

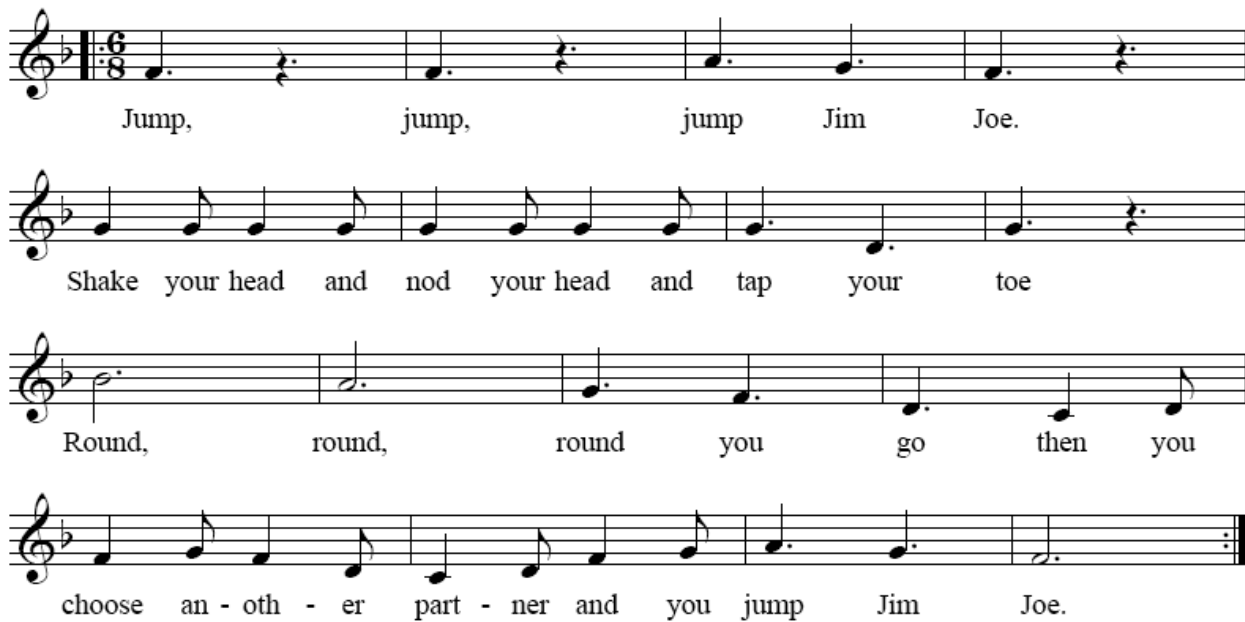
**DANCING & SINGING GAMES FROM AROUND THE WORLD AND BACK AGAIN**  
**UW-WHITEWATER 36<sup>TH</sup> ANNUAL EARLY CHILDHOOD 2014 CONFERENCE**  
**©2014 Brigid Finucane, Merit School of Music, Chicago, IL**

*This interactive workshop expands typical classroom dances and singing games, and fosters community and cultural diversity. Participants will learn multicultural dances and musical games that can be put to immediate use.*

**\*\*BEAT always stays the same. RHYTHM's what you sing or say.\*\***

**1. JUMP JIM JOE / American Heritage Playparty**

Partner circle dance - inhibitory control, sequencing, following complex directions. Teach dance in a circle first before transitioning to partners. Two, three or more partners can dance together - a nice feature of this gathering activity.



Jump, jump, jump Jim Joe.

Shake your head and nod your head and tap your toe

Round, round, round you go then you

choose an - oth - er part - ner and you jump Jim Joe.

-Transition rhymes: - 1, 2, 3 and 4...Find a new partner and we'll do it some more!

2, 4, 6-8-10...Find a new partner and do it again!

-Find a new partner as quick as can be. Find a new partner before I count to three!

**2. HOW PUNG YO (Looking For A Friend) / Traditional Chinese Folk Song**

YouTube: <http://www.youtube.com/watch?v=ueSBz0aV4Rs>.

**Three different versions:**

(1) Make a circle, with one child in center. This child is "It," and walks inside the circle while children are singing the first line, then he/she stops in front of another child. On "Jeeng gah lee ah," the two bow to each other, then shake hands on "Wah guh sho." On the last line, they trade places, with the new friend going into the center. Repeat. Continue until everyone has had a turn (no repeats!). ***Teaching Tolerance: I Will Be Your Friend***

(2) All the children play, looking for a friend simultaneously. Walk for the first two lines, then turn to a friend, bow and shake their hand. At the end of the song, wave goodbye. Repeat, finding a new friend. ***Chinese American Service League (CASL), Chicago***

(3) Follow directions for #1 (above), but instead of trading places, the new friend holds gently on to the shoulder of the first child ("It"). Repeat the song, adding a new friend with each repetition. Each new friend is added to the end of the train, until everyone is selected. *Campbell, P.S. et al. Roots & Branches. A Legacy of Multicultural Music for Children*

*Jow yah, joy yah, jow yah jow,  
 Jow do wee guh how pung yo.  
 Jeeng gah lee ah.  
 Wah guh sho.  
 Nee shur wah duh how pung yo.*

*Looking, looking, looking for,  
 Now I find a good friend.  
 I bow to you.  
 (I) shake your hand.  
 You are my good friend.*

The image shows two staves of musical notation in G major (one sharp) and 4/4 time. The first staff contains the melody for the first four lines of lyrics: "Jow yah, jow yah, jow yah jow, jow dow ee guh how pung yo." The second staff, starting with a measure rest and the number 5, contains the melody for the next three lines: "Jeeng gah lee ah. Wah guh sho. Nee shur wah duh how pung yo." The notes are simple quarter and eighth notes.

**3. LET US CHASE THE SQUIRREL / American Game Song**

*Learned from Julie Swank, Intro to Kodaly, DePaul University, Chicago, IL. This North Carolina game song is great fun.*

- After the children have learned the song, count off by threes. Ones and twos are trees. Threes are squirrels. One child should be "left over."
- Tree children choose 1 partner. Partners face each other, making a bridge with their hands.
- A squirrel stands in the middle of each tree . Only one child is allowed.
- Sing the song, with trees holding their branches/bridges down, on either side of their "squirrel." Trees may *seesaw* their arms to the steady beat of the song.
- At the end of the song, cry 'whoop', make a high bridge, and all squirrels, including the squirrel in the middle have to find a new home as quickly as they can.
- A new squirrel will be in the middle. Repeat.

Let us chase the squirrel

The image shows a single staff of musical notation in F major (one flat) and 4/4 time. The melody consists of quarter notes and eighth notes. The lyrics are: "Let us chase the squir-rel, Up the hick' ry, down the hick' ry, Let us chase the squir-rel, Up the hick' ry tree." The staff ends with a double bar line.

#### 4. BONJOUR MES AMIS / Traditional Cajun

This dance is great way to learn and reinforce basic French phrases, and transitions from a circle dance into a partner dance.

YouTube: <https://www.youtube.com/watch?v=Zb6dv9BE5Sw>

Lyrics, notation, and audio recording can be found here: *Campbell, P.S. et al. Roots & Branches. A Legacy of Multicultural Music for Children.*

#### Lyrics

1. *Bonjour, mes amis, bonjour.* (Stand in circle, wave at friends)  
*Bonjour, mes amis, bonjour.*  
*Bonjour mes amis, bonjour mes amis, bonjour mes amis, bonjour.*  
*Bonjour, mes amis.*
2. *Comment ca va, mes amis, comment ca va...* (Shake hand with partner)
3. *Ca va bien, mes amis, ca va bien...* (Shake hands . This verse can combine w/v.2)
4. *Allons danser, mes amis, allons danser...* (Join hands in a large circle. Dance in a circle)
5. *Allons chanter, mes amis, allons chanter...* (Four small steps in, four steps back out)
6. *Au revoir, mes amis, adieu...* (Partners take hands, and dance around circle)

*Bonjour, mes amis* (Hello, my friends)    *Comment ca va, mes amis* (How are you?)  
*Ca va bien, mes amis* (I'm fine)        *Allons danser, mes amis* (Let's dance)  
*Allons chanter, mes amis* (Let's sing)    *Au revior, mes amis, adieu* (Goodbye, farewell)

#### 5. AROUND AND AROUND ©2014 Susan Salidor / Scarf play, Stretchy Bands!

Friend and fellow Children's Music Network (CMN) member Susan Salidor (<http://susansalidor.com>) has been charming children and the grownups who love and teach them for two decades with her delightful CDs, YouTubes, classes and workshops. This is a song she shared 2/17/14 on Facebook (<https://www.facebook.com/susan.salidor>) as part of her continuing series of "Itty Bitty Ditties." Originally designed as scarf play, the song is also perfect for "stretchy bands." Used with permission.

#### Lyrics:

*Around and around and around and around,  
Around and around and around.  
Up and down, up and down, up and down, up and down,  
Up and down, up and down, up and down.  
Rock! Rock! Rock! And freeze!  
And rock! And rock! And rock and rock and freeze!*

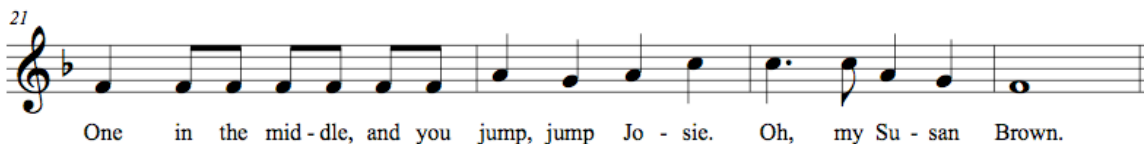
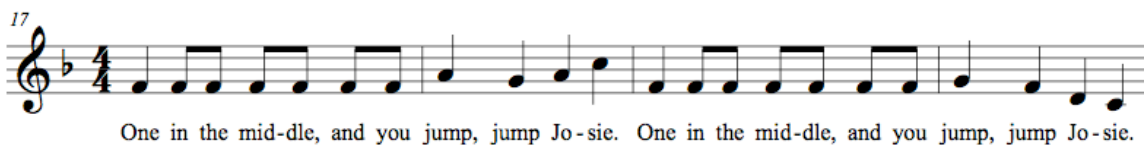
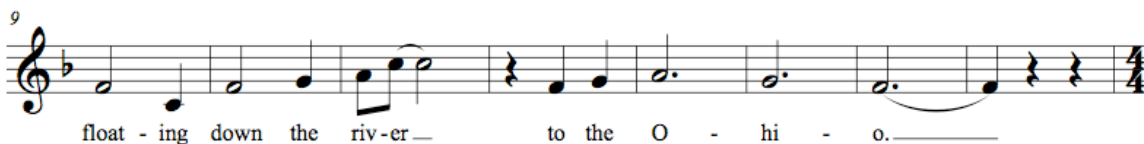
#### 6. JUMP JOSIE / American Heritage Playparty

This song changes from a circle to a partner dance and from fast to slow. It also changes from 3/4 to 4/4 meter and from *legato* (smooth and connected) singing and dancing to *staccato* (short and separate). It is a great song to reinforce the "two x" math tables.

- Teach the song with students in a circle. Move side to side during the first section, then clap hands in the second section, "One in the middle..."
- On "Oh, my Susan Brown," make a large "sunshine circle" with both arms crossing.
- Choose 2 students to be partners. Ask them to hold hands, facing each other.

- Dancers in the middle, or inside, are *jumpers*, dancers in the circle are *clappers*. The only ones who jump during the second half of the song, are those in the middle.
- After the song is completed, ask the “two in the middle” to choose new partners from the circle and repeat the song. After several repetitions, ask *everyone* to get a partner. At this point, sing “all in the middle.”
- Other ideas include using colors (“red in the middle”), clothing (“jeans in the middle”) or anything you can think of - gender, patterns, shoe styles, month born, etc.
- **Other thoughts:** Several couples can start the song in the middle to speed things along. Partners can also “tap tap Josie,” “fly fly Josie,” “turn turn Josie,” etc.

## Jump Josie



### 7. TUE TUE / Traditional, Ghana

There are as many versions of this song as there are interpretations of what it means!

For a fascinating look at the unresolved, and continuing, conversation, visit Mama Lisa's

blog: <http://www.mamalisa.com/blog/can-anyone-help-with-the-song-tue-tue-from-ghana/>

This is a great song for steady beat. Movements can be simple or increasingly complicated!

#### Simple:

- Count “1 -2 -3 -4” a few times to establish the steady beat.
- Pattern: Pat hands out in front of body for two beats, then pat knees for two beats.
- Sing song while clapping pattern with partner.
- When pattern is mastered, increase the tempo with each repetition.

#### Harder:

- Make a double-ringed circle, with one partner in the inside circle, and the other in the outside circle. Direct partners to face each other.
- Divide the ring into “boxes.” A “box” is made from two neighboring couples- 4 kiddos.
- Ask original couples to greet their partners, then turn and greet the person next to

them – their “side” partner. Do this several times, to get accustomed to the movement.

- Using one group, or “box,” demonstrate patting the pattern with the original partner, then with the new, “side” partner.
- At a very slow tempo, invite students to try the pattern. Sing the song.

Hardest:

- Tell students that there’s another “box” on the other side!
- With a group of six (3 kiddos and their partners), slowly try the pattern.  
1. Pat original partner’s hands 2. Pat “side” partners hands 3. NEW side partners

OR

- Sit, facing partner in a double ring.
- Pat partner’s hands, then your knees for the first four beats.
- On the second four beats, pat hands with the neighbors on both sides for the first two beats, pat knees for second two beats. Repeat pattern, starting with original partner.

## Tue Tue

Tu-e tu-e ba-ri-ma tu-e tu-e. Tu-e tu-e ba-ri-ma tu-e tu-e. A bo-fra  
ba A-ma da-wa da-wa tu-e tu-e. A-bo-fra ba A-ma da-wa da-wa tu-e tu-e, Ba-ri-ma tu-e tu-e.

## 8. MRS. MURPHY'S CHOWDER / *Crescendo* circle game

*Crescendo* means to get gradually louder, in Italian, the language of music. After teaching the chant, get into a small circle, and very quietly, with feet to the beat, say the words. With each repetition, the circle becomes a little larger, and the words a little louder – until at last, the circle is at its fullest. *Crescendo!*

## Mrs. Murphy's Chowder

Who put the o-ver-alls in Mrs. Mur-phy's chow-der? No-bo-dy an-swered so she spoke a lit-tle loud-er!

### 9. LUCY LOCKET / England. Tune: Yankee Doodle

This game may be done two different ways: As a chasing game or *Crescendo* hot /cold game.

- (1) Chasing game: A child with a small purse, handkerchief, etc., circles the ring of seated players as all sing. At some point in the song – it can be anytime – the child drops the object behind the back of a seated child. The seated child chases the first child around the circle. The empty space left by the second child (chaser) is “safe.”
- (2) Crescendo game: A “finder” is chosen to hide their eyes while a “hider” hides a small object (‘pocket’) somewhere in the room. The object **MUST** be partially visible. The *finder* turns her / his back or leaves the room while the object is hidden – whatever is best for your classroom. The *hider* then joins the group, and the whole class softly sings the song while the *finder* looks for the object. As the *finder* gets closer to the object, children gradually sing louder (*crescendo*) until the *finder* is guided to the object by the singers’ voices. Choose two more children, and repeat, etc.

#### Lyrics:

*Lucy Locket lost her pocket.  
Kitty Fisher found it.  
Not a penny was there in it,  
Only ribbon round it.*

### 10. SOL ULTE, SOL INNE (Sun, Only Sun) /Traditional, Norway

Partner dance created by Brigid Finucane and Amy Lowe. To hear the song sung in Norwegian, visit Mama Lisa’s World: <http://www.mamalisa.com/?t=es&p=378&c=52>  
Students stand with one partner, holding hands.

#### Lyrics:

<i>Sun outside, sun inside.</i>	(Step away from partner, then forward)
<i>Sun in the heart, sun in the mind.</i>	(See-saw to one side, then the other)
<i>Sun, only sun.</i>	(Double handed “bridge turn”)

## Sun Only Sun

Sun out - side, sun in - side. Sun in the heart, sun in the mind.  
Sol u - te, sol in - ne. Sol i hjer - tet, sol i sin - net,

5  
Sun, on - ly sun.  
Sol, ba - re sol.

### 11. CHOCOLATE / Traditional Mexican Chant. Partner activity, steady beat, *tempo* There are many variants of this chant, some which allude to *mole negro*, the rich, spicy sauce whose main ingredient is chocolate (con arroz y con tomate...).

I use the simpler chant, which refers to the *molinillo*, a wooden utensil that is twirled between one’s palms making the chocolate frothy. Each repetition is faster than the last. Children hold hands and “see-saw” their arms back and forth while saying the chant. Pause briefly at the end of each line, emphasizing the final syllable.

**Variation:** Try a double-handed “bridge turn” on the last “chocolate!”

**Lyrics:**

*Uno, dos, tres, CHO!*  
*Uno, dos, tres, LA!*  
*Chocolate, chocolate,*

*Uno, dos, tres, CO!*  
*Uno, dos, tres, TE!*  
*Bate, bate, chocolate!*

**12. UNO, DOS Y TRES – Mexico / Traditional Counting Song.**

**Partner circle-dance created by Brigid Finucane.**

Students stand in a circle facing a partner, back to back – in one ring.

**Lyrics:**

<i>Uno dos y tres,</i>	(Clap, pat and tap hands together with partner)
<i>Cuatro, cinco, seis.</i>	(Repeat)
<i>Siete, ocho, nueve,</i>	(Take partners hands, and go halfway round in a two-
	hand turn, changing places with partner)
<i>I can count to diez. OR</i>	( On “diez” turn around halfway to face a new partner.
<i>(Yo) Puedo contar a diez.</i>	Repeat with new partner, etc.)



Resources to know about: *New England Dancing Masters* (<http://www.dancingmasters.com>), and the “Games Children Sing” series (China, India, Malaysia, Japan- book with CD).

**Take suggestions and be creative!**

**Above all, have fun!**

**Please contact me with additional questions.**

**I’ll gladly sing melodies into your answering machines!**

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