

MORE LEARNING AS WE PLAY

Musical activities for exceptional children / Songs, rhythms & beginning rhythm band activities

Selected and arranged by Winifred E. Stiles and David R. Ginglend / sung by Gwen Ennis / Folkways Records FC7658



FOLKWAYS RECORDS FC 7658

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cover by Irwin Rosenhouse

DESCRIPTIVE NOTES ARE INSIDE POCKET

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FOLKLIFE PROGRAM

SMITHSONIAN INSTITUTION

FOLKWAYS RECORDS FC 7658

MORE LEARNING AS WE PLAY

(Songs, Rhythms, & Beginning Rhythm Band Activities)

MUSICAL ACTIVITIES FOR EXCEPTIONAL CHILDREN

Selected and Arranged by WINIFRED E. STILES and DAVID R. GINGLEND

The selections on this recording have been selected and arranged to aid the teacher, volunteer leader, or parents conducting a recreation or school group in developing an expansive beginning music program for retarded children or young normal children. Generally, the selections have been planned to appeal to children with mental ages of from three to eight years although many of the selections cross all age levels. For example, the folk song "Stodala Pampa" is sung by adults, teen-agers, and children everywhere. Proficiency in singing and making the sound effects vary from group to group, but the pleasure and satisfaction of participating is at a high level in all groups. Music has this quality of "something for everyone"; it can begin on a simple level and can be expanded indefinitely with the growth of the individual. Music is an acceptable healthy outlet for moods and emotions that frequently cannot be expressed verbally.

We feel that music reaches retarded children because it helps fulfill many of their basic needs. Music is as important to the child without speech as to the child with speech. Singing in the usual sense is not nearly as important as is the therapeutic aspect of a common activity in which all can participate to some extent despite the degree of handicap. In Learning As We Play FC7659 we have pointed out that music can contribute toward development and supplement and reinforce learning in many areas, mainly:

<u>Mental Health</u> -	In a feeling of participation, belonging and achievement. As a relief for tensions, in the development of poise, self-confidence, expression of feeling and in general, fun and happiness.
<u>Social Development</u> -	Group participation, extending attention span, following simple directions, sharing and taking turns, as an aid in simple role playing and dramatization.
<u>Language Development</u> -	Developing auditory discrimination, word concepts and the practice of speech sounds.
<u>Physical Development</u> -	Using large and small muscles, aiding coordination, and developing a sense of rhythm and tempo.

General Suggestions:

1. Repeat each activity in only one way a sufficient number of times until all the children are familiar with it before trying any of the variations.
2. Help the child to listen to the music. He cannot respond rhythmically to music unless he consciously listens to it. This requires continuous development in all children. The child needs to know what to listen for. He is helped by something to watch as well, and that is YOU the leader. Learning to listen to music will help the child to listen to other things as well.
3. The retarded child will not become bored by frequent repetition of these musical activities, in fact, as they become familiar to him you will

see him relax and enjoy them. Each variation becomes an almost new activity to the retarded child. He needs this gradual progression from the known to the unknown and when given a chance to choose, he will invariably select the most familiar activity, the one in which he feels most comfortable and in which he knows what is expected of him.

4. Many young retarded children can become exhausted or over-stimulated and often do not understand what is wrong. There should be careful attention on the part of the leader in assessing the child's physical abilities. Comparatively quiet and less active activities should be alternated with more active strenuous ones. Frequent activities of short duration can grow into more extended ones.
5. Your attitude as leader is most important. It must be evident that you enjoy music. Never be discouraged as you work with music with retarded children nor dwell on your fancied musical shortcomings. A severely retarded child may be absorbing and learning more through music than his responses reveal. Through music the retarded child may express himself.
6. Lastly, remember that it is important for the leader to be very much in the act, frequently performing the actions indicated in the song in order that the child have a point on which to focus attention and a model to imitate.

The music on this record lends itself to three kinds of activity:

1. "Sit down music" - This involves finger play and other action which is confined to sitting or standing in place. This may be used with large groups of children.
2. "Physical activity" such as ring games, marching, dancing and other movements. These are best done in smaller groups unless you have assistants.
3. "Rhythm Band Activities" - These are most helpful when developed properly with attention to listening. Avoid using numerous rhythm instruments together as this results in chaotic noise. Begin simply with everyone using rhythm sticks. Emphasize LISTENING to the music. Become familiar with other instruments separately before combining them for different effects. Much later build up to a variety of instruments as in "Stodala Pampa", etc. Remember to keep practice periods short as this can be tiring to weak small muscles.

More than one activity has been listed for some selections. These are listed in order of difficulty, the simplest described first, a more difficult one next, and so on. We have suggested only a few proven ways in which you can use this music. As you become familiar with the selections, you will think of many ways to add to the kinds of responses you want. For this reason only, the accompaniment is given for some selections with pauses between verses and sections for you to give the directions that you want.

RHYTHM INSTRUMENTS Side #1

It is best to introduce each rhythm instrument separately and to use it until each child is familiar with its sound and the method of playing it. Later com-

binations of instruments may be used. It is not necessary that each child play with every selection. However, sticks are inexpensive enough that each child could be provided with a pair.

The following are some suggestions that may be used with the first eight selections on Side #1. The suggestions progress in difficulty. Be sure that the children are able to perform one activity well before proceeding to the next.

ALWAYS LISTEN to the entire selection before doing anything else with it. The children must be familiar with the melody and the rhythm before they can be expected to play instruments.

#1 WHEN JOHNNY COMES MARCHING HOME AGAIN

Use this for marching with emphasis on posture, marching (not stamping) in time with the music, and swinging the arms properly.

Children love to sing this song and we suggest using the simplified words given here.

When Johnny comes marching home again Hurrah, Hurrah.
When Johnny comes marching home again Hurrah, Hurrah.
We'll march along with our heads held high
We'll all salute as the flag goes by
And we'll give a cheer when Johnny comes marching home.

Rhythm Band

1. LISTEN to the introduction. CLAP when the melody starts. Clap a steady 1,2, NOT the melody rhythm.
2. LISTEN to the introduction. PLAY sticks or Drum in a steady 1,2, rhythm. Stop at the end of the melody and wait for the interlude before starting again.
3. LISTEN to the introduction. Play sticks in the melody rhythm.
4. PLAY 1,2, rhythm on drum, melody rhythm on sticks.

#2 FIESTA

From listening you will discover two melodies which can be called A and B. Be sure that children can hear where each melody begins!

1. Tap a steady rhythm with sticks during A. Wait during B until A returns and resume tapping.
2. Use sticks during A, maracas or tambourine tapped lightly during B.
3. Same as above using both instruments on last repetition of A.
4. Develop a simple dance to this music.

#3 CHOPSTICKS A B A

Counting 1, 2, 3 play section A with sticks. Listen to section B, play again when A returns.

2. Add drum to play #1 on each measure - Sticks continue to play 1, 2, 3 - On section B. Tambourine or triangle plays 3/1 through entire section. (Listen to the melody to get started) Drum and sticks play section A when it returns.
3. Using the first part of #2 above, select a different instrument to play with drum on the last section A.

#4 ANDANTE (SURPRISE SYMPHONY) A A B

1. Sticks play melody rhythm on section A. Triangle plays melody rhythm on repeat of section A.

All instruments play loud chord at end of A repeat.

Tambourine plays melody rhythm during next section. All instruments play during last phrase.

#5 EVERYBODY

Songs can be used for many purposes. Here is an example of a melody used for Rhythm Band which can be sung in many different ways. For example:

Everybody likes to go to school
Everybody likes to go to school
Everybody, everybody
Everybody, everybody
Everybody likes to go to school.
Everybody likes to do his work.
Everybody likes to take a nap.
Everybody likes to dance and sing.
Everybody likes to run and play. etc.

Everybody likes to slide his feet.
Everybody likes to clap his hands.
Everybody likes to tap his toes.
Everybody likes to slap his knees. etc.

Everybody likes to brush his teeth.
Everybody likes to comb his hair.
Everybody likes to shine his shoes.
Everybody likes to wash his hands. etc.

Everybody likes to play in the band.
Everybody likes to play the drum.
Everybody likes to click the sticks.
Everybody likes to shake, shake, shake. etc.

RHYTHM BAND (Melody is played three times)

1. Play with sticks listening carefully for the rests. Boys and girls may discover that they can count 1, 2, 3 in the waits. There are no rests in the second playing of the melody, but they occur again in the third.
2. Play on Bongo drums.
3. Choose a different instrument for verse 1 and 2. Play both on third verse.

#6 AMARYLLIS

The melody is played four times.

1. Play melody rhythm with sticks all the way through.
2. Using triangle play 1, 2, 3, 4 all the way through.
3. On tambourine tap 1, 2, 3, rest, all the way through
4. When children are familiar with the melody and their own part, play stick rhythm on first section, triangle on second, tambourine on third, and combine all three on fourth section. Try to keep each instrument playing its own rhythm.

#7 TURKEY IN THE STRAW - A B

1. Listen to the melody. Clap 1, 2, 3, rest - during first part
2. Using sticks repeat above.
3. Use sticks on section A playing 1, 2, 3, rest. Use triangle or tambourine on second part playing melody rhythm. Try to wait for da da da da da-- all play DUM DUM!

#8 CHIAPANECAS - A B A

1. Listen to melody of A section and clap 1, 2 at end of each phase. Clap lightly 1, 2, 3 during B section.

2. Repeat as above using sticks or maracas.
3. Use sticks on A section, maracas on B section.
4. Choose three different instruments. Each one will play after one phrase, all after fourth phrase of section A. During section B the drum or tambourine could play "1" of each measure while the sticks play 1, 2, 3

#9 GOODEBYE MY DARLING GOODEBYE

Only the chorus is sung in this selection in order that you may make up substitute verses suitable for your group. For example, by changing the word school to camp this becomes a camp song. During the chorus children may rock gently from side to side or cradle their arms and rock an imaginary baby.

It's time for you to go to school, Goodbye my darling goodbye
It's time for you to go to school, Goodbye my darling goodbye

CHORUS:
Eye oh my baby, bye oh my baby
Bye oh my baby, Goodbye my darling goodbye

Hurry before you miss the bus, Goodbye my darling goodbye
(Repeat)

(CHORUS)

Don't forget to take your lunch, Goodbye my darling goodbye
(Repeat)

(CHORUS)

I'll be here when you come home, Goodbye my darling goodbye
(Repeat)

(CHORUS)

#10 HA HA THIS A WAY

This song can be an active physical activity or a sit in place action song or just a song for singing when used as a physical activity, children do the action indicated in the verse and stand in place to sing the chorus.

Now we go a marching, marching, marching
Now we go a marching all day long
Then we march back again, back again, back again,
Then we march back again all day long

CHORUS:
HA HA this a way (Clap hands on Ha Ha, put right hand and arm out on this a way)

HA HA that a way (Clap hands on Ha Ha, put left hand and arm out on that a way)

HA HA this a way all day long (Clap hands on Ha Ha, put out right hand and arm on this a way. Clap on "All day", slap thighs on "Long".)

Now we go jumping, hopping, skipping, sliding, tiptoe, walking, crawling, flying, whirling.

Then we, jump, hop, skip slide, tiptoe, walk, crawl, fly, whirl, back again etc.

CHILDREN SITTING IN PLACE

Now we do some clapping, clapping, clapping
Now we do some clapping all day long

Everyone is clapping, clapping, clapping
Everyone is clapping all day long

CHORUS: (Same as above)

Now we do some tapping, rocking, stamping, nodding, shaking, snapping, punching, bouncing, etc.
all day long -- Everyone is etc.

CHORUS: after each verse.

AS A SONG

When I was a little boy, little boy, little boy
When I was a little boy then oh then
I had a little kiddie car, kiddie car, kiddie car
I had a little kiddie car then oh then

CHORUS

When I was a little girl, little girl, little girl
When I was a little girl then oh then
I had a pretty MaMa doll, MaMa doll, MaMa doll
I had a pretty MaMa doll then oh then.

CHORUS

#11 THE NOBLE DUKE OF YORK

This old favorite lends itself to finger play exercise and body and arm movements. It helps to establish concepts of up, down, halfway up, etc.

Oh, the noble Duke of York
He had ten thousand men (Hold up ten fingers)
He marched them up to the top of the hill (Use hands in an ascending climbing motion)

Then he marched them down again (Use hands in a descending motion)

And when they were up they were up (Hold arms over head)
And when they were down they were down (Drop arms to the floor)

But when they were only halfway up
They were neither up nor down (Arms overhead dropping down toward floor on "down")

When the children have learned this use the song for BODY MOTIONS

Oh, the noble Duke of York
He had ten thousand men (Hold up ten fingers)
He marched them up to the top of the hill (Move body to standing position)

Then he marched them down again (Move body to sitting position)

And when they were up they were up (Stand up)

And when they were down they were down (Sit down)

But when they were only halfway up (Halfway rise from chair stooped over)

They were neither up nor down (Stand up, sit down on "down")

#12 FIVE LITTLE

We have given five versions of this song which make it suitable for a Hallow'een song, a Winter song, a Cowboy song, a Spaceman song, and a Camp song. You will think of other words to make it some other seasonal or special song.

This can be done as a finger play activity, touching or bending down the finger being sung about and doing such action as may be indicated. You may select five children each to sing his line at the appropriate time and all doing such actions as may be indicated.

Hal low'een

Five little pumpkins sitting on a gate
The first one said "Oh my it's getting late"
The second one said, "There are witches in the air"
The third one said, "But we don't care"
The fourth one said, "Let's run and run and run"
The fifth one said, "I'm ready for some fun".
Ooo-oo! went the wind and out went the light,
And the five little pumpkins rolled out of sight.

WINTER SONG

Five little snowflakes, sitting on a gate
The first one said, "Oh my it's getting late"
The second one said, "Jack Frost is in the air"
The third one said, "but we don't care"
The fourth one said, "Let's whirl and whirl away"
The fifth one said, "It's such a sunny day"
Ooo-ooo! went the wind and out went the sun,
And the five little snowflakes had a lot of fun.

COWBOY SONG

Five little cowboys sittong on a gate
The first one said, "Gee Rodeos are great!"
The second one said, "There are buzzards in the air"
The third one said, "But we don't care"
The fourth one said, "Let's watch the big bulls run"
The fifth one said, "I'm ready for some fun"
Ooo-oo went the wind and off went their hats
And the five little cowboys fell from where they sat.

SPACEMAN SONG

Five little spacemen sitting on the stars
The first one said, "Let's all fly up to Mars"
The second one said, "There are rockets in the air"
The third one said, "But we don't care"
The fourth one said, "Let's fly away so high"
The fifth one said, "Let's go up to the sky"
Then Swish went the ship, and out went the light,
And the five little spacemen flew right out of sight.

CAMPING SONG

Five little campers sitting in the sun
The first one said, "I'd like to have some fun"
The second one said, "Let's all go for a swim"
The third one said, "I'll be the first one in"
The fourth one said "Let's dive into the pool"
The fifth one said, "Oh my the water's cool"
Ooo-oo went the wind and in went the sun
And the five little campers all began to run.

SIDE TWO

#1 BEFORE WE PLAY

From PLAY ACTIVITIES FOR THE RETARDED CHILD by
Bernice Wells Carlson and David R. Ginglend.
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Music by Winifred E. Stiles.

This can be done without music as a choral speaking activity. The leader says a line clearly and children repeat it, later leader and children may say it in unison. When children have learned it they will enjoy singing it as recorded. On second verse vowels are omitted and children try to remember what comes next. A child or children may play soft rhythm instruments such as triangle, bell, finger cymbals, etc. on vowel sounds.

A A

What shall we play (All have hands folded)

E E

What will it be (Open palms in a questioning gesture)

I I

Point to the sky (Point to the sky)

O O

The ground is below (Point to the ground)

U U

What shall we do (Point to each other on U)

Now our letters are through

A E I O and U

Now let's try something new.

#2 THE LITTLE FISH

From PLAY ACTIVITIES FOR THE RETARDED CHILD by
Bernice Wells Carlson and David R. Ginglend.
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Music by Winifred E. Stiles.

This can be done without music as a finger play and choral speaking activity. When children have learned it, they will enjoy singing it while doing the motions.

Put your left hand out, palm down, fingers closed and thumb sticking out. Put your right hand on top of your left, palm down and thumb sticking out. See the fish with fins at his sides. Wiggle your thumbs and make the fish swim by moving hands up and down in unison. Now make the fish swim and wiggle his fins at the same time. Open his mouth. Keep the palms together but drop the left hand fingers and raise the right hand fingers.

Little fish (Put palms together in above position)

Goes out to play (Wiggle thumbs)
He wiggles his fins, (Move fingers up and down in unison)
Then swims away (Move fingers up and down in unison and wiggle thumbs)

He swims and swims (Move fingers up and down in unison and wiggle thumbs)

In the water bright (Keep palms together. Lower fingers of left hand. Raise fingers of right hand)
He opens his mouth (Close to starting position)

And takes a bite.

Mmmmmmm! Tastes good!

#3 TINGA LAYO

Tinga Lay-o! Come little donkey come
Tinga Lay-o! Come little donkey come
My donkey walk, my donkey talk
My donkey eat with a knife and fork
Tinga Lay-o! Come little donkey come.

Tinga Lay-o! Come little donkey come
Tinga Lay-o! Come little donkey come
My donkey eat, my donkey sleep
My donkey kick with his two hind feet
Tinga Lay-o! Come little donkey come.

1. Clap twice on "ting-a; then with arms make two circles moving up and out on "Lay" completing the circle in time to clap on "o". Clap rhythm of words on "Come little donkey come". Slep knees in rhythm of "My donkey walk etc."

2. Clap hands throughout "Tinga Lay-o", moving hands from left to right snap fingers on "My donkey walk etc."

RHYTHM BAND

Using tambourine or triangle, tap twice and then shake or trill on "Lay". Use sticks or drums for "Come little donkey come". Use maracas for "My donkey walk etc."

#4 TWO LITTLE MAGIC WORDS

The acquirement of manners and simple courtesies are assets to the retarded child and will help to make his life more pleasant and increase his opportunities for being accepted socially. This delightful song can aid in the beginning of such development.

When this song has been learned by the group, the leader may select one child who is going to ask for the butter at the appropriate place in the song. The rest of the group sings up to, "When you want the butter say", ----- the child selected sings, "Please pass the butter", also saying at the proper place, "Thanks" - (with a great big sunny smile) Throughout the days activities, when a child asks for or receives something ask him for the magic word!

There are two little magic words that can open any door with ease.

One little word is THANKS and the other little word is PLEASE.

Oh, you'll be so surprised what these two little words can do;

They work like a charm for me and they'll work like a charm for you.

Now when you want the butter, say "Please pass the butter".

Good manners are never out of style.

And when you get the butter the next thing you utter

is "THANKS", with a great big sunny smile.

Oh, there are two little magic words that can open any door with ease;

One little word is THANKS and the other little word is PLEASE.

#5 COME AND RIDE OUR TRAIN

Introduce this song as a singing activity first until all the children are familiar with it. Introduce sand blocks as an accompaniment.

Demonstrate to the children how to slide their feet in short steps without lifting them from the floor. See if the children can tell you what your feet are saying (choo choo). Have children form a line or train with the smallest and slowest children in front and larger children at the rear of the line. Start slowly with the music and keep in time as the music becomes faster in the second verse. Begin to slow down in the third verse gradually coming to a complete stop on the last whistle.

Select children to be individual trains while the rest of the group sings.

Choo Choo Choo Choo Choo Choo Choo Choo
Come and ride our train
Choo Choo Choo Choo Choo Choo Choo Choo
Travel on our train
Choo Choo Choo Choo Choo Choo Choo Choo
Come and take a ride
Choo Choo Choo Choo Choo Choo Choo Choo
Cross the countryside
Whooooo-----Whooooo-----Whooooo-----

#6 I WISH I WAS

I wish I was a bird up in a tree
I wish I was a bird up in a tree
If I were a bird up in a tree
I'd sing a song for you and me
I wish I was a bird up in a tree

I wish I was a busy honey bee
I wish I was a busy honey bee
If I were a busy honey bee
I'd make lots of honey for you and me
I wish I was a busy honey bee

I wish I was a shiny silver bell
I wish I was a shiny silver bell
If I were a shiny silver bell
I'd go ding dong and ding dong dell
I wish I was a shiny silver bell

Two verses with accompaniment only

This song has delighted children for years, have them do the motion or make the sound suggested in each verse, have a child or children play soft rhythm

instruments on the two beats that follow each line, have them suggest things they wish they were and make up your own verses. For example:

I wish I was a dog with a waggly tail
I'd wag and wag and wag that tail

I wish I was a cow named Emmy Lou
I'd moo and moo and moo at you

I wish I was an airplane in the sky
I'd fly and fly and fly so high

I wish I was a monkey in a tree
I'd make a funny face for you to see

I wish I was a big red valentine
I'd come to you and say be mine. etc.

#7 ANGELS WATCHING OVER ME

Retarded children need quiet and soothing music as well as gay and active songs. The retarded child will be helped considerably if he can develop an awareness of God's love and protection. The simple non-sectarian prayer involved in this spiritual is universal with children and will be readily learned by most retarded children.

REFRAIN

All night, all day, Angels watching over me, my Lord
All night, all day Angels watching over me.

VERSE

Now I lay me down to sleep, Angels watching over me
my Lord.
Pray the Lord my soul to keep.
Angels watching over me.

REFRAIN

If I die before I wake, Angels watching over me, my Lord
Pray the Lord my soul to take.
Angels watching over me.

REFRAIN

#8 STODOLA PUMPA

VERSE

Blue is the sky, the sun is shining too.
Let's take a walk, I'll go along with you.
Blue is the sky, the sun is shining too.
Let's take a walk, I'll go along with you.
HEY!! (CHORUS)
Stodola, stodola, stodola pumpa
Stodola pumpa
Stodola pumpa
Stodola, stodola, stodola pumpa
Stodola pumpa- pum pum pum!

REPEAT CHORUS

2nd Verse

We must be home before the sun goes down,
Let's turn around and walk right back to town.

(REPEAT)

HEY!! (CHORUS TWICE)

ACTION:

On chorus clap once for each "Stodola" and slap knees twice on "Pumpa", slap knees on each "Pum". Use this as a group walking activity. Children take partners and walk hand in hand or arm in arm singing the verse, On "HEY" they face each other and do action indicated above or in "pattycake" fashion clapping hands on "Stodola" and patting partners palms on "Pumpa". On second verse children reverse direction of walk and repeat.

RHYTHM BAND

1. Using tambourine, shake it on "Stodola" and tap it on "Pumpa".
2. Add a drummer to play only on the "Pumpas" etc.

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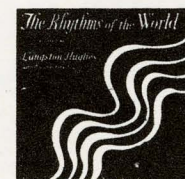
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