

The Orff Source

Volume 2

63 Orff arrangements of traditional and composed folk songs and singing games

*Correlates to Musicplay 1-4
Sequenced according to tone set*

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The purpose of this collection is to provide the classroom music teacher with a large collection of Orff arrangements of familiar folk songs and singing games as well as some original game songs, sequenced according to tone set. These arrangements are of songs used in Grades 1-4 of the Musicplay music program. However, you do not have to use the Musicplay curriculum to make excellent use of the many arrangements in this collection.

Teachers using Musicplay will find the collection invaluable in extending the Musicplay program to use the Orff process. Teachers trained in Kodály methods will find the sequencing very helpful in selecting repertoire. More information on Musicplay, including lesson plans, can be found at www.musicplay.ca.

Themes and Variations

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Table of Contents

#:	Title	Page:	Tone Set:	#:	Title	Page:	Tone Set:
1	Choo Choo Train	4	sm	34	Black Snake	34	drm sl
2	Bye Low Baby Oh	5	m	35	Shiny Penny	35	drm sl d'
3	Bounce the Ball	5	m sl	36	Swedish March	36	d m s d'
4	Strawberry Shortcake	6	m sl	37	Whoopee Cushion	36	d m s d'
5	Plainsies Clapsies	7	m sl	38	Stella Ella Olla	37	ms l d'
6	Tick Tock	8	m sl	39	Jolly Jolly Rhythm	38	s,l, d
7	Pizza Pizza	9	ms l	40	I Like Turkey	39	s,l, drm
8	How Many Fingers?	11	d m s	41	Happy is the Miller	40	s,l, drm
9	Good Morning	12	d m s	42	There's a Hole	41	s,l, drm
10	Number Concentration	13	d m s	43	Old Dan Tucker	42	s,l, drm
11	Pass a Beanbag	14	d m s	44	This Little Light	44	s,l, drm
12	Turkey Lurkey	15	d m s	45	Toc Toc Toc	45	s,l,t,drm
13	Mr. Potato Head	16	d m sl	46	Wake Me! Shake Me!	46	s,l,drm
14	Long Legged Sailor	17	drm	47	Crawdad Hole	47	s,l, drm
15	Seven Up	18	drm	48	Gitsigakomim	49	s,l, drm
16	Hop Old Squirrel	19	drm	49	I'm the Fastest Turkey	50	s,l, drm
17	Salish Hand Game	20	drm	50	Canoe Song	51	s,l, drm l
18	Rabbits	20	drm s	51	I've Been to London	52	s,l, drm s
19	Someone's Tapping	21	drm s	52	Shake Them 'Simmons	54	s,l, drm s
20	Old Dog Full of Fleas	22	d m sl	53	Hey Lidee	55	drmf s
21	King's Land	23	drm sl	54	Tony Chestnut	57	drmfsl
22	Pass the Pumpkin	24	drm sl	55	Miss Mary Mac	58	s,l,t,d
23	I Like You	25	drm sl	56	Cheki Morena	59	s,l,t,d
24	Bunny Hides a Basket	25	drm sl	57	Bats and Cats	60	l,t,drm
25	Find the Basket	26	drm sl	58	Hey Betty Martin	61	drm sltd'
26	Bow Wow Wow	27	drm sl	59	The Crane	62	drm sltd'
27	Ho Ho Ho	27	drm sl	60	Sarasponda	63	l,t,drm
28	New Shoes	28	drm sl	61	Cucú	64	drm s d'
29	Wallflower	29	drm sl	62	J'entends le moulin	65	drm sl d'
30	Coy Malindo	30	drm sl	63	Chester	67	m, l,t,drm
31	Tideo	31	drm sl				
32	I'm am Acorn	32	drm sl		Instrument Abbreviation Guide	68	
33	Billy Billy	33	drm sl		Musicplay Song List	69	
					Alphabetical Index of Songs	72	

Teaching an Orff Arrangement

by Judy Sills

Process:

The fundamental success of the Orff approach to music education is that it is based on community. That is to say that everything is taught to everybody.

- present the song in its totality
- teach the melody on a neutral syllable
- repeat the melody phrase by phrase, accumulating the phrases until the entire melody is learned
- teach the words repeating the text several times using a variety of vocal inflections, dynamics, and tempi until it is secure
- add accompaniment parts one at a time beginning with the bass. Each part should be learned by everyone, preferably as body percussion patterns first, followed with a transfer to the instruments
- add movement if appropriate
- always remember to allow opportunities for creative input from the children
- finish with a final performance which incorporates the song with orchestration, movement, and creative opportunities such as improvisation between verses of the song

Remember that the songs and orchestrations are only a basis to provide each teacher with a framework. It is within this framework that teachers choose and adapt materials to fit the particular needs of their classes. Students with some experience playing Orff arrangements should be encouraged to create their own.

1. Choo Choo Train

S m

Denise Gagné

The musical score is written for four parts: vocal melody, sand blocks, train whistle, and BX accompaniment. The time signature is 2/4. The vocal melody consists of two lines. The first line has the lyrics "Choo choo train, choo choo train, Cop - y me just do the same." The second line has the lyrics "Choo choo train, choo choo train, Whoo whoo stop!". The sand blocks part consists of a series of eighth notes. The train whistle part consists of a series of eighth notes. The BX part consists of a series of eighth notes.

Choo choo train, choo choo train, Cop - y me just do the same.

Choo choo train, choo choo train, Whoo whoo stop!

Game Directions: This is a follow the leader game. The children form a line like cars in a train. The leader decides on an action and the rest of the children must copy that action. At the end of the song, everyone gives a loud high whistle, and the teacher blows the train whistle. When the children do the whistle with their voices, they are helping to develop their ability to sing in their head voice. At the end of the song, the leader goes to the back of the line and the second in line becomes leader. If this game is played at the end of class, the students can go right from the game to line up at the door.

Musicplay: Grade 1 Revised 2005 #9

2. Bye Low Baby Oh

s m

Traditional
arranged Denise Gagné

Bye low, ba - by oh, Off to dream - land you must go.

SX/SM

wind chimes

BX/BM

Teaching Suggestions: Ask for donations of stuffed animals or Beanie Babies. Give each child a toy to cuddle and rock while you sing the song.

Musicplay: Grade 1 Revised 2005 #20

3. Bounce the Ball

m sl

Denise Gagné

Bounce, bounce, bounce the ball. You must nev - er let it fall.

SX

BX

Game Directions: This is a ball bouncing game. For young children, ball bouncing is best attempted with playground balls rather than tennis balls. The first time you try ball bouncing, stand in the middle of the circle of children and bounce the ball to each child in turn. If there are enough balls, the children can then try to bounce the ball on the first beat of each measure and catch on the second beat. This movement will help them feel that the first beat of each measure is an accented beat. If there is not a full class set of playground balls, students can take a partner and bounce the ball between themselves and a partner.

Try making up different patterns with a ball. For example: bounce, catch, hit the ball
Create a rondo using the song as the theme, and the ball patterns as variations.

Musicplay: Grade 1 Revised 2005 #34

4. Strawberry Shortcake

m sl

Traditional Rhyme
arranged Denise Gagné

The musical score is written in 2/4 time. The vocal melody consists of two lines of music. The first line has the lyrics: "Straw - ber - ry Short - cake, Huck - le - ber - ry Finn." The second line has the lyrics: "When you hear your birth - day, jump on in!" The instrumental parts include SX/SM (saxophone/strawberry), triangle, and BX/BM (bass/banjo). The SX/SM part has a melody that starts on a whole note and then moves to a half note. The triangle part has a steady rhythm of eighth notes. The BX/BM part has a melody that starts on a whole note and then moves to a half note.

Game Directions: Sing the song, then chant the months of the year. When the class chants the month in which you have a birthday, stand up. Have the students form a circle, and when they get to their birthday month, they jump in and out of the circle.

Playing and Creating: Choose different instruments to play for each month of the year. For example: Play January on a woodblock. Play February on a hand drum. You could sing and play the song as the theme or the A section, and use the months as a B section.

This could be performed as a rondo:

A - song B - first 4 months A - song C - next 4 months A - song D - last 4 months A - song

Musicplay: Grade 1 revised 2005 #55

5. Plainsies Clapsies

m sl

arranged Robert A. Amchin

Plain-sies, clap - sies, Twirl a - round to back - sies. Right hand, left hand,

AG

AX

hand drum

BX

The first system of the musical score is in 2/4 time and B-flat major. It consists of five staves. The top staff is the vocal line with lyrics. The second staff (AG) has whole rests. The third staff (AX) has a rhythmic pattern of quarter and eighth notes. The fourth staff (hand drum) has a pattern of eighth and sixteenth notes. The fifth staff (BX) has a pattern of quarter notes.

Toss it high, toss it low. Touch your knee, touch your toe, Touch your heel and through you go.

AG

AX

hand drum

BX

The second system of the musical score continues the melody and accompaniment. It follows the same instrumental patterns as the first system, with the vocal line providing the lyrics.

Game Directions: This is a ball bouncing ball game. While singing, try to bounce a ball and do all the actions that are indicated by the words of the song.

Musicplay: Grade 3 revised 2005 #6

6. Tick Tock

m sl

Traditional Rhyme
arranged Denise Gagné

The musical score is written in 2/4 time and consists of two systems. The first system has the following lyrics: "Tick, tock, tick, tock, Lis - ten now and hear the clock." The second system has the following lyrics: "Tick, tock, tick, tock, Up be - fore it's eight o' - clock." The score includes four parts: a vocal melody line, an SX/SM accompaniment line, a tic toc block line, and a BX accompaniment line. The tic toc block line uses a double bar line to indicate the rhythmic pattern of the clock.

Game Directions: Line the children up on one side of the room. Designate a finish line (chalkboard, backs of chairs). Sing the song. At the end of the song wave a green flag to begin the race. Children can race different ways - hopping on one foot, walking backwards, on tiptoe, baby step, etc.

Playing and Creating: Have the students choose different instruments to create clock sounds as an introduction to the song. Have groups of students create clock movement to perform while they sing and play the song.

Musicplay: Grade 1 revised 2005 #69

7. Pizza, Pizza

m sl

3 arranged Robert A. Amchin

Jo- di has a boy - friend. Piz - za piz - za dad-dy - o. How do you know it?

AX

clap

stamp

tick tock
block

BX

8

Detailed description: This block contains the first system of a musical score. It features a vocal line at the top with lyrics. Below it are five instrumental parts: AX (treble clef), clap (percussion), stamp (percussion), tick tock block (percussion), and BX (treble clef). The key signature is one flat (B-flat) and the time signature is common time (C). The vocal line has a triplet of eighth notes in the final measure of the first phrase. The instrumental parts provide a rhythmic accompaniment with various note values and rests.

Piz - za piz - za dad - dy - o. 'Cause she told me.

AX

clap

stamp

tick tock
block

BX

8

Detailed description: This block contains the second system of the musical score. It continues the vocal line and instrumental accompaniment from the first system. The lyrics are 'Piz - za piz - za dad - dy - o. 'Cause she told me.' The instrumental parts (AX, clap, stamp, tick tock block, BX) continue their respective rhythmic patterns. The notation includes various note values, rests, and a triplet in the vocal line.

	Jump it, jump — it dad - dy - o. Let's rope it. Rope it, rope — it dad - dy - o. Let's roll it. Roll it, roll — it dad - dy - o. Let's end it. End it, end — it dad - dy - o.
AX	
clap	
stamp	
tick tock block	
BX	

Game Directions: The children form a circle with one child (the caller) in the center. On the words “Pizza pizza daddy-o,” perform this jumping pattern: feet sideways (as if you were doing jumping jacks), cross feet with right foot in front, feet sideways, cross feet with left foot in front, feet together. The child who is selected to be the leader makes up new words and actions to go with the words. Example: Let’s rope it - pretend to throw a lasso while continuing to do the jumping pattern. When the leader runs out of ideas, the leader calls “let’s end it” and a new leader is chosen.

Musicplay: Grade 4 1997 and Grade 4 revised 2006 #7

