

The Orff Source

Volume 3

I, I-V and I-IV-V Orff arrangements of traditional and composed folk songs and singing games

Correlates to Musicplay 5-6

*With arrangements by
Robert A. Amchin, Daphne Price,
Lori Price-Wagner, and Judy Sills*

The purpose of this collection is to provide the classroom music teacher with a large collection of I, I-V and I-IV-V Orff arrangements of familiar folk songs and singing games as well as some original game songs. These arrangements are of songs used in Grades 5-6 of the Musicplay music program. Teachers with the Musicplay curriculum will find the collection invaluable when using the Orff process. However, you do not have to use the Musicplay curriculum to make excellent use of the many arrangements in this collection.

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Themes and Variations

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1. Alabama Gal

I

Traditional
arranged by Robert A. Amchin

The musical score is arranged in a system with six staves. From top to bottom, they are: Voice, SG (Soprano), AX (Alto Saxophone), hand drum, tambourine, and BX (Bass). The key signature is one sharp (F#) and the time signature is 4/4. The score is divided into two systems. The first system contains the first two measures of the piece. The second system contains the next two measures, starting with a measure rest for the first measure. The lyrics are: "You don't know how, how. You don't know how, how." in the first system, and "You don't know how, how, Al - a - ba - ma gal!" in the second system. The instruments play a rhythmic accompaniment, with the hand drum and tambourine providing a steady beat and the saxophones playing chords.

2. I'll show you how, how ...

3. Ain't I rock candy? ...

4. Come through in a hurry ...

Dance Directions: Contra-dance formation, four-six pairs in a line, with partners facing one another.

Verse 1: Head pair joins hands and sashays to the foot of the set and back again.

Verse 2: Each pair swings right arms, then left arms. (simplified version)

Verse 3: The head pair peels the orange forming an arch at the bottom of the set. All follow the head pair.

Verse 4: The other participants come through the arch to begin the dance again with a new head pair.

A video of this game is available at www.musicplayonline.com

Creative Ideas: Invite the students to improvise melodies between the verses.

2. Above a Plain

I

Czech Folk Song
arranged Judy Sills

Above no, 'tis plain not of his gold lift - and ing green, head, 'Tis

young boy's head cas - is tile plain - ly in - seen. If - ca's cas - ile spire in - stead.

The score is arranged for a vocal line and six instruments: SX (Soprano Saxophone), AX (Alto Saxophone), tambourine, triangle, BX (Baritone Saxophone), and CBB (Cello/Double Bass). The music is in 2/4 time with a key signature of one flat (Bb). The vocal line consists of two phrases. The instrumental parts provide accompaniment, with the tambourine and triangle playing rhythmic patterns and the saxophones and CBB playing harmonic lines.

4. Al Citron

Spanish Game Song
As sung by Lloyd Collins
arranged by Robert A. Amchin

The musical score is arranged in two systems. Each system consists of three staves: a vocal line in G major (one flat) and 2/4 time, a temple blocks line, and a BX line. The lyrics are: "Al ci - tron de un fan - dan - go san - go san - go sa - ba - ré sa - ba - ré que ya pa - san - do con su tri - ki tri - ki trón."

Translation: Citron means “lemon” in Spanish. Most of the song is nonsense syllables.

Game Directions: Students pass a cup to the right on beats one and three. On beats two and four, they pick up the cup that is in front of them. On the words “triki triki trón” the cup is waved to the right, to the left, and then set down to the right. Al Citron is fun to learn, and when it is learned you can teach even more challenging cup games. You can play cup games to any piece of music with a moderate tempo and four measure phrases in 4/4 time. There are selections in the “Listening Resource Kit Level 5” that are great for playing cup games with.

A video of this game is available at www.musicplayonline.com



Musicplay: Grade 5 revised 2005 #62

Creative Ideas: Invite a student to improvise or create a 4 bar introduction for the song on the temple blocks.

10. I am Slowly Going Crazy

arranged Robert A. Amchin

The musical score is arranged in four systems, each with three staves: a vocal line in treble clef with a key signature of two sharps (F# and C#) and a common time signature (C), a temple blocks line in common time, and a BX line in treble clef with a common time signature. The lyrics are: "I am slow-ly go-ing cra-zy, 1 2 3 4 5 6 switch. Cra-zy go-ing slow-ly am I, 6 5 4 3 2 1 switch. I am slow-ly go-ing cra-zy 1 2 3 4 5 6 switch. Cra-zy go-ing slow-ly am I, 6 5 4 3 2 1 switch." The score includes various rhythmic patterns for the instruments and a large watermark in the background.

Game Directions: Cup your left hand under your chin. When you get to the word “switch,” switch hands and cup your right hand under your chin. Switch back at the end of the song. Sing the song in unison, doubling the speed after each repetition. Later, divide the class into three groups and sing it in three parts - a slow group, a medium group, (twice the speed) and a fast group (twice the speed of group two).

Creative Ideas: Invite the temple blocks player to improvise for eight beats between the repetitions of the song. **Musicplay:** Grade 5 revised 2005 #72

38. Suo Gan

I-V

Welsh Folk Song
arranged Judy Sills

3rd time fine

Sleep my ba - by, on my bo - som, close - ly nes - tle safe and warm.
Moth - er wake - ful, watch - es o'er you, round you fold - ed moth - er's arms.
Sleep my ba - by, sleep and fear not, sleep you sweet - ly on my breast.

SG

AX/AM

finger cymbals

tambourine

BX/BM

D.C. al Fine

Sweet, there's noth - ing now can hurt you, noth - ing threat - ens here your rest.

SG

AX/AM

finger cymbals


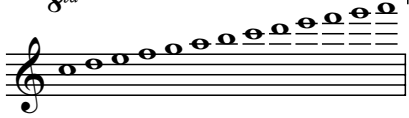




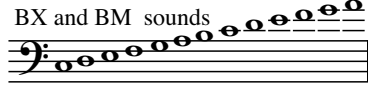



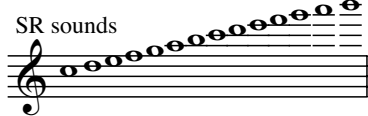
tambourine

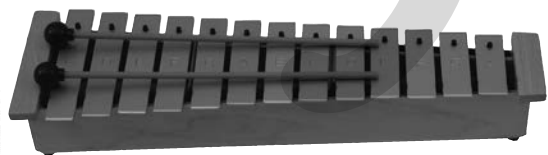
BX/BM

Creative Ideas: Invite students to improvise melodies in F pentatonic as an introduction to the song.

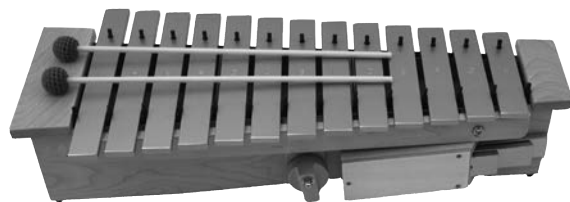
A Guide to the Instrument Abbreviations

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. Non-pitched percussion instruments are indicated by their full name as the symbols that are used can be confusing.

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



glockenspiel



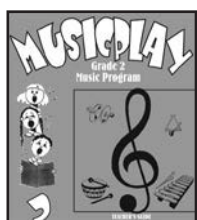
metallophone



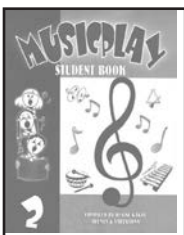
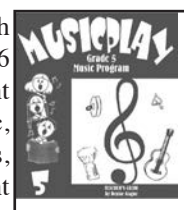
xylophone

Instrument images have been provided by Empire music. www.empire-music.com

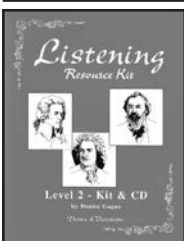
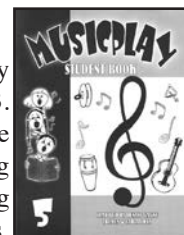
MUSICPLAY K-6



For less than \$2000, your school can have a new, standards based K-6 music curriculum with songs and activities that students LOVE! Musicplay is an award winning music program for K-6 schools. Each grade level includes 40 weekly lessons that clearly outline concepts and skills taught in each grade. Musicplay includes seasonal songs, fun songs, rounds, partner songs, folk music, multicultural music and choral music. In the Musicplay curriculum students sing, play instruments, move to music, listen, create and learn to read and write music. Important concepts are taught through play. Each week in Grades 1-5 a new singing game is taught. Children love music games making this a text that will have your students really excited about learning music!



Musicplay fits well with Orff or Kodaly methodologies, yet it is a program that is used successfully by non-specialist teachers. Orff arrangements are found in The Orff Source Volumes 1, 2, and 3. Students are taught to read and write music through careful sequencing of activities. Extensive listening lessons, maps, activities, cup games and intercom scripts are included in the Listening Resource Kits 1-5, and the included listening examples in Musicplay K and 6. Reproducible song storybooks and Alphabet songs for K-1 teachers integrate with and support early literacy programs.



The Digital Resources replace and greatly enhance the material that is in the student books. The music and lyrics are specially formatted to fit a computer/projector screen. Quicktime movies and PowerPoints of the music and lyrics for each song are included as well as slides to teach note names, solfege, beat, rhythm, dynamics, tempo, form, and cultural context. Smart notebook files are included for teachers with Smartboards. Our new online resource, www.musicplayonline.com includes all the material in the Digital Resources, plus many interactive activities. Purchasers of packages will receive a 2-6 year subscription to the online resource, www.musicplayonline.com



www.musicplay.ca

www.musicplayonline.com



Musicplay for Kindergarten guide with 6 CDs	#731	\$140	Musicplay 4 teacher's guide/4 CDs	#715	\$125
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Musicplay 3 Digital Resources	PPT-MP3	\$150	Listening Resource Kits, Piano, PowerPoints and 25 student books Gr. 2-6		
Musicplay 3 guide/CDs + PPTS	#3pk-1	\$250	K-6 School: Student Book/PPT Package (+6 yr)	#K6SB	\$2500
			K-5 School: Student Book/PPT Package (+5 yr)	#K5SB	\$2250

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