Singing Games and Dances Children Love
presented by Denise Gagne, KMEA 2009
Sources: Musicplay 3-6, Action Songs, Singing Games Children Love 1-2-4, Shake it Up!, Jazz it Up!
Questions? Email tvmusic@telusplanet.net or see Denise in Booth #630 (on internet cafe side of booths)

1. **Wake Me Shake Me** Singing Games Children Love Vol. 1

Wake Me: leader chooses a partner sings and claps twice
Shake Me: The leader sings “shake me” and gently shakes the partners shoulders
Don’t Let me sleep too late: leader sings and wags index finger 4 times
Gotta get up bright and early:: The leader ‘jives’ with the person
Gonna swing: The leader and partner swing
Both the leader and partner choose new partners. The game continues until everyone is included.
B Section: I’m feeling sleepy! I’m feeling creepy!
Somebody wake me up! (create new B sections)

2. **Action Leader** Shake it Up! by Susie & Phil

3. **Copycat** Source: Listening Resource Kit 1

Preference - what children choose to listen to is linked to familiarity.
If a child is more familiar with a style of music, research has shown that the child will prefer that style of music. The copycat game is a hit with K-2 students and they will request it. Each piece that you choose they will listen to many times, increasing familiarity.

Choose short selections with a steady beat for the copycat game.
Listening Resource Kit 1, selections to play Copycat with:
#28 “Balletmusik”, Wolfgang Amadeus Mozart
#29 “Contradance II”, Wolfgang Amadeus Mozart
#30 “Balletmusik IX”, Wolfgang Amadeus Mozart
#34 “Dance of the Sugar Plum Fairy”, Tchaikovsky
#35 “Winter”, Vivaldi
#36 “Gigue”, Handel
#37 “Gigue”, Handel
#42 “Marche”, Jean-Baptiste Quinault

Listening Resource Kit 2 and 3 also have Copycat selections.

4. **Jazzy Jive** Source: Jazz it Up! by Susie & Phil

1. movement improvisation 8 beats inside - 8 beats outside
2. body percussion improvisation
3. scat improv
4. free for all - improvise

5. **Green Sally Up** Singing Games Children Love Vol. 2

Clap pattern for first part: clap own hands, clap partner’s right hand, own hands, partner’s left hand
On the words, “They jumped so high” start the handshake pattern: shake, shake, thumbshake, thumbshake, shake, shake, finger, finger, shake, thumb, shake, finger, back, back, back, clap

6. **I’se the B’y** Singing Games Children Love Vol. 1

Directions: Children form a double circle, facing partners.
Measures 1-8 partners do this clapping pattern: clap own hands, clap partner’s right hand, own hands, partner’s left hand
On the words ‘hip your partner’ partners gently hipcheck 4 times.
On the words ‘all around the circle’ the inside circle claps 4 times. The outside circle takes 4 steps ahead to the next person and the game continues with a new partner.
7. Frere Jacques  Singing Games Children Love Vol. 2

Directions: Form a double circle.
1. Partners join hands and take 8 steps
2. Point finger at your partner, change hands
3. Join hands and jump back and forth
4. Clap own hands twice, clap partners hands
Learn the movements to the round in unison with one double circle. Split the group in half and do it as a 2 part movement/vocal canon. Work up to a 4 part movement/vocal canon.

8. Clocks and Watches  Source: Singing Games 4

Line 1: step close to the right
Line 2: tip toe to the left
Line 3: stand in place and move arms in a clockwise circle, clap the rhythm of the words
To try the round as a 2 part canon, form two single circles.
Work for success in two parts before trying three parts in three circles.

9. Old Maid  Source: Singing Games 4  (also in Musicplay 5 revised)

Game Directions: The students choose partners and do a pat, clap, clap partner’s hands pattern with their partner. One child without a partner, or the teacher, is needed to begin the game. The child without a partner steals someone else’s partner. The person whose partner was stolen then goes to another pair and steals a partner. This continues until the song concludes with “old maid”. The child without a partner at that time has “lost” the game and is the “old maid”. To speed the game up, call out “old maid” at the number thirty instead of the number ninety.

10. Stella Ella  Source: Singing Games 4  (also in Music)

Directions: The children are seated cross-legged on the floor in a circle. Each child extends their hands, palms facing up. Each player puts the right hand over the hand of the person on their right and the left hand under the hand of the person on their left. The player who begins claps the right hand of the person on his left with his/her right hand. The clapping moves clockwise around the circle. On the last word of the song, “five”, the player who is about to be hit must pull his or her right hand away or he is out. If player 5 pulls away in time #4 is out. Variations: Choose a number between 1-10 Have more than one starter.

11. Charley the Monkeyman  Source: Singing Games 4
Charley the Monkeyman was a song writer from the trees. What color butterfly did he see?
The game is played the same as Stella Ella Olla except that at the end of the game, the person clapped chooses a color. The children spell the color out as they clap: R-E-D. The child clapped on D is out and forms a new circle in the center. Once in the middle circle, the children play for “fun” - no outs. Use this game to review any of the words on your word wall: tempo terms, dynamics, instruments, composers, etc.

12. Cup Game  Listening Resource Kit 3
Cup Game: A pattern: Beat 1 & 2: clap clap Beat 3 & 4: play J J on the cup with alternating hands Beat: 5 clap Beat 6 - pick up the cup Beat 7 - pass the cup to the right Beat 8: rest Do the A pattern with theme each time the theme recurs. During the variations play copycat - leader creates a body percussion pattern and all copy.

13. Our Old Sow  Source: Singing Games 4  (also in Musicplay 5 n

Game Directions: Choose one student to be the “farmer” and one student to be the “sow”. All the other students form “walls”. The students stand in this formation and sing phrase one. At the end of the phrase they let go of hands, clap and turn to the left, and join hands with the person from the row behind them. The “farmer” chases the “sow” through the aisles. The “farmer” and “sow” are not allowed to break through the “walls”. The game can continue until the song is finished, until the “farmer” catches the “sow”.

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14. Pass the Pumpkin (Basket) Singing Games  

Game Directions: Choose rhythm flashcards that your students can read and put them into a pumpkin or another container if you don’t have a pumpkin. As the students sing, they pass the pumpkin. At the end of the song, or at a signal, the child who has the pumpkin in front of them pulls a rhythm from the pumpkin and claps it. The rest of the class must tell what the rhythm was using rhythm names. If you wish, you could have some treats in the pumpkin and the child who correctly claps the rhythm earns a treat. Treats can be candies, but they could also be a stamp or sticker. At other times of the year, use other containers to hold the flashcards: basket, lunch bag

Rhythm Chain: Have the child who chooses the flashcard go to the front of the room and begin a rhythm chain. Each time you add a child holding a card, have the class clap the rhythms in order. Then, have the children holding the cards turn away from the class and have the class clap the rhythms without seeing them. How many patterns can your class remember?

Flashcard Attendance: Have a pile of flashcards that you want to assess. Call a students name, and that student reads the flashcard that you hold up. Assess how well they read the card and mark it on your class list. Call the next students name and hold up a different flashcard. You can assess an entire class rotating between 5-6 flashcards in about 5 minutes. You can assess either rhythm reading or melody reading.

Turnover: Choose four flashcards. These can be melodic or rhythmic. Have the students sing or chant all four. Then turn one card over. Have the students sing or chant all four again - including the one that is turned over. Then turn another card over. Have the students sing or chant all four again. Continue turning cards over one at a time until all four are turned over. This helps to develop memory and sequencing skills.

Which Rhythm Did I Clap?: Place 2 rhythm flashcards on a stand. Clap one of them. Have the students identify which flashcard you clapped.

One half claps - the other half says: This activity isn’t in the lesson plans, but it is excellent preparation for rhythm dictation. Divide the class in half. Have one half clap the rhythm flashcard. (Hide the card from the other half) The other half of the class says what the rhythm was in ta’s and titi’s. When the class is successful at this, they are ready for dictation.

15. Scoo Be Doo Source: Jazz it Up! by Susie & Phil

Rhythm Dice: Play dice games to reinforce note values and to transition to using actual note names instead of ta and titi

Other Great Games for Upper Elementary:
Orchestra Bingo
Classroom Instrumnet Bingo
Note Name Bingo
Note Name Battleship

RECORDER GAMES: In Grade 3-4-5-6 play games on the staff to learn letter names. Guessing games are fun to play on recorder and are includes the Complete Recorder Resource.