way we do, in our way or fashion when we're at home.
- 2) Children could form a circle and when they sing the refrain, they can dance or skip, first to the right and then to the left. For each verse children should stand still and mime planting the cabbage with the part of the body mentioned.
- 3) Have a child be the farmer in the middle of the circle and that person can lead the song and miming actions, during the refrain the farmer can skip inside the circle and choose another farmer to lead the song.
- 4) This is a good song to teach parts of the body. You can add any parts that you like!

Translators Note: The translations in this book are intended to show the meaning of the words - not to be sung.

3. Sur le pont d'Avignon

lively

Sur le pont d'A - vi - gnon l'on y dan - se, l'on y dan - se,

Sur le pont d'A - vi - gon L'on y dan - se tous en rond

slowly

Les belles dames font comme ci Les beaux gar - cons font comme ca

Sur le pont d'Avignon,
L'on y danse, on y danse.
Sur le pont d'Avignon,
L'on y danse tous en rond.

*On the Avignon bridge,
We dance, we dance.
On the Avignon bridge,
We dance in a circle.*

Verse 1:

Les belles dames font comme ci,
Les beaux garçons font comme ça.
(Sur the pont d'Avignon,
L'on y danse tous en rond.)

*The lovely ladies do this.
The handsome boys do this.
(On the Avignon bridge,
We dance in a circle.)*

Verse 2:

Les poupées font comme ci
Les soldats font comme ça

*The dolls do this.
The soldiers do that.*

Verse 3:

Les grenouilles font comme ci
Les gorilles font comme ça

*The frogs do this.
The gorillas do that.*

Teaching suggestions: This is a simple dance. Form a circle.

Part One (fast part): grapevine to the right

- 1) Put your left foot over your right foot and step
- 2) Put your right foot behind your left foot and step

Part Two (slow part):

- 3) On "Les belles dames font comme ci", girls step into the middle, curtsy, then return to the circle
- 4) On "Les beaux garçons font comme ça" the boys step into the middle, bow, then return to the circle
- 5) Continue steps 1-2 (grapevine) until the next slow part (verse 2)
- 6) The girls step into the centre like rag dolls and return to the circle (2 steps in, 2 back)
- 7) The boys march into the centre like soldiers and return to the circle (2 steps in, 2 back)
- 8) Continue steps 1-2 until the next slow part (verse 3)
- 9) The girls hop into the centre like frogs and return to the circle (2 steps in, 2 back)
- 10) The boys stomp into the centre like gorillas pounding their chests and return to the circle
- 11) Continue steps 1-2

My students had difficulty learning the grapevine, so I had them do a step hop pattern instead. The form of the dance is A (fast) B (slow). Use the dance to teach this form. This dance also provides excellent practise for children to distinguish between slow and fast.

4. Fais dodo

Fais do - do Co - lin mon p'tit frè - re
Fais do - do t'au - ras de l'eau, l'eau Ma -
man est en haut, Qui fait du gâ - teau Pa -
pa est en bas Qui fait du cho - co - lat
Fais do - do Co - lin mon p'tit frè - re
Fais do - do t'au - ras de l'eau, l'eau.

Fais dodo Colin mon p'tit frère,
Fais dodo t'auras de l'eau, l'eau.
Maman est en haut,
Qui fait du gâteau.
Papa est en bas,
Qui fait du chocolat.
Fais dodo Colin mon p'tit frère,
Fais dodo t'auras de l'eau, l'eau.

Go to sleep my little brother Colin,
Go to sleep you have your water,
Mom is upstairs,
Who is making the cake.
Dad is downstairs,
Who is making chocolate.
Go to sleep my little brother Colin,
Go to sleep you have your water.

Teaching suggestions:

1. This song is in 3/4 time - there are 3 beats in each measure. Help the children to feel the three beats in the measure by adding a pat, clap, snap ostinato pattern. Ask, "How are the beats grouped?"
2. This song is a lullaby - a song to put a baby to sleep. This is an opportunity for the children to decide on an appropriate style for the song. Should it be loud or soft? Should it be sung fast or slow?

20. Mon beau sapin

traditional



Mon beau sa-pin, roi des fo-rêts, Que j'ai-me ta pa - ru - re, Mon
beau sa-pin, roi des fo-rêts, Que j'ai-me ta pa - ru - re. Quand
par hi-ver bois et gué-rets, Sont dé-pouil-lés de leurs at-trait. Mon
beau sa-pin, roi des fo-rêts, Tu gar-des ta pa - ru - re.

Mon beau sapin,
Roi des forêts,
Que je t'aime ta parure.
Mon beau sapin,
Roi des forêts,
Que je t'aime ta parure.

*Oh Christmas tree,
King of the forest,
Oh I love your finery.
Oh Christmas tree,
King of the forest,
Oh I love your finery.*

Quand par hiver
Bois et guerets,
Sont dépouillés,
De leur attrait.
Mon beau sapin,
Roi des forêts,
Tu gardes ta parure.

*When it's winter
Woods and shrubs
Are stripped,
of their beauty.
Oh Christmas tree
King of the forest,*



Teaching Suggestions: Learn the vocabulary to name the decorations on the tree.

Star - l'étoile Candle - la chandelle Ornament - l'ornement Present - le cadeau

21. Vive le vent

traditional

Vive le vent, Vive le vent, Vive le vent d'hi - ver,
Qui s'en va sif - flant souf - flant, Dans les grands sa - pins verts,
Vive le vent, vive le vent, Vive le vent d'hi - ver Joy -
eux No - el mes chers pa - rents, Et Bonne An - née grand - mère!

Vive le vent, vive le vent,
Vive le temps d'hiver.
Qui s'en va sifflant, soufflant,
Dans les grand sapins verts.
Oh! Vive le vent, vive le vent,
Vive le vent d'hiver.
Joyeux Noël mes chers parents
Et Bonne Année, Grand'mère.

Hooray for the wind, Hooray for the wind,
Hooray for winter time.
Whoever goes out whistling
In the big green forest.
Oh! Hooray for the wind, Hooray for the wind
Hooray for winter wind.
Merry Christmas my dear parents
And Happy New Year, Grandmother.



Teaching Suggestions: Make Christmas cards using the vocabulary in this song.

22. D'ou viens-tu bergère



D'ou viens -tu bergère? D'ou viens-tu?
D'ou viens- tu bergère? D'ou viens-tu?
Je viens de l'étable, de m'y promener,
J'ai vu un miracle, ce soir arrivé.

*Where do you come from, shepherd?
Where do you come from, shepherd?
I come from the stable, from a walk
I saw a miracle this evening.*

Qu'as-tu vu, bergère? Qu'as-tu vu?
Qu'as-tu vu, bergère? Qu'as-tu vu?
J'ai vu dans la crèche un petit enfant
Sur la paille fraîche, mis bien tendrement.

*What did you see shepherd?
What did you see?
I saw a little child in the cradle
Placed tenderly in the straw.*

Est-il beau, bergère? Est-il beau?
Est-il beau, bergère? Est-il beau?
Plus beau que la lune, aussi le soleil;
Jamais dans le monde on vit son pareil.

*Is he handsome shepherd?
Is he handsome shepherd?
More handsome than the moon or sun
The world has never seen his likeness.*



Teaching Suggestions: Use this song in a Christmas Concert to present the Nativity scene.