

PRIMARY DANCES AND SINGING GAMES

BY DENISE GAGNE AND CARMEN BRYANT

**27 TRADITIONAL AND COMPOSED DANCES AND
SINGING GAMES THAT YOUR PRIMARY STUDENTS WILL LOVE!**

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- 3. FALL LEAVES**
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THEMES AND VARIATIONS

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I. COPY ME!

CD I-28

Swing D Denise Gagné

Mov-in' and groov-in', do what I'm do-in' can you cop-y me?—

5 Mo-vin' and groov-in', do what I'm do-in' can you cop-y me?— You can

9 jump! You can hop! You can turn a-round!— You can do the twist down to the ground!—

13 Mo-vin' and groov-in', do what I'm do-in' can you cop-y me?— Now stop!

Game Directions: There are three repetitions of the song, each at a slightly different tempo. Choose three students to be the “leaders” in this game. Each leader will lead the class once. Have the leaders come to the front of the room and point to the child you want to lead. The movements that the students create don’t have to correspond to the movements mentioned in the song. The students could do any one of those movements for the length of the entire song, or if you prefer, you could allow the leader to change movements during the song. When the song says, “Now stop!” all students should freeze in place.

Teaching Suggestions: Have the students tap the beat of the song. Pause the CD and discuss the tempo or speed of the music. Can your students hear when the tempo changes?

Use the terms fast and slow with very young children. If your kindergarten and grade one children understand the concept fast and slow, introduce the musical terms that mean fast (*allegro*) and slow (*adagio*), and use them whenever you have a song that changes speed, or tempo. In grades two and three, 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>

2. JIG JIG JIGGLES

CD 2-29

Denise Gagné

Swing F

I got the jig jig jig jig jig-gles. I got the jig jig jig jig jig-gles. My mom-ma and my dad-dy want me to be still. But I love the jig jig-gles, And I al-ways will. I got the wig wig wig wig wig-gles. I got the wig wig wig wig wig-gles. My mom-ma and my dad-dy want me to be still. But I love the wig wig-gles, And I al-ways will. Oo feel-ing fine, I can't get the jig-gles out of my mind. Oo feel-ing fine. I love the jig jig-gles, Do them all the time! I got the hop hop hop hop hop-pin'. I got the hop hop hop hop hop-pin'. My mom-ma and my dad-dy want me to be still. But I love the hop hop-pin', And I al-ways will! I got the

3. FALL LEAVES

CD 3-30

Gently *D m* Denise Gagné

Leaves are fall - ing down, All a - round the town.

3 *A 7* *D m* *3rd time fine*

Whirl - ing, whirl - ing, in the wind the leaves are fall - ing down.

5 *Improvise movement* *D.C. al Coda*

Game Directions: Have the students create movement with scarves to go with the song.

4. FOLLOW ME

CD 4

D.G.

Fol - low, fol - low me in a line, in a line.

Fol - low, fol - low me and we'll stop like this!

Game Directions: Choose one child to be the “leader.” The leader creates a movement and the rest of the children in line copy him. At the end of the song all freeze in place. If your children have phys-ed in the gym and need to line up to go back to class, this song can help with the transition. The children all like to be the “leader” in the game, so the line-up gets made very quickly.

9. SLEEPY BUNNIES

CD 9-34

slowly, gently by Denise Gagné

p Lit - tle bun - nies snooz - ing in the morn - ing sun.

3

I would like to wake them up so we can have some fun.

5 Spoken clap

pp Sh! Be qui - et! *ff* Wake up!

7 Fast

f Hop up bun - nies hop and hop! Wig - gle your tail and ears go flop!

9

Hop up bun - nies hop and hop! Hop un - til you drop!

Game Directions:

Part One: Have the students pretend to be sleeping bunnies. They should lay on the floor.

Part Two: After the bunnies have been woken up, they should get up and hop around.

Teaching Suggestions: Use this song to discuss dynamics - quiet and loud sounds with the students.

Ask them to think of loud sounds. (balloon popping, rocket ship, lion's roar)

Ask them to think of some quiet sounds. (breathing, clock ticking)

Have them listen to the sounds around them and list as many sounds as they can.



19. WHAT WILL WE DO TODAY?

CD 19

E B7 Traditional arr. C. Cassils

Jim - my crack corn and I don't care.

Jim - my crack corn and I don't care.

Jim - my crack corn and I don't care.

B7 E
What will we do to - - day?

2. Pat my legs and I don't care,
Pat my legs and I don't care,
Pat my legs and I don't care,
What will we do today!

3. Clappin' my hands ...

4. Nod my head...

5. Tap my toes...

6. Flap my wings...

7. It's cold outside...

8. Sing very soft...

9. Sing very loud...

10. Jimmy crack corn...
That's what I'll do today!

Game Directions: Have the students create the movements that are suggested by the words of the song.

Teaching Suggestions: Create new verses for the song.

20. DANISH DANCE OF GREETING

CD 20

F B \flat F C7 F Danish

5 F B \flat F C7 F

9 C F C7 F

13 C F C7 F

Formation: Form a circle

A Section

Phrase 1: Clap, clap, bow. Clap, clap, bow. Stamp, stamp, turn yourself around.

Phrase 2: Clap, clap, bow. Clap, clap, bow. Stamp, stamp, turn yourself around.

B Section

Join hands and circle to the right for 16 beats.

Circle to the left for 16 beats.

On the CD there are 3 repetitions of the dance.

23. I CAN PRETEND

CD 23

Denise Gagné

Swing D m G m D m

I can pre - tend I'm some - thing else. Can you? _____

5 G m A

I can pre - tend I'm some - thing else. Can you? _____

9 D m C B^b A

I'll pre-tend that I'm a bird, and then I'll fly a - round the room!
horse, gal - lop
frog, hop

13 D m g m A D m

I'll pre - tend that I'm a bird. Can you? _____
horse.
frog.

17

21

Game Directions: The CD accompaniment for this song has an 8 measure instrumental section for children to improvise the different animal movements to. Sing the song, then improvise the animal movements. Create new verses for the song.

24. HALLOWEEN LOOBY LOO

CD 24

Denise Gagné

The musical score is written on three staves in 12/8 time with a key signature of two flats. The first staff contains three measures of music, each starting with a long note followed by a melodic line, with the syllable 'Oo' written below each measure. The second staff contains two measures of music with lyrics: 'all on a Hal - lo - ween night. You put your bat wing in. You'. The third staff starts with a measure number '6' and contains two measures of music with lyrics: 'put your bat wing out. You give your wing a shake, shake, shake and turn your-self a - bout.'

2. You put your cat paw in...
3. You put your leg bone in...
4. You put your pumpkin head in...
5. You put your cat tail in...
6. You put your skeleton in...

Teaching Process/Suggested Activities:

This song is to be performed with a parachute. Have each child hold a part of the parachute. Circle to the right on the "Oos." On the words "all on a Halloween night," stop and lift the parachute up high and let it fall to the ground. Do the actions as indicated in the song. On the final chorus, end with a big "Boo!" and lift the parachute up high, run under and out before it falls to the ground. You can also sing the song and simply form a circle by joining hands, but the song becomes really special when the parachute is used.

Curriculum Connections: PE - creative movement



26. SHAKE MY RIBBONS

CD 26

Denise Gagné

I like to shake my rib - bon! Shak - in' it eve - ry day.
Up and down and all a - round, Shake it is what we say!
Shake it to the left. Shake it to the right. Shake it be - hind it's out of sight!
Shake it way up! Shake it way down. Shake it while you turn a - round and touch the ground!

Game Directions: Move ribbons or scarves to the song as the words suggest. Try accompanying the song with rhythm instruments instead of doing ribbon movement.

Teaching Suggestions: In the primary classroom, three foot (or one metre) ribbons work quite well. If the ribbons are six feet (or two metres) long, they are so long that that they tend to hit children in the face. You can make inexpensive ribbons using flagging tape and craft sticks. Cut a six foot length (2 metres) of flagging tape and fold it in half. Attach the folded end to the craft stick.

27. COME AND SAIL

CD 27-39

Denise Gagné

Come and sail a - way with me. Come and sail a - way, O - ver the
9 sea to a far a - way land. Sail a - way with me.

Game Directions: Have the students create movement with scarves to go with the song.