



GET

moving

WITH

ella jenkins



Smithsonian Folkways

GET MOVING WITH ELLA JENKINS

SFW CD 45073

1. Hello 1:52
2. Stop and Go 3:45
3. Teddy Bear 3:11
4. Did You Feed My Cow? 3:13
5. Who Fed the Chickens? 2:36
6. Hop, Skip, and Jump to My Lou 6:42
7. London Bridge Is Falling Down / Moshi Moshi Ano-Ne 2:13
(arr. Ella Jenkins / Ell-Bern Publishing, Inc., ASCAP / arr. Walter Kaner)
8. Head and Shoulder 1:12
9. Jumping with Variations 3:49
10. And One and Two 4:18
11. One Potato, Two Potato 1:36
12. Play Your Instruments 4:41
13. Follow the Leader 1:55
14. Show Me 4:58
15. Shake Hands with Friends 0:39

*All songs written or arranged by Ella Jenkins / Ell-Bern Publishing Inc.,
ASCAP, except where noted.*



Smithsonian Folkways

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ELLA JENKINS AND EARLY CHILDHOOD MUSIC EDUCATION

Anthony Seeger

Ella Jenkins wears the title given her by many of her fans, “The First Lady of Children’s Music,” with tremendous energy. Now in her ninth decade, she continues to provide a rare model of the music that best suits the lives and learning styles of children. She is a master at involving their bodies, minds, and voices in her music. Her irresistible songs—performed at preschools, schools, camps, and community institutions as well as on radio, television, and at teachers’ conferences—draw on a long history of children’s game songs coupled with her own genius as a composer and music educator.

Ella Jenkins was a pioneer in teaching children music through interaction and movement. For many years music educators in the United States had children sit still to listen and sing to piano accompaniment; the emphasis was on teaching musicianship and learning to read music. Ella’s work anticipated the implementation of the ideas of Carl Orff (1895–1982) and Gunild Keetman (1904–1990) into formal music education in the United States. Orff and Keetman

created a curriculum for children: “a way to teach and learn music based on things children like to do: sing, chant rhymes, clap, dance, and keep a beat on anything near at hand. These instincts are directed into learning music by hearing and making music first, then reading and writing it later” (www.aosa.org/orff.html). A 2010 textbook on music education lends further support to Ella’s decades-long practice of involving the whole body in children’s music:

Movement is more than an occasional experience. It is an integral part of children’s musical education. Children develop musical sensitivity when their natural movements are channeled toward the discovery or reinforcement of musical features and components. The musically trained teacher who recognizes children’s movement capacities is critical to advancing their musical knowledge, skills, and sensitivities (from Patricia Shehan Campbell and Carol Scott-Kassner, Music in Childhood from Pre-School through the Elementary Grades, 3rd edition. Boston: Schirmer, 2010, p. 150).

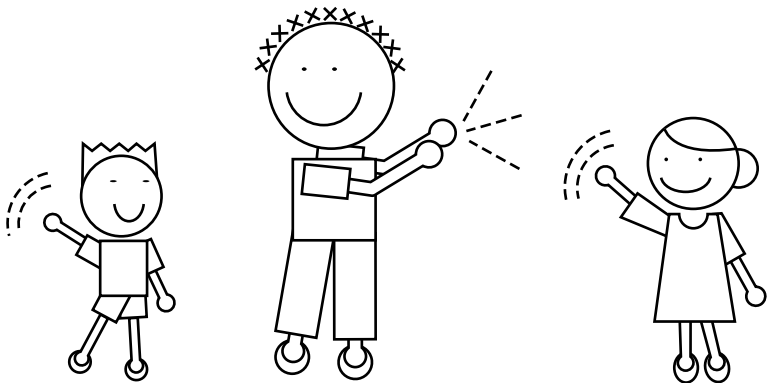
ABOUT THIS RECORDING

Get Moving with Ella Jenkins brings together in one place 15 songs from eight different CDs and DVDs that encourage rhythmic movement, careful listening, and improvisation. Through the songs, children also learn about different ways of making sounds, and about how gestures and movements add a new dimension to some songs they may already know. Most of these songs, as with many on Ella's albums, were recorded with live audiences—children who sing enthusiastically, giggle, and are having a very good time. Ella's interaction with children adds to the dynamism of the songs and gives them a life and spontaneity that emerge when people make music together. The songs are fun for young children and adults alike—although adults may have more trouble doing some of them than the children.

The recording begins with a greeting song, "Hello," and then moves to two lively movement songs, "Stop and Go" and "Teddy Bear." Then it changes pace with two farm songs that can be sung and moved to sitting down, enabling children to rest a bit: "Did You Feed My Cow?" and "Who Fed the Chickens?" Another large movement song follows,

“Hop, Skip, and Jump to My Lou.” “London Bridge Is Falling Down” and “Head and Shoulder” can be enjoyed either standing or sitting down, but it’s back on your feet for “Jumping with Variations.” After that it’s time for two counting songs: “And One and Two” followed by “One Potato, Two Potato.” Two more songs give children an opportunity to march around, either playing instruments (“Play Your Instruments”) or slapping the body (“Follow the Leader”). The recording draws to a close with the Calypso-influenced “Show Me,” which includes many of the motions done in earlier songs, and ends with the short goodbye, “Shake Hands with Friends.” Many of the songs are contagious, and children will learn them quickly and be able to teach them to others.

Most of the movements required for the songs are described either in the song texts (below) or in the introductions to the songs. Where that is not the case, the track notes provide information on the movements that accompany the songs. Ella Jenkins encourages children and teachers to improvise. However you do it, make music and get moving!



1

Hello

Ella Jenkins, ukulele and vocals, with children from the Lake Meadows Nursery School.

From COUNTING GAMES AND RHYTHMS FOR THE LITTLE ONES (SFW 45029 TRACK 1).

Hello-o, hello-o
Hello-o, and how are you?
I'm fine-ine, I'm fine-ine.
And I hope that you are too.

This is both a
greeting song
and a goodbye
song. It can be
accompanied by
a wave, shaking
hands, or bowing.
Later everyone
can clap along
as they sing.

2

Stop and Go

Ella Jenkins, ukulele and vocals.

From **PLAY YOUR INSTRUMENTS AND MAKE A PRETTY SOUND** (SFW 45018 TRACK 10).

Ella Jenkins explains this song and how to move to it in her spoken introduction. The song emphasizes starting and stopping a number of different movements while singing the verse. The movements should be done to the rhythm of the song. Individual children can find different ways of moving, and their improvisation is part of the fun. (See a group of children moving to this song during an Ella Jenkins concert on *Ella Jenkins Live! at the Smithsonian* [SFW 48001 track 10]).



Oh well, you walk, and you walk, and
you walk, and you stop.

And you walk, and you walk, and you
walk, and you stop. (3x)

Oh well, you skate, and you skate, and
you skate, and you stop.

And you skate, and you skate, and you
skate, and you stop. (3x)

Well, you tap your knees, tap your
knees, tap your knees, and you stop.

You tap your knees, tap your knees,
tap your knees, and you stop. (3x)

Well, you beat your chest, beat your
chest, beat your chest, and you stop.

You beat your chest, beat your chest,
beat your chest, and you stop. (3x)

Well, you shake your head, shake your
head, shake your head, and you stop.

You shake your head, shake your
head, shake your head, and you stop.
(3x)

Clap your hands, clap your hands,
clap your hands, and you stop.

You clap your hands, you clap your
hands, you clap your hands, and you
stop. (3x)

Oh well, you hop, and you hop, and
you hop, and you stop.

And you hop, and you hop, and you
hop, and you stop. (3x)

Well, you jump, and you jump, and you
jump, and you stop.

And you jump, and you jump, and you
jump, and you stop. (3x)

(Sing): You walk, and you walk, and
you walk and you stop.

And you walk, and you walk, and you
walk, and you stop. (3x)

3

Teddy Bear

Ella Jenkins, vocals, with children from the Lake Meadows Nursery School.

From RHYTHM AND GAME SONGS FOR THE LITTLE ONES #2 (SFW 45027 TRACK 1).

Teddy bear, teddy bear

Turn all around

Teddy bear, teddy bear

Touch the ground

Teddy bear, teddy bear

Show your shoe

Teddy bear, teddy bear

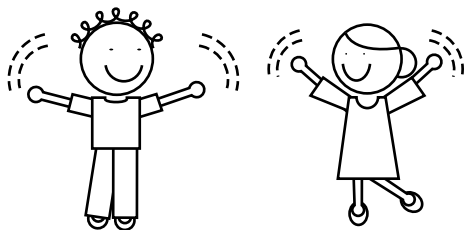
You better skiddoo!

(Children could run, skip, hop, etc.)

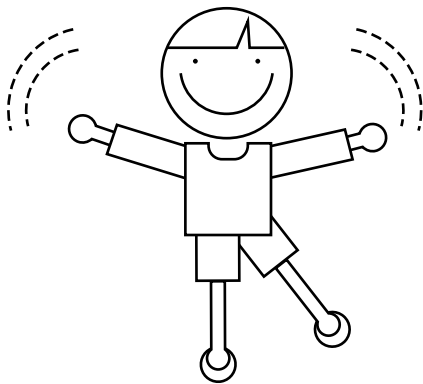
Ella Jenkins adapts what was a well-known jump rope chant into a movement song for young children. Instead of jumping over a rope, they jump and turn around, stand on one foot, and run around the room. (A short recording of some children jumping rope to this chant may be heard on Folkways FW 07029, *Skip Rope Games*, track 211.) Like “Stop and Go,” this track involves starting a movement, then stopping it on cue. Ella introduces this song in some detail at the start, so it is easy to learn by listening to her. Children only begin to move when she first sings the words “teddy bear,” and then they touch the ground and hold that position until the next time she sings “teddy bear.” Then they stand on one foot, and finally they run around. The song ends with controlled running around the room (in this case to the door of the classroom). After the song is a good time to gather the children back together for some songs with movements that can be done sitting down, as in “Did You Feed My Cow?”

skip





This Ella Jenkins classic originally appeared on her best-selling LP record, now a popular CD. A certain movement should be enacted with the last line of each verse. Children may also nod their heads each time they sing “Yes, Ma’am.” At the end of the first verse, on “Corn and hay,” children make a motion of throwing hay to a cow. In the second verse, they put their fists in front of them and squeeze their fingers to enact milking a cow while they sing “Squish, squish, squish.” In response to the question “How did she die?” children can shake their heads from side to side and sing “ugh-ugh-ugh.” As for the buzzards, in response to the question “How did they come?” children can flap their arms like the long wings of buzzards while they sing “Flop, flop, flop.” These movements are demonstrated on the DVD *Ella Jenkins Live! at the Smithsonian* (SFW 48001 track 5).



4

Did You Feed My Cow?

Ella Jenkins, baritone ukulele and vocals, with members of the Urban Gateways Children's Chorus. From YOU'LL SING A SONG AND I'LL SING A SONG (SFW 45010 TRACK 5).

Now did you feed my cow? Yes, Ma'am.
Could you tell me how? Yes, Ma'am.
What did you feed her? Corn and hay. (2x)
Did you milk her good? Yes, Ma'am.
Well, did you milk her like you should? Yes, Ma'am.
How did you milk her? Squish, squish, squish! (2x)
Did my cow get sick? Yes, Ma'am.
Was she covered with tick? Yes, Ma'am.
Well, how did she die? Ugh, ugh, ugh
(Shake your head from side to side). (2x)
Did the buzzards come? Yes Ma'am. (2x)
How did they come? Flop, flop, flop. (2x)

who?



5

Who Fed the Chickens?

*Ella Jenkins, baritone ukulele and vocals, with members of the Smithsonian Early Enrichment Center. From **ELLA JENKINS LIVE! AT THE SMITHSONIAN** (SPW 48001 TRACK 6).*

Who fed the chickens?

I did.

Who stacked the hay?

I did.

Who milked the cow?

I did.

On this fine day.

(Repeat with pronouns she, he, we, they.)

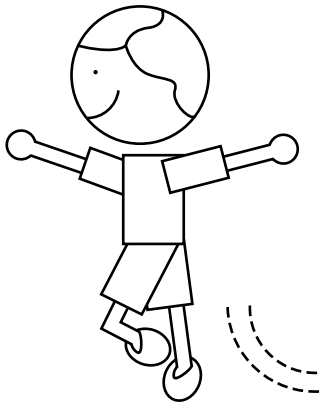
This call-and-response song, never before available on CD, both teaches pronouns and suggests that many people can feed the chickens when necessary. Doing the chores, whether on the farm or in the home, is always someone's responsibility. In response to the questions Ella Jenkins sings, the children answer "I/she/he/we did" and point to the appropriate person in the room according to the verse. These movements can be seen on the original DVD.

6

Hop, Skip, and Jump to My Lou

*Ella Jenkins, baritone ukulele and vocals, with children from the Lake Meadows Nursery School. From **RHYTHM AND GAME SONGS FOR THE LITTLE ONES #2** (SPW 45027 TRACK 4).*

Here Ella Jenkins takes a lively old children's game song and adds some new verses and movements to it. The movements are described in the track. Children can also make up new verses and movements, as they do here. Ella ends the song with everyone lying down and snoring, then standing and stretching, then sitting down again. As with many of Ella's activity songs, there is room to explore new ways of moving and sounding.





Chorus: Skip, skip, skip to my Lou (3x)
Skip to my Lou, my darling.

Little bright wagon, painted blue (3x)
Skip to my Lou, my darling.

Lost my partner, what'll I do? (3x)
Skip to my Lou, my darling.

Flies in the buttermilk, shoo, shoo,
shoo. (3x)

Skip to my Lou, my darling.

I had one dollar, wish I had two (3x)
Skip to my Lou, my darling.

Hop, hop, hop to my Lou (3x)
Hop to my Lou, my darling.

Jump, jump, jump to my Lou (3x)
Jump to my Lou, my darling.

Stamp, stamp, stamp to my Lou (3x)
Stamp to my Lou, my darling.

Walk, walk, walk to my Lou (3x)
Walk to my Lou, my darling.

Tiptoe, tiptoe, tiptoe to my Lou (3x)
Tiptoe to my Lou, my darling.

Skate, skate, skate, to my Lou (3x)
Skate to my Lou, my darling.

Lie down, lie on the floor....

Snore just a little bit...

Stretch just a little bit...

7

London Bridge Is Falling Down / Moshi Moshi Ano-Ne

Ella Jenkins, harmonica and vocals, with members of the Smithsonian Early Enrichment Center.
From **ELLA JENKINS LIVE! AT THE SMITHSONIAN** (SPW 48001 TRACKS 3 AND 4).

London Bridge is falling down (3x)
London Bridge is falling down,
my fair lady.
Take the key and lock her up (3x)
Take the key and lock her up,
my fair lady.
Take the key and lock him up (3x)
Take the key and lock him up,
my fair gentleman.
Moshi, moshi ano ne (3x)
Moshi, moshi ano ne, a so des ka.

Ella Jenkins introduces the harmonica at the start of this track. She usually has children seated for this song. On the words “London Bridge” she has them hold their hands high in the air. On the word “down” they all bring their hands down to the ground, then raise them back up, and bring them down at each repetition of the word “down.” They raise them again and bring them down on the word “lady.” For the second verse, she has them extend their arms and snap their fingers on the word “lock” of “lock her up.” They raise their hands and bring them down for “my fair lady.” After three verses, she teaches the children some Japanese words she was taught by a friend in Japan that were written to the same melody. They don’t mean the same thing as the English lyrics but rather teach children how melodies can be used by people in different countries. These movements can be seen on the original DVD.

8

Head and Shoulder

Ella Jenkins, vocals, with girls and boys from Uptown Chicago. From LITTLE JOHNNY BROWN AND OTHER SONGS WITH GIRLS AND BOYS FROM UPTOWN CHICAGO (SFW 45026 TRACK 2).

Head and shoulder baby, 1, 2, 3 (2x)

Head and shoulder. (3x)

Baby, 1, 2, 3.

(Repeat)

Knees and ankles baby, 1, 2, 3 (2x)

Knees and ankles. (3x)

Baby, 1, 2, 3.

(Repeat)

Ankles and toes baby, 1, 2, 3 (2x)

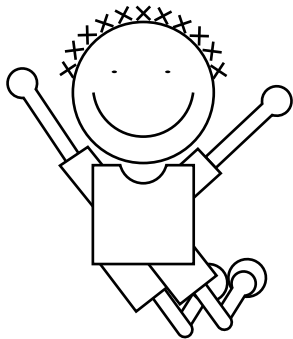
Ankles and toes. (3x)

Baby, 1, 2, 3.

(Repeat)

Ella Jenkins observes:

“This song involves a lot of rhythm. I first saw this done by a group of boys and girls when leading a class at the Elliot Donnelly Youth Center. This is a traditional chant.” Children clap and then touch the fingers of their hands to the parts of the body named in the song. It can be challenging to keep up with the fast tempo on this recording.



jump!

9

Jumping with Variations

*Ella Jenkins, baritone ukulele and vocals. From **AND ONE AND TWO AND OTHER SONGS FOR PRE-SCHOOL AND PRIMARY CHILDREN** (SFW 45016 TRACK 5).*

Jump, jump, jump up and down (2x)

And you jump, jump up and down.

Jump, jump, jump up and down, turn, turn, turn all around

And you jump, jump up and down.

Jack be nimble (Jump)

Jack be quick (Jump)

Jack jump over (Jump)

The candlestick (Jump).

Girls, girls jump up and down (2x)

And you jump, jump up and down.

Boys, boys jump up and down (2x)

And you jump, jump up and down.

Everybody jump up and down and everybody turn all around (2x)

And you jump, jump up and down.

This is a solo jumping song—good for children with lots of energy. There are many ways to jump, and this song offers children an opportunity to show one another how they jump.

10

And One and Two

*Ella Jenkins, baritone ukulele and vocals. From **AND ONE AND TWO AND OTHER SONGS FOR PRE-SCHOOL AND PRIMARY CHILDREN** (SFW 45016 TRACK 3).*

And one
And two
And three
And four
And five
And six
And seven
And eight

Clap your hands
Shake your hands
Beat your chest
Slap your thighs
Stamp your feet
Tap your knees
Slide your feet
Dangle your legs

This is an early childhood counting game with motions. Ella Jenkins uses it to teach rhythm. First she does this by having the children clap. Then she varies the tempo. The song text and her instructions are self-explanatory on this song. The last verse only works if the children are sitting in chairs.

11

One Potato, Two Potato

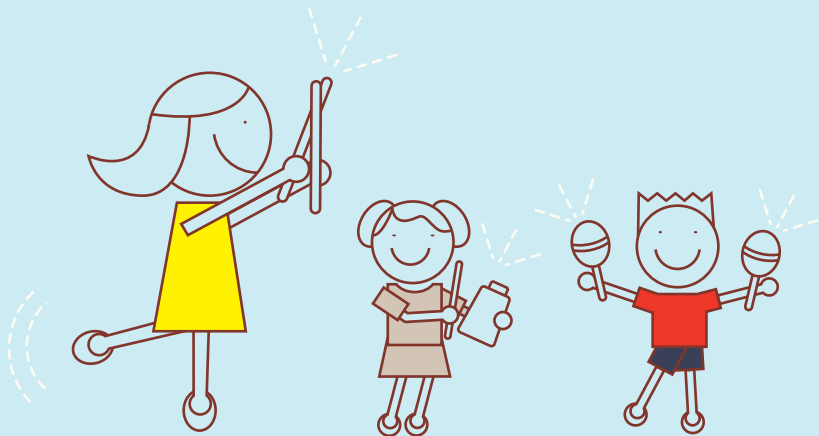
Ella Jenkins, vocals, with children from the Lake Meadows Nursery School.

From COUNTING GAMES AND RHYTHMS FOR THE LITTLE ONES (SFW 45029 TRACK 5).

One potato, two potato
Three potato, four
Five potato, six potato
Seven potato, more.

In this game, children make fists of their hands and place one fist in front of them. Then they put their other fist on top of the first, pull out the lower fist, and place it on top of their other fist, repeating this until the end of the verse. The game can also be played with two or more children, putting their fists on top of the others in turn. It can be done more or less rhythmically, and faster or slower.

play



12

Play Your Instruments

Ella Jenkins, baritone ukulele and vocals, with the Urban Gateways Children's Chorus.

*From **PLAY YOUR INSTRUMENTS AND MAKE A PRETTY SOUND** (SFW 45018 TRACK 1).*

Play your instruments and make a pretty sound. (4x)

Let's make a pretty sound.

Play your instruments and shake your heads. (4x)

And let's make a pretty sound.

Let's listen to the cowbell, it makes a pretty sound. (4x)

It makes a pretty sound.

Play the rhythm sticks and make a pretty sound. (4x)

Let's make a pretty sound.

Play the maracas and hear a shaking sound. (4x)

Let's make a pretty sound.

Play your instruments as softly as you can. (4x)

Make a pretty sound.

Let's listen to the triangle, it makes a ringing sound. (4x)

Let's make a pretty sound.

Play the castanets and make a pretty sound...

Play your instruments (hi-lo tone block) and make a pretty sound...

Play your instruments as nicely as you can...

Play your instruments and make a pretty sound...

(Children without instruments should clap their hands.)

Ella Jenkins passed out instruments to this group of children and has them play them as she directs through the song, but other instruments can be used. By listening to each instrument individually, children can learn to appreciate different sound qualities and also how to share music-making.

13

Follow the Leader

Ella Jenkins, ukulele and vocals.

From **PLAY YOUR INSTRUMENTS AND MAKE A PRETTY SOUND** (SFW 45018 TRACK 3).

Follow the leader and clap your hands. (4x)

Follow and clap your hands.

Follow the leader and beat your chest. (4x)

Follow and beat your chest.

Follow the leader and slap your thighs. (4x)

Follow and slap your thighs.

Follow the leader and tap your knees. (4x)

Follow and tap your knees.

Follow the leader and stamp your feet. (4x)

Follow and stamp your feet.

Follow the leader and slide your feet. (4x)

Follow and slide your feet.

You don't need instruments to make sounds—different parts of the body sound different also. Ella Jenkins leads the children through a song that encourages children to march around while creating different sounds by slapping different parts of their bodies.

14

Show Me

Ella Jenkins, vocals and kazoo; Guy Gilbert, guitar; children from the Mary Crane Day Care Center, Chicago, vocals. From GROWING UP WITH ELLA JENKINS: RHYTHMS, SONGS, AND RHYMES (SPW 45032 TRACK 10).

Show me your skipping, hi de roo. (4x) (kazoo)
Show me your walking, hi de roo. (4x) (kazoo)
Show me your jumping, hi de roo. (4x) (kazoo)
Show me your tiptoeing, hi de roo. (4x) (kazoo)
Show me your snapping, hi de roo. (4x) (kazoo and snapping)
Show me your clapping, hi de roo. (4x) (kazoo and clapping)
Show me your stamping, hi de roo. (4x) (kazoo and stamping)
Show me what you want to, hi de roo. (4x) (kazoo and combined rhythms)

Ella Jenkins learned this song from Dedra La Coste, a friend in New Orleans. It includes many features of the other tracks on the recording, with the novelty of asking the children to move only when Ella plays a kazoo—a buzzing instrument whose sound can be approximated by covering a comb in waxed paper and humming into it.

15

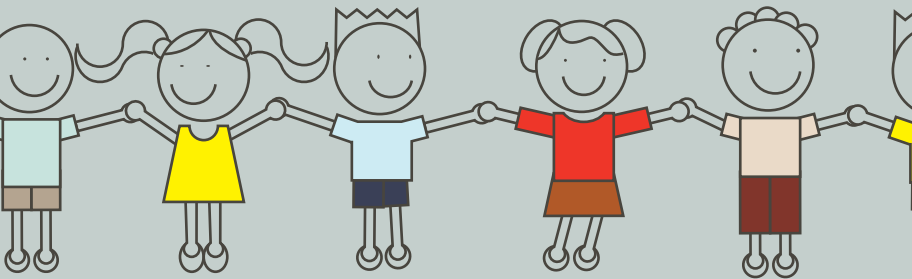
Shake Hands with Friends

Ella Jenkins, vocals, with members of the Smithsonian Early Enrichment Center.

*From **ELLA JENKINS LIVE! AT THE SMITHSONIAN** (SFW 48001 TRACK 12).*

Shake hands with a friend, it's time to go (3x)
And I hope I'll see you another day.

This is a goodbye song that Ella Jenkins sometimes uses at the end of her concerts. Children can shake hands with one another or can stand in a circle holding hands and shaking them up and down. Sometimes it is important to stop moving, even with Ella Jenkins.



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ABOUT SMITHSONIAN FOLKWAYS

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Ella Jenkins wears the title given her by many of her fans, “The First Lady of Children’s Music,” with tremendous energy. Now in her ninth decade, she continues to encourage young children to hop, skip, jump, clap, dance, and be active through song. *Get Moving with Ella Jenkins* showcases the absolute finest recordings incorporating movement and play by a true pioneer of children’s music. Drawn from many recordings created during her legendary career, these songs demonstrate Ella’s genius as both a music educator and children’s entertainer.

46 minutes, 36-page booklet with lyrics



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