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!

- I. COPY ME!
- 2. JIG JIG JIGGLES
- 3. FALL LEAVES
- 4. FOLLOW ME
- 5. KINDER BOOGIE
- 6. MULBERRY BUSH
- 7. DUCK DANCE
- 8. JUMP JIM JOE
- 9. SLEEPY BUNNIES
- IO. TROT OLD JOE
- II. TAP IT HERE
- 12. BIM BAM
- 13. TEDDY BEAR HOEDOWN
- 14. DINOSAUR MOVEMENT

- 15. DINOSAUR ROCK AND ROLL
- 16. CLAP YOUR HANDS
- 17. HUNT THE COWS
- 18. ANTS GO MARCHING
- 19. WHAT WILL WE DO TODAY?
- 20. DANISH DANCE OF GREETING
- 21. LA RASPA
- 22. KINDERPOLKA
- 23. I CAN PRETEND
- 24. HALLOWEEN LOOBY LOO
- 25. JINGLE BELLS DANCE
- **26. SHAKE MY RIBBONS**
- 27. COME AND SAIL

THEMES AND VARIATIONS

Box 25109 Deer Park PO, Red Deer, AB T4R 2M2 www.musicplay.ca Email: tvinfo@telus.net Phone or Fax Toll Free: 1-888-562-4647 Printed in Canada

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I. COPY ME!

CD I-58



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.

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

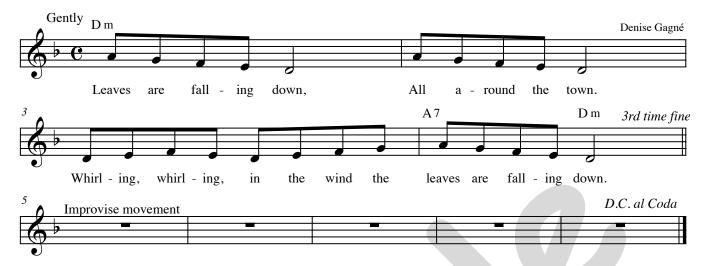
2. JIG JIG JIGGLES

CD 2-29

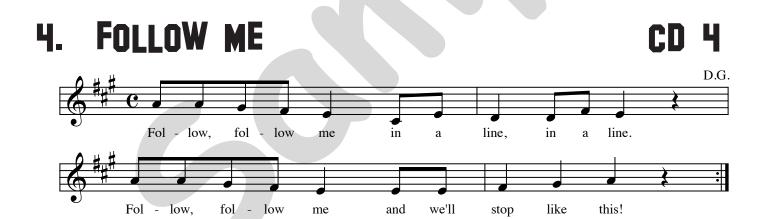


3. FALL LEAVES

CD 3-30



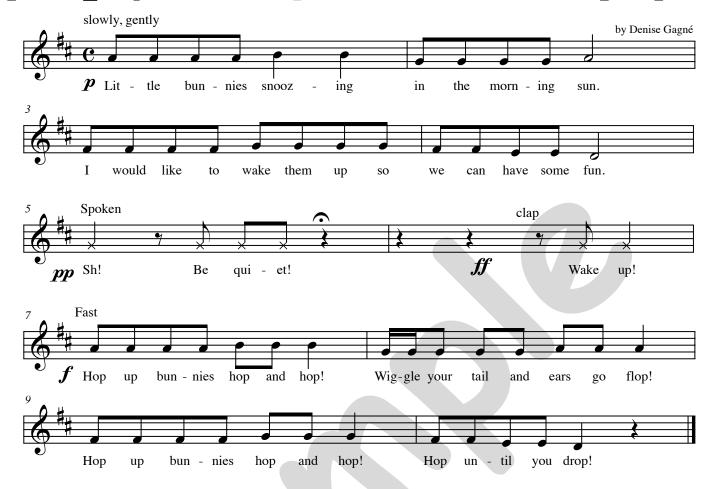
Game Directions: Have the students create movement with scarves to go with the song.



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



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)

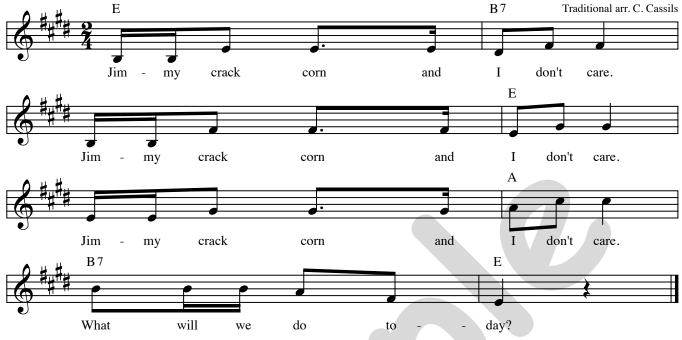
Have them listen to the sounds around them and list as many sounds as they can.





19. WHAT WILL WE DO TODAY?

CD 19



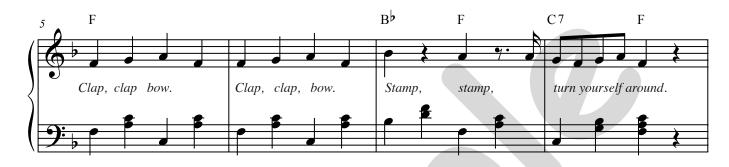
- 2. Pat my legs and I don't care, Pat my legs and I don't care, Pat my legs and I don't care, What will we do today!
- 3. Clappin' my hands ...
- 4. Nod my head...
- 5. Tap my toes...
- 6. Flap my wings...
- 7. It's cold outside...
- 8. Sing very soft...
- 9. Sing very loud...
- 10. Jimmy crack corn...
 That's what I'll do today!

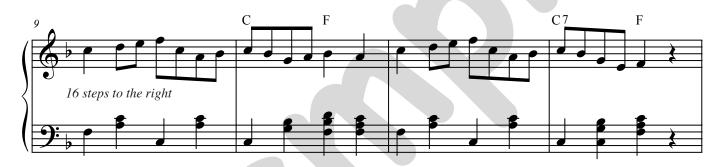
Game Directions: Have the students create the movements that are suggested by the words of the song.

Teaching Suggestions: Create new verses for the song.

20. DANISH DANCE OF GREETING CD 20









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

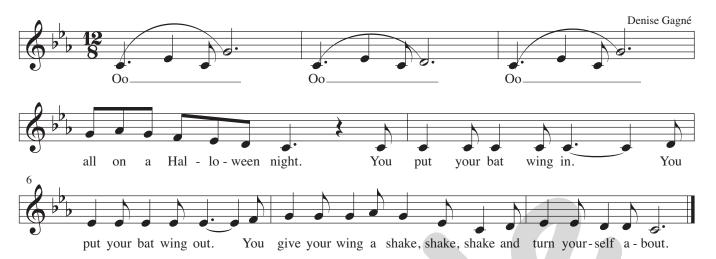
CD 23



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



- 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:

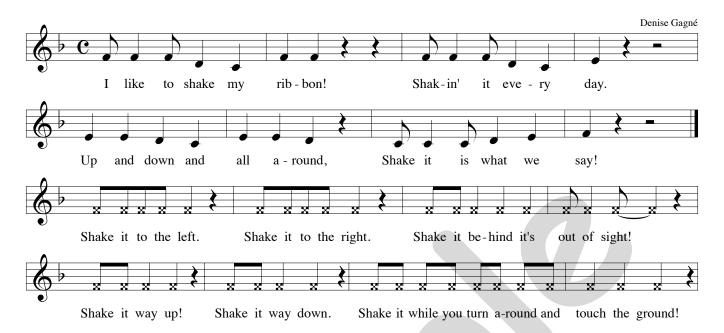
This song is to be performed with a parachute. Have each child hold a part of the parachute. Circle to the right on the "Oos." On the words "all on a Halloween night," stop and lift the parachute up high and let it fall to the ground. Do the actions as indicated in the song. On the final chorus, end 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



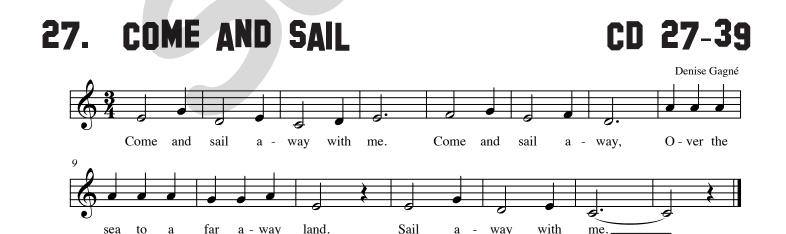
26. SHAKE MY RIBBONS

CD 26



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.



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