

# *The Orff Source*

## **89 Orff arrangements of traditional folk songs and singing games**

*Correlates to Musicplay 1-5  
sequenced according to tone set: sm lsm smd mrd  
s mrd ls mrd d l,s, ls mrd l,s, major minor*

*by Denise Gagné  
With arrangements and editing by Judy Sills*

*The purpose of this collection is to provide the classroom music teacher with a large collection of Orff arrangements of familiar folk songs and singing games, sequenced according to tone set. Most of the arrangements are of songs used in Grades K-5 of the Musicplay music program. However, you do not have to use the Musicplay curriculum to make excellent use of the many arrangements in this collection.*

*Teachers using Musicplay will find the collection invaluable in extending the Musicplay program to use the Orff process. Teachers trained in Kodály methods will find the sequencing very helpful in selecting repertoire. More information on Musicplay, including lesson plans, can be found at [www.musicplay.ca](http://www.musicplay.ca). Musicplay is now an online resource! Try the site at [www.musicplayonline.com](http://www.musicplayonline.com).*

### **Themes & Variations**

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# Table of Contents

Song:	Tone Set:	Song:	Tone Set:
1 Engine Engine	s m	46 Bought Me a Cat	drm s
2 Hello Game	s m	47 Down Came Johnny	drm s
3 Hill, Hill	s m	48 Who's That?	drm s
4 No Robbers	s m	49 Here Comes a Bluebird	drm sl
5 Old Mother Witch	s m	50 Built my Lady	drm sl
6 Witch Witch	s m	51 Button	drm sl
7 Categories	s m	52 Cobbler	drm sl
8 Starlight	s m	53 Let us Chase the Squirrel	drm sl
9 Counting Song	s m	54 Make a Friend	drm sl
10 Cuckoo	s m	55 John Kanakanaka	drm s
11 Lemonade	s m	56 Rocky Mountain	drm sl
12 Doggie, Doggie	m sl	57 Clock Round	d m s d'
13 Icka Backa	m sl	58 There Was an Old Witch	drm sl d'
14 Ickle Ockle	m sl	59 Little Tommy Tinker	drm sl d'
15 It's Raining, It's Pouring	m sl	60 Liza Jane	drm sl d'
16 Little Tommy Tiddlemouse	m sl	61 Old Woman All Skin and Bones	l, drm
17 Oliver Twist	m sl	62 Land of the Silver Birch	l, drm sl
18 Rain on the Green Grass	drm sl	63 Canoe Song (My Paddle)	s,l, drm l
19 See Saw	m sl	64 Cindy	s,l, drm s
20 Snail, Snail	m sl	65 Bats	s,l, drm s
21 Bell Horses	m sl	66 Circle Round the Zero	l, drm sl d'
22 Bounce High	m sl	67 Frog in the Middle	s,l, d
23 Bluebells	m sl	68 Scotland's Burning	s, drm s
24 Lucy Locket	m sl	69 Inuit Lullaby	s,l, dr
25 We are Dancing	m sl	70 Charlie Over the Ocean	s,l, drm
26 Find the Easter Basket	m sl	71 I've Been to London	s,l, drm sl
27 Apples, Peaches, Pears and Plums	d m s	72 Ho Ho Watanay	s,l, drm
28 Bee Bee Bumblebee	d m s	73 Chatter With the Angels	s,l, drm
29 Bells in the Steeple	d m s	74 Lady in the Graveyard	l,t,d
30 I See the Moon	d m s	75 In the Land of Oz	l,t,d m
31 Jack in the Box	d m s	76 Hey Betty Martin	major
32 One Potato	d m s	77 Old Woman	major
33 Pass the Stick	d m s	78 God Bless All	major
34 Pease Porridge Hot	d m s	79 Sing Sing Together	major
35 Mouse Mousie	d m s	80 Tulip Round	major
36 Concentration	d m s	81 Birds and Bats	minor
37 Johnny One Hammer	d m s	82 My Candles (Light the Candles)	minor
38 Apple Tree	d m s	83 Ghost of Tom	modal
39 Johnny Caught a Flea	d m sl	84 Rainbow Color	minor
40 Time to Play	d m sl	85 Green Sally Up	minor
41 Teddy Bear	d m sl	86 Falling Leaves	minor
42 Hot Cross Buns	drm	87 Witch's Cat	minor
43 Trampin'	drm	88 Hey Ho Nobody Home	modal
44 Closet Key	drm	89 Old Blue	drm s
45 Fais do do	drm		

# **Teaching an Orff Arrangement**

## *by Judy Sills*

*Process:*

*The fundamental success of the Orff approach to music education is that it is based on community. That is to say that everything is taught to everybody.*

- \* present the song in its totality*
- \* teach the melody on a neutral syllable*
- \* repeat the melody phrase by phrase, accumulating the phrases until the entire melody is learned*
- \* teach the words repeating the text several times using a variety of vocal inflections, dynamics and tempi until it is secure*
- \* add accompaniment parts one at a time beginning with the bass. Each part should be learned by everyone, preferably as body percussion patterns first, followed with a transfer to the instruments*
- \* create movement if appropriate*
- \* always remember to allow opportunities for creative input from the children. This could include creating an introduction, B section, interlude or improvisation between verses using non-pitched or pitched instruments.*
- \* finish with a final performance which incorporates the song with orchestration, movement and students' creative work*

*Remember that the songs and orchestrations are only a basis to provide each teacher with a framework. It is within this framework that teachers choose and adapt materials to fit the particular needs of their classes. Students with some experience playing Orff arrangements should be encouraged to create their own arrangements.*

# 1. Engine Engine

s m

Traditional

En - gine en - gine num - ber nine, Go - in' down the rail - road line.

sand blocks

train whistle

BX

If the train goes off the tracks, Will I get my mon - ey back?

sand blocks

train whistle

BX

Detailed description: The musical score is arranged in two systems. Each system has four staves. The top staff is the vocal line with lyrics. The second staff is for 'sand blocks' with a rhythmic pattern of quarter notes. The third staff is for 'train whistle' with a few notes and rests. The bottom staff is for 'BX' with a rhythmic pattern of quarter notes. The first system covers the first two lines of lyrics. The second system covers the next two lines of lyrics. A large watermark is visible across the score.

**Game Directions:** This is a follow the leader game. The children form a line like cars in a train. The leader decides on an action and the rest of the children must copy that action. At the end of the song, the leader goes to the back of the line and the second in line becomes the leader. Have the children make a train whistle sound at the end of the song.

## Creative Ideas:

1. Have the students create an introduction to the song using instruments that sound like a train.
2. Have the students create 8 beat patterns using the words “chugga” and “choo.” For example:  
Chugga Chugga Choo Choo Chugga Chugga Choo rest  
Have them play the patterns on body percussion or non-pitched instruments, or improvise melodies. Use the patterns as an introduction or an interlude between repetitions of the song.

**Musicplay:** Musicplay 1 first edition #9 , Musicplay 2 #4

# 9. Counting Song

s m

Traditional

The musical score for 'Counting Song' consists of two systems. Each system has a vocal line and a bass line (BX). The first system contains the lyrics: 'One, two, tie my shoe. Three, four, shut the door. Five, six, pick up sticks.' The second system contains the lyrics: 'Sev - en, eight, lay them straight. Nine, ten, a big fat hen. Eleven, twelve, dig and delve.' The music is in common time (C) and features a simple melody with a steady bass accompaniment.

**Game Directions:** This is a familiar action song. Create actions to mime the words of the song.

One, two	<i>show numbers</i>	tie my shoe	<i>mime tying shoe</i>
three, four	<i>show numbers</i>	shut the door	<i>mime shutting door</i>
five, six	<i>show numbers</i>	pick up sticks	<i>mime picking up sticks</i>
seven, eight	<i>show numbers</i>	lay them straight	<i>mime laying sticks straight</i>
nine, ten	<i>show numbers</i>	a big fat hen	<i>circle arms to show 'fat'</i>

**Creative Ideas:** Have the students make word rhythms with numbers. For example: one, two, three-four, five. Play the rhythm of the word chain on non-pitched instruments as an introduction or B section.

**Musicplay:** Musicplay 1 #12

# 10. Cuckoo

s m

Traditional

The musical score for 'Cuckoo' consists of two systems. Each system has a vocal line and a bass line (BX-BM). The first system contains the lyrics: 'Cuck - oo, where are you? Cuck - oo, where are you?'. The music is in 2/4 time and features a simple melody with a steady bass accompaniment.

**Game Directions:** 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 turns on my class list, and at the same time evaluate how well the soloist is matching pitch. I usually take more than one period to finish the game.

**Creative Ideas:** Have individual students use melodic improvisation to ask the question on melodic instruments set up in C pentatonic, and have another student make up silly answers. "Cuckoo where are you?" "I'm in the closet."

**Musicplay:** Musicplay 1 first edition #35, Musicplay 1 Revised 2005 #36

\*Note: If you prefer, have the students play "Counting Song" and "Cuckoo" in the key of F or G.

# 59. Little Tommy Tinker

drm s d'

1. 2. Traditional

Lit - tle Tom - my Tin - ker sat up - on a clink - er. He be - gan to cry.

AX-AM

hand drum

BX-BM

3. 4.

Ma! Ma! Poor lit - tle in - no - cent guy.

AX-AM

hand drum

BX-BM

**Game Directions:** This movement round is performed in the children's usual seats.

Little Tommy Tinker	<i>Children sit and sing.</i>
Sat upon a clinker.	<i>Jump up and hold bottoms as if you've just been burned.</i>
He began to cry.	<i>Rub eyes in a crying motion.</i>
Ma! Ma!	<i>Throw hands up in the air, bring down. (twice)</i>
Poor little innocent guy.	<i>Cross hands over heart.</i>

**Creative Ideas:** Improvise or create melodies using CDE G C. Play the melodies between repetitions of the song.

**Musicplay:** Musicplay 5 first edition #7, Musicplay 5 Revised 2006 #3  
 Musicplay 3 first edition #7, Musicplay 4 first edition #7

## A Guide to the Instrument Abbreviations

The following symbols have been used in many of the scores in this book. The symbols refer to instruments in the Orff instrumentarium, usually referred to as Orff instruments.

V	vocal score	SM	soprano metallophone
SG	soprano glockenspiel	AM	alto metallophone
AG	alto glockenspiel	BM	bass metallophone
glks	glockenspiels (soprano and alto)	CBX	contrabass xylophone bars
SX	soprano xylophone	CBB	contrabass bars
AX	alto xylophone	SR	soprano recorder
BX	bass xylophone		

### About Musicplay

This collection correlates to the Musicplay elementary music curriculum. When you see references underneath a song to Musicplay, it is referring to the grade level that the song is found in. The Musicplay elementary music textbooks were first published in 1997, and there have been several revisions, most recently to Musicplay 1 and 3 in 2005 and Musicplay 4 and 5 in 2006. We have given the Musicplay song numbers for both first edition and revised editions as many teachers are still using the first editions. If you are using a first edition Musicplay 1, 3, 4 or 5 and would like to receive updates, email the publisher to request information. Free weekly lessons for each grade level of Musicplay, with audio embedded and video links can be found at [www.musicplay.ca](http://www.musicplay.ca). Go to the US website.

Musicplay is an award winning music program for elementary schools. Musicplay is a sequential program with lessons that follow the calendar year. The weekly lesson outlines the new concepts that will be taught, those that will be reviewed, and include seasonal and holiday repertoire. The planning is done for the teacher! Musicplay is affordable. The entire K-6 program with teacher's guides, 4-6 CDs per grade level, Listening Resource Kits, Big Books, and Piano Accompaniments is about \$2000 - the same as just one grade level of other textbook series. No other textbook offers this value!

“The Orff Source” is very useful with or without using the Musicplay curriculum!