

SINGING FUN 'N GAMES

Rio Grande Valley Chapter of AOSA

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Join your colleagues and friends in lessons that will have your students singing joyfully, while addressing audiation, melody direction, intervals, steady beat, and phrases. These fun and challenging opportunities include both primary and intermediate-level lessons to encourage musical growth in unique ways.

1. My Bonnie Lies Over the Ocean

Source: *Singing Fun and Games!* (Book by Almeida)

Focus: “B”, *Singing Fun, Triple Meter.*

Process: Display PDF, and discuss history of song, if desired. Perform song for children, pointing at the letter “B” each time it is sung. Have them join you on the second time through. Next, have students sing the song with you, raising their arms on each word that begins with “B” and lowering them on the next, continuing throughout the song. For the grand finale, instruct children to stand on each word that begins with “B”, sit down on the next and so forth. If done correctly, they will be sitting down at the end of song.

2. Chumbara (French-Canadian nonsense song)

Source: *Singing Fun and Games!* (Book by Almeida)

Focus: *Octave, Melodic Direction and Intervals, Diction.*

Process: Teach the song with original verse of nonsense syllables. Focus on descending scale line and octave skips. In a subsequent lesson, prepare three bags of nonsense syllables for children to use in constructing new words. Bag One should contain word fragments that begin with consonants, Bag Two should contain cards of one single vowel, Bag Three should contain word fragments that begin with a consonant and end in a vowel.

Chum-ba - ra, chum - ba - ra,

4
chum - chum, chum - ba - ra, chu - ba - ra,

6
chum - ba - ra, chum chum!

3. Swimming

Source: *Singing Fun and Games!* (Book by Almeida) I learned this song at Girl Scout Camp) ☺

Focus: *Melody, Audiation*

Process: Display visual and sing song for students, then invite students to sing the song with you. Be sure to emphasize that this is not a “take-away-the-words” song, but rather a “keep-them-in-your-head” song. Each projected slide highlights the new words to internalize, in an additive fashion.

4 bar intro Traditional, adapted by Artie Almeida

Swim - ming, swim - ming, in my swim - ming pool. When
 days are hot, when days are cold, in my swim - ming pool.
 Back - stroke, side - stroke, fan - cy div - ing too!
 Don't you wish you nev - er had an - y - thing else to do? (But)

4. The Long-Legged Sailor

Source: *Singing Fun and Games!* (Book by Almeida)

Focus: Steady Beat, Tuneful Singing.

Process: Sing entire song for children then ask them to join you on the second singing. Have students hold both hands apart on “long.” Then add “lap drumroll” on “Have you...” Next add patting the lap on “ever” and “wife.” Then teach entire body percussion pattern. In a subsequent lesson, change the word “sailor” to a creature, food, or body part. (e.g., long-legged cockroach, long-legged sandwich, long-legged stomach, etc.). Change partners numerous times.



Have you e-ver, e-ver, e-ver in your long leg-ged life, seen a long leg-ged sai-lor with a long leg-ged wife?

5. There's a Spider on the Floor (Book and Song by Raffi. Tune: “If You’re Happy & You Know It”)

Source: *Singing Fun and Games!* (Book by Almeida)

Focus: Rhyming Words, Blending.

Process: Add toy (or paper) spiders for engagement. Create many verses, then allow small groups of students to create their own rhyming verses and sing for their classmates. Accompany the students with a harmonic instrument, perhaps guitar, ukulele, autoharp, etc.

6. The Cat Opera (Rossini): Kitty Responders

Source: Responder idea by Debbie Clifton, used with permission.

Focus: *Vocal timbres, Opera, Duet, Melody Direction.*

Process: Lead the class in listening, with teacher using boy/girl kitty responders to show the melody direction. Distribute cat responders to students and repeat the listening experience. There are a number of good YouTube videos of this piece.

Practice! Practice! Practice for this one! ☺

