# 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

With arrangements by
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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,1, d
7	Pizza Pizza	9	ms 1	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	drmfs
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,1,t,d
23	I Like You	25	drm sl	56	Cheki Morena	59	s,1,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	Но Но Но	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.



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

sm

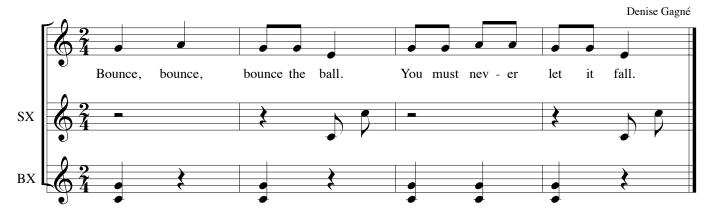


**Teaching Suggestions:** Ask for donations of stuffed animals or Beanie Babies. Give each child a toy to cuddle and rock while you sing the song.

Musicplay: Grade 1 Revised 2005 #20

#### 3. Bounce the Ball

m sl



**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



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



**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



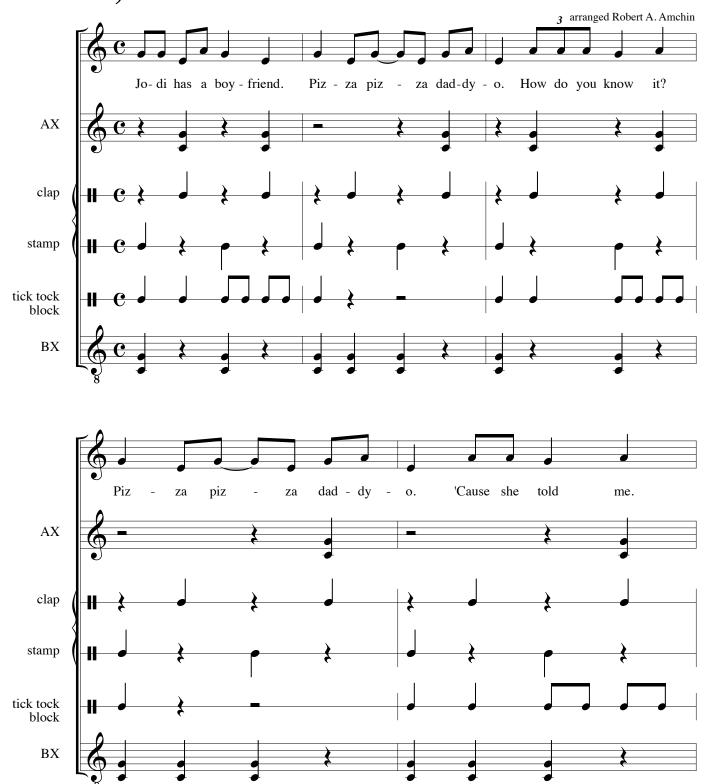
**Game Directions:** Line the children up on one side of the room. Designate a finish line (chalkboard, backs of chairs). Sing the song. At the end of the song wave a green flag to begin the race. Children can race different ways - hopping on one foot, walking backwards, on tiptoe, baby step, etc.

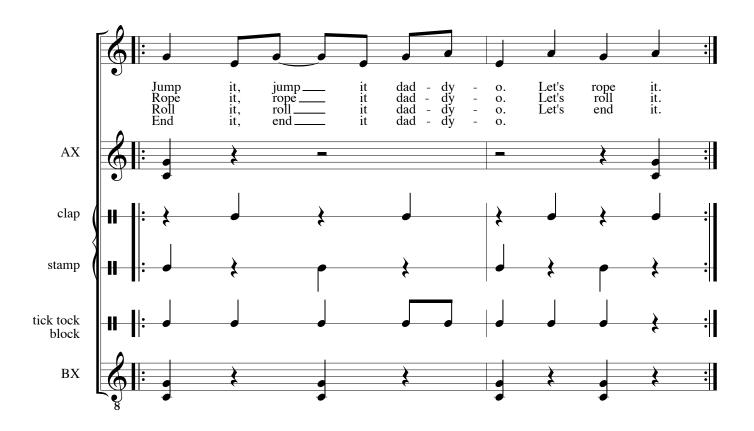
**Playing and Creating:** Have the students choose different instruments to create clock sounds as an introduction to the song. Have groups of students create clock movement to perform while they sing and play the song.

Musicplay: Grade 1 revised 2005 #69

### 7. Pizza, Pizza

#### m sl





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

