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Blue Bird

Blue Bird Blue Bird through my win-dow, Blue Bird Blue Bird through my win-dow,

Blue Bird Blue Bird through my win-dow, won't you be my part-ner dear?

Analysis – Level I, II, & III

Tone Set: ________________________________

Scale: ________________________________

Melodic Patterns: ________________________________

Melodic Concept Level I II III

Isolated Melodic Concept Level ______

Rhythms: ________________________________

Rhythmic Patterns: ________________________________

Rhythmic Concept Level I II III

Isolated Rhythmic Concept Level ______

Form: ________________________________

Meter: ________________________________

Game: ________________________________

Origin: __________ Words

Other Elements: ________________________________

Source: ________________________________

Title Author Page

Principle Concept Use:
(M) _______ (Level) _______

(R) _______ (Level) _______

(Isolate/extract) _______ (Level) _______
GAME

Standing in a stationary circle, children hold hands, arms raised in arch. “Blue Bird” flies in and out of circle as song is sung. On “dear,” bird grabs an arm as he/she goes under an arch. Bird leads line under arches. The last person in line grabs a new arm (bird) at the end of each singing (on “dear”). Game continues until all children have been chosen. “Snake” the line around the room ending in a circle formation.
A Sailor Went To Sea

A sail-or went to sea sea sea sea, to

see what he could see see see see. But all that he could

see see see was wa-ter in the sea sea sea. (chop, knee)

Analysis - Level I, II, & III

Tone Set: 

Scale: 

Melodic Patterns: 

Melodic Concept Level I II III 
Isolated Melodic Concept Level 

Rhythms: 

Rhythmic Patterns: 

Rhythmic Concept Level I II III 
Isolated Rhythmic Concept Level 

Form: 

Meter: 

Game: 

Origin: ______ Words ______

Other Elements: 

Source: 

Title Author Page

Principle Concept Use:
(M) ______ (Level)______

(R) ______ (Level)______

(Isolate/extract) ______ (Level)______
GAME

Standing stationary - random formation

Motions: 1) sea (see) = salute
          2) chop = chopping motion on left arm with right hand
          3) knee = tap knee
          4) Do all three motions: sea chop knee
Hand Drum

Here I come with my big hand drum.

Hear me play with a rum tum tum.

Analysis – Level I, II, & III

Tone Set: ____________________________

Scale: ______________________________

Melodic Patterns: ____________________________

_______________________________

Melodic Concept Level I II III

Isolated Melodic Concept Level ______

Rhythms: ____________________________

Rhythmic Patterns: ____________________________

_______________________________

Rhythmic Concept Level I II III

Isolated Rhythmic Concept Level ______

Form: ____________________________

Meter: ____________________________

Game: ____________________________

Origin: ___________ Words________

Other Elements: ____________________________

Source: ___________ Title ___________ Author ___________ Page

Principle Concept Use:

(M)__________ (Level)_______

(R)__________ (Level)_______

(isolate/extract)__________ (Level)_______
Ickle Ockle

Ickle Ockle blue bottle, fishes in the sea.
If you want a partner, please choose me.

<table>
<thead>
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<th>Analysis - Level I, II, &amp; III</th>
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<tbody>
<tr>
<td>Tone Set: ( m \ # )</td>
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<td>Melodic Patterns: ( sslls) mm - ( sslls )</td>
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<td>Rhythms: ( I - )</td>
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<td>Rhythmic Patterns: ( I ) ( II ) ( III )</td>
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<td>Rhythmic Concept Level I ( L ) II III</td>
</tr>
<tr>
<td>Isolated Rhythmic Concept _<strong><strong><strong>\ Level _</strong></strong></strong>\</td>
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<tr>
<td>Form: ( a \ a v \ a v a v )</td>
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<td>Meter: ( \frac{2}{4} - \frac{2}{4} = I )</td>
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<tr>
<td>Game: Traveling Circle w/ partner &amp; &quot;it&quot; Ickle Ockle is</td>
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<td>Origin: _______\ Words nonsense</td>
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<td>Other Elements: Conduct-TALK vowels-Choral Warm up</td>
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<td>Source: Level I-Kirk K. Forrai</td>
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<td>(Isolate/extract) _<strong><strong><strong>\ (Level) _</strong></strong></strong>\</td>
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4
GAME
Traveling Circle Game

Partner game - children form double circle. “It” stands in center of circle. Children hold partner’s hand and travel clockwise. “It” travels counter-clockwise. On “choose me,” “it” grabs a person from the inside circle as his new partner. This sets off a chain reaction - everyone MUST grab a new partner and take them to the “wall.” Child left without a partner is the new “it.” Game begins again.
Tinker, Tailor

Tinker, Tailor, Soldier, Sailor,

Rich man, poor man, beggar man, thief.

Analysis - Level I, II, & III

Tone Set: \( m 9 \)

Scale: 5-bitone

Melodic Patterns: \( sm, sm - ssms \)

Melodic Concept Level I \( Sm \), II \( \text{III} \)

Isolated Melodic Concept \( \text{Level} \)

Rhythms: \( \text{I - } \boxed{\text{IV}} - \text{Z} \)

Rhythmic Patterns: \( \frac{2}{4} \boxed{\bar{1}\bar{1}\bar{1}} - \boxed{\bar{1}\bar{1}\bar{1}} \)

Rhythmic Concept Level I \( \boxed{\bar{1}\bar{1}\bar{1}} \), II \( \text{III} \)

Isolated Rhythmic Concept \( \boxed{\bar{1}\bar{1}\bar{1}} \) \( \text{Level} \)

Form: \( \frac{a a}{A} \) \( \frac{a b}{A v} \)

Meter: \( \frac{2}{4} \quad \frac{2}{4} = 1 \)

Seated Stationary Circle w/ "It"

Game: Chase game

Tinker?

Origin: \( \text{Words Tailor? Occupation} \)

Other Elements: \( K - \frac{\text{high vs}}{\text{low vs}} \cdot m \)

Source: \( \text{Level I} \) \( \text{Kirk - Daniel} \)

Title

Author

Page

Principle Concept Use:

(M) \( \text{Sm} \) (Level) \( \text{I} \)

(R) \( \text{Z} \) (Level) \( \text{I} \)

(Isolate/extract) \( \boxed{\bar{1}\bar{1}\bar{1}} \) (Level) \( \frac{1}{\text{I}} \)

\( \frac{\text{high vs}}{\text{low vs}} = K \)
GAME

Seated in a stationary circle with "It."
Played like duck-duck-goose.
Lucy Locket

Lucy Locket lost her pocket, Kitty Fisher found it.

Not a penny was there in it, Only ribbons round it.

Analysis - Level I, II, & III

Tone Set: ________________________________

Scale: ________________________________

Melodic Patterns: ________________________________

________________________________________

Melodic Concept Level I II III
Isolated Melodic Concept Level

Rhythms: ________________________________

Rhythmic Patterns: ________________________________

________________________________________

Rhythmic Concept Level I II III
Isolated Rhythmic Concept Level

Form: ________________________________

Meter: ________________________________

Game: ________________________________

Origin: __________ Words __________

Other Elements: ________________________________

Source: _______________________________________

Title Author Page

Principle Concept Use:
(M) ________ (Level) ________

(R) ________ (Level) ________

(Isolate/extract) ________ (Level) ________
GAME  (Hide-and-Seek game)

“Kitty Fisher” hides purse in room.
“Lucy Locket” comes back into room to find purse.
Using dynamics, the children sing the song to give Lucy clues to where the purse is hidden. The farther away Lucy is, the softer the song is sung. Lucy gets closer to the purse, the song is sung louder. When Lucy is close, the song is sung loudly.
Naughty Pussy Cat

You are very fat

You have butter on your whiskers Naughty Pussy Cat.

Analysis – Level I, II, & III

Tone Set: Drmfsl

Scale: 1st Hexachord

Melodic Patterns: sssls – stmad

Melodic Concept Level 1 II III F

Isolated Melodic Concept sssls Level I

Rhythms: 1 1 2

Rhythmic Patterns: 4 1 1

Rhythmic Concept Level 1 II III

olated Rhythmic Concept Level

Form: a a b c

Meter: \( \frac{4}{4} \)

Game: Story – Finger Play – Actions

Origin: Mother Goose

Words “Pussy”

Other Elements: Act out – Shake Finger – Fat Whiskers – Skat!

Source: (Kirk) K. Daniel

Title

Author

Page

Principle Concept Use:

(M) (Level) III

(R) (Level) I

(Isolate/extract) (Level) I
Busy Buzzy Bumble Bee

Busy Buzzy Bumble Bee Buzzing round from tree to tree.

Busy Buzzy Bumble Bee Don't you dare to buzz 'round me.

Analysis - Level I, II, & III

Tone Set: _____________________________

Scale: ________________________________

Melodic Patterns: ______________________

______________________________

Melodic Concept Level I ______ II ______ III ______

Isolated Melodic Concept ______ Level ______

Rhythms: _____________________________

Rhythmic Patterns: ______________________

______________________________

Rhythmic Concept Level I ______ II ______ III ______

Isolated Rhythmic Concept ______ Level ______

Form: ______________________________

Meter: ______________________________

Game: ______________________________

Origin: ___________ Words ___________

Other Elements: _______________________

Source: ______________________________

Title ___________ Author ___________ Page ______

Principle Concept Use:

(M) _______ (Level) _______

(R) _______ (Level) _______

(Isolate/extract) _______ (Level) _______

8
GAME

Sitting stationary circle game played like “duck-duck-goose.” Can use a bee puppet.
The Peddler

Rich man poor man beggar man thief,

doc - tor law - yer In - di - an chief

Count on your but - tons one by one and
tell me the name of just that one.

Analysis - Level I, II, & III

Tone Set: ____________________________

Scale: ______________________________

Melodic Patterns: ____________________

Melodic Concept Level I  II  III

Isolated Melodic Concept  Level

Rhythms: ____________________________

Rhythmic Patterns: __________________

Rhythmic Concept Level I  II  III

Isolated Rhythmic Concept  Level

Form: ______________________________

Meter: ____________________________

Game: _____________________________

Origin: ____________________________

Other Elements: ____________________

Source: ____________________________

Title  Author  Page

Principle Concept Use:
(M)__________ (Level)__________

(R)__________ (Level)__________

(Isolate/extract)__________ (Level)____
GAME - Traveling Circle Game

The "Peddler" stands outside circle with a variety of instruments on the floor in front of him/her. The circle stops at the end of the song. The child standing in front of the "Peddler" listens as the Peddler plays an instrument. The child identifies the instrument. This child is the new "Peddler."
Higher Than A House

Higher than a house.
Higher than a tree.

Underneath the water, underneath the sea.
What ever can it be?

Analysis - Level I, II, & III

Tone Set: {D r s d r i}
Scale: ext d tritone
Melodic Patterns: d r d r d' - s d r dr d' - s d

Melodic Concept Level I
Isolated Melodic Concept II d' (r') III High/low Level II
Rhythms: 1 - Π - Z - τ τ - Ξ
Rhythmic Patterns: 4 \[\text{π} \text{π} \text{π} \text{π} - \text{π} \text{π} \text{π} \text{π} ^ i \]

Rhythmic Concept Level I
Isolated Rhythmic Concept II Level III τ τ

Form: A A v B
Meter: \[\frac{4}{4} \frac{4}{4} = \Pi\]
Game: Seated-guessing game
Origin: 
Other Elements: High/low = K
pictures - visual
Source: (Kirk) Daniel Kodály Approach I
Title Author Page

Principle Concept Use:
(M) d' (r') (Level) II
(R) Ω (Level) II
(Isolate/extract) High/low (Level) I

Level III

10
GAME (seated)

Teacher places pictures on the wall of objects that are “high/low” in nature. Sing song - teacher sings last note. If sing d^1 - children should guess “high picture.” If sing do - children should guess “low picture.”
Little Tommy Tinker

Little Tommy Tinker sat on a clinker and he began to cry,

"Mama, Mama, Poor little innocent!"

Analysis - Level I, II, & III

Tone Set: \(\text{rms d}'\)

Scale: \(\text{ext d tetradone}\)

Melodic Patterns: \(dms-d's-mrd\)

Melodic Concept Level I \(d'\) II \(d'\) III

Isolated Melodic Concept \(\text{High/low Level K}\)

Rhythms: \(1-\text{n-}d-0\)

Rhythmic Patterns:
\[
\begin{align*}
&1111-1111-0 \\
&1111-1111-0
\end{align*}
\]

Rhythmic Concept Level I \(\text{II} \quad \text{O} \quad \text{III}\)

Isolated Rhythmic Concept \(\text{II Level I}\)

Form: \(\frac{a b}{A B}\)

Meter: \(\frac{4}{4} = \text{II}\)

Game: \(\text{Stand on d'}\)

Origin: \(\text{Mother Goose, Words: hot coal}\)

Other Elements: \(\text{Round - High/Low = K}\)

Slur

Source: \(Kirk - \text{Level I}\)

Title Author Page

Principle Concept Use:

(M) \(d'\) (Level) \(\text{II}\)

(R) \(0\) (Level) \(\text{II}\)

(Isolate/extract) \(\text{High/Low (Level) K or I}\)

\(d\) Level \(\text{II}\)
GAME

Seated: Children stand on “Ma” (d) and sit down on “ma” (s).
Under The Spreading Chestnut Tree

Under the spreading chestnut tree

where I'll hold you on my knee.

Oh, how happy we will be

under the spreading chestnut tree.

Analysis - Level I, II, & III

Tone Set: D G F B E A

Scale: Major

Melodic Patterns: drms - mrd - rmflmr - mdisn

Melodic Concept Level I  II  III  

Isolated Melodic Concept Level

Rhythms: h1 1 1 1

Rhythmic Patterns: h1 1 1 1 d

Rhythmic Concept Level I  II  III  

Isolated Rhythmic Concept  d  Level II

Form: ABCA

Meter: \( \frac{2}{4} \)

Game: inner hearing - motions

Origin: Words Relationships

Other Elements: Comparatives - F/S=K

Source: Fun Folk Frolic

Title Author Page

Principle Concept Use:

(M) \( \frac{1}{2} \)  (Level) III

(R) \( \frac{1}{2} \)  (Level) II

(Isolate/extract) inner hearing (Level) K-5

\( d = \text{II} \)
GAME

Repeat the song, substituting motions, one at a time for the following words: 
*under* (hands over head); *spreading* (spread arms); *chest* (slap chest); 
*nut* (pat head); *tree* (arms straight up); *knee* (slap knees).
One Finger, One Thumb

One finger, one thumb keep moving, One finger, one thumb keep moving, One finger, one thumb keep moving. We'll chase the flies away.

2. One finger, one thumb, one hand, two hands, one arm, two arms keep moving....
3. Add legs (one at a time)
4. Stand up, sit down (after all actions)
As new words are added to the song, continue the same melody.

Analysis – Level I, II, & III

Tone Set: __________________________

Scale: __________________________

Melodic Patterns: __________________________

________________________

Melodic Concept Level I II III
Isolated Melodic Concept Level _________

Rhythms: __________________________

Rhythmic Patterns: __________________________

________________________

Rhythmic Concept Level I II III
Isolated Rhythmic Concept Level _________

Form: __________________________

Meter: __________________________

Game: __________________________

Origin: Words __________________

Other Elements: __________________

Source: __________________________

Title __________________________

Author __________________________

Page _______

Principle Concept Use:
(M) _______ (Level) _______

(R) _______ (Level) _______

(Isolate/extract) _______ (Level) _______
Aquaqua de la omar, quaquaqua del simatico, trico trico tra valo valo valo valo valo valo valo 1 2 3 4 5!

Analysis - Level I, II, & III

Tone Set: m, s, l, t, d
Scale: incomp. major
Melodic Patterns: s, d, s, l, s - s, m, s, m - l, t, d - m, s, t, s, d
Melodic Concept Level I II III +
Isolated Melodic Concept Level
Rhythms: pickup - n - 1 - 1 - k - z - 7
Rhythmic Patterns: 2 / n / n / n - 1 - n / l / t / t / t / t / 1
Rhythmic Concept Level I II III +
Isolated Rhythmic Concept Level
Form: A A v B C
Meter: \( \frac{2}{4} \) passing
Game: Seated: clapping - steady beat
Origin: Israel Words Nonsense words
Other Elements: Counting - steady beat = 1 x K
Speaking: Singing: Voice - K
Source: Klick (Kodaly Conference Workshop)
Title Author Page
Principle Concept Use:
(M) t (Level) III
(R) l, t (Level) III
(Isolate/extract) Voices (Level) K
steady beat = older I

steady beat = older I
**GAME**

Children in a circle - left palm up, right palm down over neighbor's left hand. One person starts song and takes the beat from the right and passes it by taking his/her right hand and crossing over in front of his/her body to the left side and tapping right hand of his/her neighbor, which is on top of his/her left hand. Left side neighbor repeats the process all the way around the circle until the numbers are called out. When beat gets to #4, he/she passes the beat to #5. If #4 taps #5's hand before he/she moves it, #5 goes in the center of the circle. If #4 misses, then he/she goes to the center. The person after #5 begins the song and beat sequence again. When enough are in the center of the circle, this group can begin the game among themselves. Many concentric circles can play at once.

**VARIATION:**

Two children can start the game at opposite ends of the circle.
My Landlord

My landlord rang the front door bell,
I let it ring for a long, long spell, I went to the window I
peeked out the blind, I asked that man what was on his mind. He said,

"Money, honey Oo-oo-oo-ee, Money, honey,
Oo-oo-oo-ee, If you wanna get along with me If you
wanna get along with me."

a - Each player claps his own hands
b - Partners clap right hands together
c - Partners clap left hands together
da - Each player claps his own hands
d - Partners clap hands together
e - Cross hands on shoulders
f - Pat legs

Clap Pattern:

```
 1 1 1 1 | 1 1 1 1 :|
 abc ad ef
```
**Analysis - Level I, II, or III**

**Tone Set:** s l t t d o r m

**Scale:** Blues-like: major with guest t, m

**Melodic Patterns:** d t s d - m r d r - s t t r d

---

**Melodic Concept Level**

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
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**Isolated Melodic Concept**

**Rhythms:** pickup 7 t - 1 3 - 3 1 4

**Rhythmic Patterns:** 7 7 7 7 1 1 1 1 1 1

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**Rhythmic Concept Level**

<table>
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<th>I</th>
<th>II</th>
<th>III</th>
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</table>

**Isolated Rhythmic Concept**

**Form:** aa v b c d d e e

**Meter:** 4 4 = II

**Game:** Clapping game

**Origin:** Afro-American Words

**Other Elements:** Blues - Steady Beat - older 1

**Source:** (Kirk) Marilyn Quist

**Title**

**Author**

**Page**

---

**Principle Concept Use:**

**(M)**

**(R)**

---

**Isolate/extract:** Steady beat (Level) I

---

**No Tonic Solfa required**

**Level I**
Ostinato

\[ \text{Ostinato, Ostinato,} \]

Who are you? Who are you?

I'm a little pattern, I'm a little pattern,

Stubborn too, Stubborn too.

---

Analysis - Level I, II, & III

Tone Set: \( S, D, R, M, F, S, l \)

Scale: ext. A hexachord

Melodic Patterns: \( d, r, m, d - d, s, d - m, f, s, l, s, f, m, d \)

Melodic Concept Level I II III fa

Isolated Melodic Concept \( d, s, d \) Level II

Rhythms: \( I - \square - \square \)

Rhythmic Patterns: \( \underline{4} 1 1 1 1 1 d - \square \square \)

Rhythmic Concept Level I II d III

Isolated Rhythmic Concept \( \underline{1} 1 1 1 1 \) Level I

Form: \( A B C D \)

Meter: \( \frac{4}{4} = I I \)

Game: Perform rhythmic ostinato

Origin: French Ostinato

Other Elements: Question-answer = K

Round, play ostinato on instruments = K

Source: Kirk-Kodály workshop

Title: Author Page

Principle Concept Use:

(M) fa (Level) III

(R) d (Level) II

(Isolate/extract) \( \underline{1} 1 1 1 \) (Level) I

\( d, s, d - I \)
Now Every Sleeper Waken

Now every sleeper waken the sun is in the sky.

Come rise Come rise and hear the cuckoo cry.

Cuckoo Cuckoo Wake up, be spry.

Analysis - Level I, II, & III

Tone Set: s, A, m, f, s, d, d'

Scale: ext. d pentachord

Melodic Patterns: s-m-d's-f-m-f-s-m-s-m-s-s-t-

M旋律ic Concepts Level I II III fa

Isolated Melodic Concept s-m Level I

Rhythms: [pickup - N - 1 - 1.5]

Rhythmic Patterns: [1, 1, 1, 1, 1, 1, 1, 1, 1, 1]

Rhythmic Concept Level I II III 1, 1

Isolated Rhythmic Concept 1 Level III

Principle Concept Use:
(M) fa (Level) III
(R) 1, 1 (Level) III

(Isolate/extract) s-m pattern (Level) 1, 1

Form: ABC

Meter: 4 4 = II

Game: Stand on "Come rise"

Origin: Words Wake up

Other Elements: Round

Source: Kirk

Title Author Page
GAME

Students rise on the word “rise.”
At A Time Like This

```
At a time like this, At a time like this, At a time like
this oh won't you help me?
```

2-2-1  1. snap  4. nair  7. foo
2. clap  5. wooo  8. humma
3. stomp  6. boom  9. funky chicken

Analysis – Level I, II, & III

Tone Set: s4 d r m f s l
Scale: ext. d hexachord
Melodic Patterns: f m d r d – s4 d s4 d – d m m – m s l s
Melodic Concept Level I II III fa
Isolated Melodic Concept pitch explor. Level K
Rhythmic Patterns 4 3 | 3 3 1 1 | 1 1 1 1
Rhythmic Concept Level I II III
Isolated Rhythmic Concept pickup Level III

Form: A A v B C
Meter: \( \frac{3}{4} = II \)
Game: Action Song
Origin: Words Help
Other Elements: Extension of phrase
pitch exploration – K
Source: Kirk

Title Author Page
Principle Concept Use:
(M) fa (Level) III
(R) l (Level) III
(isolate/extract) pitch explor. (Level) K
pickup = III older 19
I Left My Wife In Tennessee

\[ \begin{align*}
&\text{I left my wife in Ten-nes-see} \\
&\text{With for-ty kids and a can of beans and I thought it was} \\
&\text{Right, right} \\
&\text{Right for my coun-try whoop-ti-doo.} \\
&\text{Left left left right left.}
\end{align*} \]

Analysis - Level I, II, & III

<table>
<thead>
<tr>
<th>Tone Set:</th>
<th>A B+</th>
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<tbody>
<tr>
<td>Scale:</td>
<td></td>
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<td>Melodic Concept Level I</td>
<td>II</td>
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<tr>
<td>Isolated Melodic Concept</td>
<td>Level</td>
</tr>
<tr>
<td>Rhythms:</td>
<td>pickup - Z</td>
</tr>
<tr>
<td>Rhythmic Patterns:</td>
<td>N</td>
</tr>
<tr>
<td>Rhythmic Concept Level I</td>
<td>II</td>
</tr>
<tr>
<td>Isolated Rhythmic Concept</td>
<td>steady</td>
</tr>
</tbody>
</table>

Form: \[ \begin{align*}
&4 \quad 4 \quad 5 \quad 5 = \text{III} \\
\end{align*} \]

Meter: \[ \text{Marching} \]

Origin: Tennessee Words March-chant

Other Elements: Steadybeat - K, I

Whoop-ti-doo - nonsense

Source: (Kirk) Trinka

Title: 
Author: 
Page: 

Principle Concept Use:

(M) mixed meter (Level) III

(R) \[ \begin{align*}
&4 \quad 5 \\
&\text{Isolate/extract steady (Level)} \\
&\text{beat older student}
\end{align*} \]
Here Are Grandma's Glasses

Here are Grandma's glasses

Here is Grandma's hat.

And this is the way she folds her hands

And lays them in her lap.

Here are Grandpa's glasses

And here is Grandpa's hat.

And this is the way he folds his arms

JUST LIKE THAT!

Analysis - Level I, II, & III

Tone Set: ____________________________

Scale: ________________________________

Melodic Patterns: High - Low

_______________________________

_______________________________

Melodic Concept Level I [ ] II [ ] III [ ]

Isolated Melodic Concept _______ Level _______

Rhythms: H - Z - ↑ pickup - H - Z - ↑

Rhythmic Patterns 4 4 4 4 4 4 4 4

Rhythmic Concept Level I [ ] II [ ] III [ ]

Isolated Rhythmic Concept _______ Level _______

Form: A B A 6 v or A B A V C

Meter: \( \frac{4}{4} = \text{II} \)

Game: Finger play

Origin: ________ Words Grandma and Grandpa

Other Elements: High/Low voices = K

Source: Kirk Level I

Title _____________________________

Author __________________________

Page 21
Two Little Puppets

Two little puppets

One on each hand

Isn't she pretty?

Isn't he grand?

Her name is Bella

His name is Bow

She says, "Good morning."

He says, "Hello!"

Analysis - Level I, II, & III

Tone Set: ____________________________

Scale: ______________________________

Melodic Patterns: **High-Low (voices)**

Melodic Concept Level I **K** II III

Isolated Melodic Concept high-low Level **K**

Rhythms: 1 - □ - Z

Rhythmic Patterns: 4 1 1 1 1 Z - □ □ □ 1 1 Z

Principle Concept Use:
(M) **High/Low** (Level) K
(R) Z (Level) I

Rhythmic Concept Level I Z II III

Isolated Rhythmic Concept ______ Level ______
Engine Engine #9

Intro:  Choo, choo, choo, choo (low voice)

        Woo, woo, woo, woo! (high voice)

Engine engine number 9

Going down Chicago line.

If the train goes off the track,

Do you want your money back?

Maybe yes, maybe no,

Maybe yes, maybe so!

Coda:  Choo, choo, choo, choo (low voice)

        Woo, woo, woo, woo! (high voice)
Analysis – Level I, II, & III

Tone Set: ____________________________

Scale: ____________________________

Melodic Patterns: Pitch exploration - 
  high/low 

Melodic Concept Level I [ ] II [ ] III [ ]
Isolated Melodic Concept ______ Level ______

Rhythms: ______

Rhythmic Patterns: 1 1 1 1 1 1 1 1

Rhythmic Concept Level I [ ] II [ ] III [ ]
Isolated Rhythmic Concept ______ Level ______

Form: ______

Meter: ______

Game: ______

Origin: ______ Words Trains

Other Elements: Intro, Coda, Comparative:
  Fast/Slow, Loud/Soft = K High/Low
  train = K Low-big train = K

Source: Kick

Title Author Page

Principle Concept Use:
(M) ______ (Level) ______

(R) ______ (Level) ______

(Isolate/extract) Comparative (Level) ______

Fast/Slow, Loud/Soft, High Low

Pitch Expl. ______

GAME

Beat can be done in place with voice modulation.
When well learned, children can put the beat in their feet and then learn to move “clockwise” and “counterclockwise.” These terms are much easier than “right” and “left.” This is a very good rhyme to precede circle games such as “Ring Around the Rosie.”
Engine Engine #9 (melodic)

Leader

\[ \frac{2}{4} \]

Echo

Engine engine number 9 Engine engine number 9

Leader

Go-ing down Chi-ca-go line Go-ing down Chi-ca-go line

Leader

If the train should jump the track If the train should jump the track

Leader

Do you want your mo-ney back? Do you want your mo-ney back?

Leader

Do you want your mo-ney back? Yes, I want my mo-ney back!

Repeat last line three times, getting louder each time
Analysis - Level I, II, & III

Tone Set: ________
Scale: ________
Melodic Patterns: ________, ________
Rhythms: ______

Form: ________
Meter: ________
Game: ________
Origin: ________
Other Elements: ________
Repeat Sign: ________
Source: ________

Principle Concept Use:
(M) ________ (Level) ________
(R) ________ (Level) ________
(Isolate/extract) ________

K - Speaking/Singing Voice
K - In tune Singing

GAME

Need nylon pairs

Children in groups of 5 to 6 in line formation.
One nylon is held on each side of line to form a train. The head child leads
the train around the room stepping to the steady beat, arms in “chugging”
motion.

× × × × ×
Bounce High, Bounce Low

Bounce high, bounce low,
Bounce the ball to Shiloh.

Analysis – Level I, II, & III

Tone Set: ____________________________
Scale: ______________________________
Melodic Patterns: ______________________
____________________________________
Melodic Concept Level I    II    III
Isolated Melodic Concept Level
Rhythms: _____________________________
Rhythmic Patterns: ______________________
____________________________________
Rhythmic Concept Level I    II    III
Isolated Rhythmic Concept Level
Form: ________________________________
Meter: ______________________________
Game: ______________________________
Origin: __________________           Words________
Other Elements: ______________________
Source: ____________________________
Title          Author       Page
Principle Concept Use:
(M)__________ (Level)________
(R)__________ (Level)________
(Isolate/extract)_________ (Level)____
Hey Hey Look At Me

Hey hey look at me.

I am clapping, can't you see?

Analysis - Level I, II, & III

Tone Set: ____________________________

Scale: ______________________________

Melodic Patterns: _____________________

_______________________________

_______________________________

Melodic Concept Level I ____ II ____ III ____
Isolated Melodic Concept ________ Level ______

Rhythms: ____________________________

Rhythmic Patterns: ______________________

_______________________________

_______________________________

Rhythmic Concept Level I ____ II ____ III ____
Isolated Rhythmic Concept ________ Level _____

Form: ________________________________

Meter: _______________________________

Game: _______________________________

Origin: _______ Words _________

Other Elements: _______________________

Source: ________________________________

Title Author Page

Principle Concept Use:
(M) _______ (Level) _______
(R) _______ (Level) _______
(Isolate/extract) _______ (Level) _______
GAME

One child in the center of a circle sings the song inserting the movement he/she is doing. The children in the circle repeat the song imitating his/her word and movement.

Any action may be substituted: swaying, bending, nodding, etc.
One, Two, Tie My Shoe

Additional verses:

Three, four, shut the door,
Five, six, pick up sticks,
Seven, eight, lay them straight,
Nine, ten, a big fat hen.

Eleven, twelve, dig and delve,
Thirteen, fourteen, maids are courting,
Fifteen, sixteen, maids are crying,
Seventeen, eighteen, maids are waiting,
Nineteen, twenty, my platter's empty.

### Analysis – Level I, II, & III

<table>
<thead>
<tr>
<th>Tone Set:</th>
<th>m</th>
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<tbody>
<tr>
<td>Scale:</td>
<td>m bitone</td>
<td></td>
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<tr>
<td>Melodic Patterns:</td>
<td>s m s s m</td>
<td></td>
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<td>Melodic Concept Level</td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Isolated Melodic Concept</td>
<td>Level</td>
<td></td>
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<td>Rhythms:</td>
<td>I - □</td>
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<td>Rhythmic Patterns:</td>
<td>$\frac{2}{4}$</td>
<td>1</td>
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<td>Rhythmic Concept Level</td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Isolated Rhythmic Concept</td>
<td>Level</td>
<td></td>
</tr>
</tbody>
</table>

**Form:** $\frac{A \quad A+}{I}$

**Meter:** $\frac{2}{4} - \frac{2}{4} = I$

**Game:** Play Rhythm Sticks or Clapping Game

**Origin:** Mother Goose - Songs, Numbers

**Other Elements:** Repeat Sign $K$ - Low, $K$ - The Way The Words Go (Rhythm)

**Source:** Level I - Kirk Choksy

**Title**

**Author**

**Page**

**Principle Concept Use:**

- **(M)** $s m$ (Level) $I$
- **(R)** □ (Level) $I$

- **(Isolate/extract)** The Way The Words Go (Level) $K$

  $K =$ high/low = $s m$ prep.
Blue Bells, Cockle Shells

Blue bells, cock-le shells, Ee-vy i-vy o-ver-head.

Analysis – Level I, II, & III

Tone Set: \( \hat{C} \) s l

Scale: m tritone

Melodic Patterns: \( \underline{s m s s m - s m l s m} \)

Game: Partner - Turn under arm.

Origin: Jump rope Words flowers

Other Elements: Comparatives: fast-slow-k

Source: K r k Level I

Title Author Page

Principle Concept Use:

(M) la (Level) I

(R) m (Level) I

(Isolate/extract) Comparatives: (Level) K

Fast / Slow
GAME

Children in groups of 2 facing partner holding hands. Swing hands to steady beat. "Wring the dish rag" on "overhead."
See Saw Up And Down

See saw up and down,
In the sky and on the ground.

Analysis – Level I, II, & III

Tone Set: __________
Scale: __________

Melodic Patterns: __________

Melodic Concept Level I ___________ II ___________ III ___________
Isolated Melodic Concept ___________ Level ___________

Rhythms: ___________

Rhythmic Patterns: ___________

Rhythmic Concept Level I ___________ II ___________ III ___________
Isolated Rhythmic Concept ___________ Level ___________

Form: ___________
Meter: ___________
Game: ___________
Origin: ___________
Other Elements: ___________
Source: ___________

Principle Concept Use:
(M) ___________ (Level) ___________
(R) ___________ (Level) ___________
(Isolate/extract) ___________ (Level) ___________
Rain Rain Go Away

Rain rain go away, Come again another day

Little Susie wants to play, Rain rain go away.

---

**Analysis – Level I, II, & III**

<table>
<thead>
<tr>
<th>Tone Set:</th>
<th>m bitone</th>
</tr>
</thead>
<tbody>
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<td>Scale:</td>
<td>m bitone</td>
</tr>
<tr>
<td>Melodic Patterns:</td>
<td>sm ss sm</td>
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<td></td>
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<tr>
<td>Melodic Concept Level 1:</td>
<td>sm II III</td>
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<td>Isolated Melodic Concept:</td>
<td>Level</td>
</tr>
<tr>
<td>Rhythms:</td>
<td>1 - □</td>
</tr>
<tr>
<td>Rhythmic Patterns:</td>
<td>7-11-1 l-□□□□□□□1</td>
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<tr>
<td>Rhythmic Concept Level 1:</td>
<td>□ II III</td>
</tr>
<tr>
<td>Isolated Rhythmic Concept:</td>
<td>Level</td>
</tr>
</tbody>
</table>

**Form:** \( \frac{a}{A} \), \( \frac{a}{A} \)

**Meter:** \( \frac{4}{4} \), \( \frac{2}{2} = 1 \)

**Game:** Tone Bells - 3d (steady Beat)

**Origin:** Mother Goose Words Rain-Wishes

**Other Elements:** K-steady Beat, K-high\(^3\)\(\text{low=}^m\)

**Introduction - Accompany:** K-ostinato = 3\(\text{d}\)\(\text{d}\)\(\text{d}\)

**Source:** Level I-Kirk

**Title**

**Author**

**Page**

---

**Principle Concept Use:**

(M) \( \text{sm} \) (Level) I

(R) □ (Level) I

(Isolate/extract) \( \text{high/low} \) (Level) K

K-steady Beat, K-ostinato
Pussy Cat

Pussy cat, Pussy cat, Where have you been?

I’ve been to London to visit the Queen.

Pussy cat, Pussy cat, What did you there?

I frightened a little mouse under her chair.

Coda: OH NO! OH YES! HO HO HO

Analysis – Level I, II, & III

Tone Set: ________________________________
Scale: ________________________________
Melodic Patterns: High/Low
______________________________
______________________________
______________________________
Melodic Concept Level I High II Low III
Isolated Melodic Concept Level _____
Rhythms: M - 1, 1
Rhythmic Patterns 8 M M - M1 - M1
______________________________
______________________________
______________________________
Rhythmic Concept Level I II III 8 rhythms
Isolated Rhythmic Concept Level _____
Form: A A Av Av B
Meter: \( \frac{6}{8} \)
Game: Dramatic Play
Origin: Goose Words Cat - Mouse
Other Elements: KQ/A - Coda - puppets -
               indep. parts
Source: Kirk Level I
Title Author Page
Principle Concept Use:
(M) _______ (Level) _______
(R) 8 rhythms (Level) III
(Isolate/extract) High/Low (Level) K
Q/A Level K
Queen Queen Caroline

Washed her hair in turpentine.

Turpentine to make it shine

Queen Queen Caroline.

Analysis – Level I, II, & III

Tone Set: ____________________________

Scale: ____________________________

Melodic Patterns: 4 voices – pitch 

expl. – high / low 

Melodic Concept Level I II III Isolated Melodic Concept Level

Rhythms: ___ - ___

Rhythmic Patterns: ___ ___ - ___ ___ ___

Rhythmic Concept Level I II III Isolated Rhythmic Concept Level

Form: ABBA

Meter: $\frac{4}{4} = \text{II}$

Game: Story & tone story w/ instruments Turpentine?

Origin: Mother Goose. Words Queen –

Other Elements: Ostinato – "Bald heads are beautiful." 4 voices - loud / soft

Source: Kick Level I

Title Author Page

Principle Concept Use:

(M) Voice (Level) K

(R) ___ (Level) ___

(Isolate/extract) Loud / Soft (Level) K 

Pitch expl. K

Ostinato ___ 32
Tanya Watzke

- Queen Caroline excited - wash hair......*speak*
- So excited - runs to window, shouts out to all country and
townspeople....*shout*
- Townspeople couldn’t believe she thought this was good - began to
whisper......*whisper*
- Handsome prince
Two Little Dicky Birds

Two little dicky birds (child seated with hands on knees)

Sitting on a hill

One named Jack (turn left hand over so palm faces up)

One named Jill (turn right hand over so palm faces up)

Fly away Jack (left hand behind back)

Fly away Jill (right hand behind back)

Come back Jack (left hand back to knee)

Come back Jill (right hand back to knee)
Analysis – Level I, II, & III

Tone Set: ____________________________

Scale: ____________________________

Melodic Patterns: ____________________________

___________________________

pitch expl

Melodic Concept Level I III
Isolated Melodic Concept Level

Rhythms: ____________

Rhythmic Patterns

___________________________

___________________________

___________________________

Rhythmic Concept Level I II III
Isolated Rhythmic Concept Level

Form: ABCB

Meter: \[ \frac{4}{4} = \frac{2}{2} \]

Game: Finger Play

Origin: Mother Goose Words Birds

Other Elements: Comparatives: Loud/Soft, Fast/Slow, High/Low = n voices = x

Source: Kick

Title Author Page

Principle Concept Use:

(M) 4 voices (Level) K

(R) Z (Level) I

(Isolate/extract) Comparatives (Level) K (Loud/Soft, Fast/Slow, High/Low)
Bow Wow Wow

Bow wow wow, Whose dog art thou?

Little Tommy Tucker's dog, Bow wow wow.

Analysis – Level I, II, & III

Tone Set: ____________________________

Scale: ______________________________

Melodic Patterns: __________________________

__________________________

__________________________

Melodic Concept Level I _____ II _____ III _____

Isolated Melodic Concept _____ Level _____

Rhythms: ____________________________

Rhythmic Patterns: __________________________

__________________________

__________________________

Rhythmic Concept Level I _____ II _____ III _____

Isolated Rhythmic Concept _____ Level _____

Form: ____________________________

Meter: ____________________________

Game: ____________________________

Origin: ________________ Words ________________

Other Elements: ____________________________

Source: ______________________________________

Title ____________________________

Author ____________________________

Page ____________________________

Principle Concept Use:
(M) __________ (Level) _______

(R) __________ (Level) _______

(Isolate/extract) __________ (Level) _______
Peas Porridge Hot

Peas porridge hot, Peas porridge cold.

Peas porridge in the pot, Nine days old.

2. Some like it hot,
   Some like it cold,
   Some like it in the pot,
   Nine days old.
GAME

Children stand in a circle. Teacher walks around inside circle tapping each child on the head on the beat, but blowing on the child who falls on a rest. The children who are blown on go to the "porridge pot" (the middle of the circle). Game continues until all children are in the pot.
Bobby Shafto

Bob - by Shafto's gone to sea, Sil - ver buck - les on his knees.

He'll come back and mar - ry me, Bon - ny Bob - by Shafto.

Analysis – Level I, II, & III

Tone Set: \[ \text{scale} \]

Scale: \[ \text{tritone} \]

Melodic Patterns: \[ s s l e s s m \]

Melodic Concept Level I \[ \text{la} \] II \[ \text{III} \] Isolated Melodic Concept \[ \text{Level} \]

Rhythms: \[ \text{4} \]

Rhythmic Patterns: \[ \text{steady beat} \]

Rhythmic Concept Level I \[ \text{I} \] II \[ \text{III} \] Isolated Rhythmic Concept \[ \text{Level} \]

Form: \[ \frac{4}{2} = 1 \]

Game: \[ \text{line - Partner} \]

Origin: \[ \text{Mother Goose Words} \]

Other Elements: \[ \text{jingle bells, rhythm = K} \]

Way the words go = K

Source: \[ \text{Music In Preschool - Forrai - 141} \]

Title Author Page

Principle Concept Use:
(M) \[ \text{I} \] (Level) \[ \text{I} \]

(R) \[ \text{I} \] (Level) \[ \text{K} \]

(Isolate/extract) \[ \text{steady beat} \] (Level) \[ K \]

Way the Words Go = rhythm
GAME

Double line formation - partners facing each other

Phrase 1 - Both lines step toward center. Bow, step, back
   “step - bow - step - back”

Phrase 2 - Step-clap palms of partner, step back
   “step - clap - step - back”

Phrase 3 - Step - take partner’s hands - trade places
   “step - hold - trade places”

Phrase 4 - Head couple sashay down center of “alley” to go to end of line
Bee Bee Burnble Bee

Bee bee bumble bee, Stung a man upon his knee.

Stung a pig upon his snout, I declare if you ain't out.

Analysis – Level I, II, & III

Tone Set: ________________________________

Scale: ________________________________

Melodic Patterns: ________________________________

Melodic Concept Level I __ II __ III __ Isolated Melodic Concept _______ Level ______

Rhythms: ________________________________

Rhythmic Patterns: ________________________________

Rhythmic Concept Level I __ II __ III __ Isolated Rhythmic Concept _______ Level ______

Form: ________________________________

Meter: ________________________________

Game: ________________________________

Origin: ___________ Words ___________

Other Elements: ________________________________

Source: ________________________________

Title Author Page

Principle Concept Use:
(M)_________ (Level)_______

(R)_________ (Level)_______

(isolate/extract)_________ (Level)_______
GAME

Materials needed: rhythm sticks and bee puppet

Circle formation. Leader has bee puppet. Children in circle extend one hand in to center of circle. “Bee” taps each hand in steady beat. Hand tapped on “out” is a Worker Bee and Worker Bee gets rhythm sticks and comes back to circle to work (tap beat). Game continues until only one child is left. This child is the Queen Bee. Queen Bee (Boss) gets the puppet and buzzes around the inside of circle.
Doggie, Doggie

Doggie, doggie, where's your bone? Someone stole it from my home.

Who stole your bone? I stole your bone!

Analysis - Level I, II, & III

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<tr>
<td>Rhythmic Concept Level I</td>
</tr>
<tr>
<td>Isolated Rhythmic Concept</td>
</tr>
</tbody>
</table>

Form: 

Meter: 

Game: 

Origin: Words 

Other Elements: 

Source: 

Title 

Author 

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Principle Concept Use:

(M) _______ (Level) _______ 

(R) _______ (Level) _______ 

(Isolate/extract) _______ (Level) _______ 

38
Cuckoo

I hear a cuck-o-o; Cuck-o-o, Where are you?

Analysis - Level I, II, & III

Tone Set: \( \text{in} \, \text{sl} \)

Scale: \( \text{m} \, \text{tritone} \)

Melodic Patterns: \( \text{sm} \, \text{ls} \, \text{m-smsm} \)

Melodic Concept Level I \( \underline{l} \) II \( \underline{ll} \) III
Isolated Melodic Concept \( \underline{\text{Level}} \) \( \underline{\text{Level}} \)

Rhythms: \( \underline{1} - \underline{\square} \)

Rhythmic Patterns

Rhythmic Concept Level I \( \underline{\square} \) II \( \underline{\square} \) III
Isolated Rhythmic Concept \( \underline{\text{Level}} \) 

Source: Kirk Level I

Form: \( \frac{a a}{b b} \)

Meter: \( \frac{2}{4} \, \frac{2}{4} = 1 \)

Game: Guessing game

Origin: Words Bird

Other Elements: Repeat sign = I Indep.
Singing - tone color vocal = K

Principle Concept Use:
(M) \( \underline{l} \) (Level) I
(R) \( \underline{\square} \) (Level) I
(Isolate/extract) Tone color vocal (Level) K

Q/A Level K
Don't Say Ain't

Don't say ain't, your mother will faint

Your father will fall in a bucket of paint

Your sister will cry, Your brother will die

The cat and the dog will say, "Bye Bye!"

Analysis – Level I, II, & III

Tone Set: ___________________________

Scale: ______________________________

Melodic Patterns: 4 voices

Melodic Concept Level I voices II III

Isolated Melodic Concept Level ___

Rhythms: □□□□ - □□□□ - □□□□ - □□□□

Rhythmic Patterns [ ] [ ] [ ] [ ]

Rhythmic Concept Level I II III

Isolated Rhythmic Concept steady Level __ (K)

Form: A B C D

Meter: \( \frac{4}{4} = \text{II} \)

Game: 4 voices – K

Origin: ________ Words "Ain't"

Other Elements: phrases – I

4 voices = K steady beat = K

Source: Kirk

Title Author Page

Principle Concept Use:

(M) ________ (Level) _______

(R) ________ (Level) _______

(Extract/isolate) 4 voices (Level) K

Steady beat Level K Phrase – I
Categories

One, two, categories, Tell me the names of cars.

Ford, Chevrolet, Cadillac, etc.

Ostinato

stomp stomp clap

Analysis - Level I, II, & III

Tone Set: \[ \text{m} \text{s} \]

Scale: \text{m} bitone

Melodic Patterns: \text{s m s s m m (s m m s m)}

Melodic Concept Level I \text{S m} II \text{I I I}
Isolated Melodic Concept Level

Rhythms: \[ \text{n} \text{ m} \text{ m} \text{ m} \text{ a} \text{ z} \text{ a} \]

Rhythmic Patterns: \[ \text{z} \text{ n} \text{ z} \text{ a} \text{ m} \text{ m} \text{ a} \text{ z} \text{ a} \]

Rhythmic Concept Level I II III
Isolated Rhythmic Concept Level

Form: \[ \text{A B C +} \]

Meter: \[ \text{2} \text{ 4} = \text{I} \]

Game: Clapping game

Origin: Words \text{Categories}

Other Elements:
Ostinato = \text{I I} (stomp-clap)

Source: (Kirk) Choksy

Title Author Page

Principle Concept Use:
(M) \text{s m} (Level) older - I

(R) \text{r m} (Level) II

(Isolate/extract) Ostinato (Level) K

Independent Singing - K
"A" My Name Is Abbie

"A" my name is Abbie, My husband's name is Albert. We come from Alabama with a basket full of apples.

Analysis – Level I, II, & III

Tone Set: O Scale: I Diatonic

Melodic Patterns: 3333

Melodic Concept Level I II III
Isolated Melodic Concept Level

Rhythms:  1 - 1 - 1

Rhythmic Patterns:  1 - 1 - 1 - 1

Rhythmic Concept Level I II III
Isolated Rhythmic Concept Level

Form: A A

Meter: 3 - 4 - III

Game: Alphabet Game – Independent Singing

Origin: Words Initial Sounds

Other Elements: Repeat sign – I
(also Key of B – A)

Source: Level I – Kirk

Title Author Page

Principle Concept Use:
(M) L (Level) I
(R) 8 Rhythms (Level) III
(Isolate/extract) Repeat Sign (Level) I
When I'm Marching Down The Street

When I'm marching down the street,

I play drum beats with my feet.

Analysis – Level I, II, & III

Tone Set: \(\text{doms}\)

Scale: \(\text{diminished}\)

Melodic Patterns: \(\text{dms-sdmsd}\)

---

Melodic Concept Level I \(\text{II}\) \(\text{III}\)

Isolated Melodic Concept Level

Rhythms: \(\text{}\)

Rhythmic Patterns: \(\text{}\)

---

Rhythmic Concept Level I \(\text{II}\) \(\text{III}\)

Isolated Rhythmic Concept Level

---

Form: \(\text{AB}\)

Meter: \(\frac{2}{4}\)

Game: Marching Band, drum,

Origin: Words feet, beat

Other Elements: Play drum, steady beat

Source: Song Garden

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Principle Concept Use:

\(\text{(M)}\) \(\text{d}\) (Level) II

\(\text{(R)}\) \(\text{m}\) (Level) I

(Isolate/extract) Steady Beat (Level) K
Snail, Snail

Snail, snail, snail, snail,
Go around and round and round.

Analysis – Level I, II, & III

Tone Set: \( \text{I} \text{II} \text{III} \)

Scale: \( \text{m tritone} \)

Melodic Patterns: \( \text{s m s m s s l l s s m} \)

Melodic Concept Level I l II III
Isolated Melodic Concept Level
Rhythms: \( \text{I} - \text{II} \)
Rhythmic Patterns: \( \text{I} \text{I} \text{I} - \text{III} \text{I} \text{I} \text{I} \)
Rhythmic Concept Level I I II III
Isolated Rhythmic Concept I I I Level I

Form: \( \text{A B} \)

Meter: \( \text{4} \text{4} = \text{I} \)

Game: Wind circle or parachute

Origin: Words \text{snail}

Other Elements: Visual – snail puppet Inner hearing = K

Source: \text{Kick Level I}

Title Author Page

Principle Concept Use:
(M) \( \text{I} \) (Level) \( \text{I} \)
(R) \( \text{I} \) (Level) \( \text{I} \)
(Isolate/extract) \( \text{I} \text{I} \text{I} \) (Level) \( \text{I} \)

Inner hearing = K

44
Here Is The Bee Hive

Here is the bee hive; where are the bees?

Hiding inside where nobody sees.

They are coming out now. They are all alive.

Analysis - Level I, II, & III

Tone Set: ____________________________

Scale: ____________________________

Melodic Patterns: ____________________________

Melodic Concept Level I II III
Isolated Melodic Concept Level

Rhythms: ____________________________

Rhythmic Patterns: ____________________________

Rhythmic Concept Level I II III
Isolated Rhythmic Concept Level

Form: ____________________________

Meter: ____________________________

Game: ____________________________

Origin: ____________________________ Words

Other Elements: ____________________________

Source: ____________________________

Title Author Page

Principle Concept Use:
(M) (Level)

(R) (Level)

(Isolate/extract) (Level)
Tony Chestnut

That’s what Tony knows.

Analysis – Level I, II, & III

Tone Set: LOBALMFSL

Scale: d hexachord

Melodic Patterns: s m s m s f m r d

Melodic Concept Level I II III fa

Isolated Melodic Concept s l s m Level I

Rhythms: i d z

Rhythmic Patterns: 4 4 1 1 1 1 d z

Rhythmic Concept Level I II d III

Isolated Rhythmic Concept 1111 Level I

Form: A A v A B or ABAC

Meter: 4 4 = I I

Game: Tap body parts

Origin: Words “play on words

Other Elements: Getting faster = K

Source: Sung by: Joyce Alensendreni

Title Author Page

Principle Concept Use:

(M) fa (Level) III

(R) d (Level) II

(Isolate/extract) 1111 (Level) I

s l s m Level I

Fast Slow = K
Two, Four, Six, Eight

Two, four, six, eight, Meet me at the garden gate.

If I'm late, don't wait. Two, four, six, eight.

Analysis - Level I, II, & III

Tone Set: \( \text{\#} \) se

Scale: m tritone

Melodic Patterns: s m m - s m s m s m

Melodic Concept Level I \( l \) II III

Isolated Melodic Concept \( \text{Level}_1 \)

Rhythms: \( \text{lll} \)

Rhythmic Patterns: \( \text{lll} - \text{lll} \)

Rhythmic Concept Level I \( \text{lll} \) II III

Isolated Rhythmic Concept \( \text{lll} \) Level II

Form: \( a_b_a_a \)

Meter: \( 4 \frac{1}{4} \)

Game: 2 lines (longways set) partners counting by

Origin: nursery rhyme words counting by even numbers

Other Elements: Drums = l Sticks = 17

K: "The way the words go" rhythm

Source: Daniel

Title

Author

Page

Principle Concept Use:

(M) \( l \) (Level) I

(R) \( \text{lll} \) (Level) III

(Isolate/extract) \( \text{lll} \) (Level) III

Rhythm: "The way the words go - K"
**GAME**

Formation - 2 lines facing each other

Phrase 1 - 4 steps forward

Phrase 2 - Shake partner’s hand 4 times

Phrase 3 - Hold partner’s hands and trade places

Phrase 4 - 4 steps back, while head person of one line goes “down the alley” to the foot (bottom) of that line. Everyone in that line moves up one space, creating new partners with the other line.
Mill Wheel

Round and round the mill goes round.

As it turns the corn is ground.

Analysis – Level I, II, & III

Tone Set: m 0 0
Scale: s tritone
Melodic Patterns: s l s m - s l s

Melodic Concept Level I II III
Isolated Melodic Concept Level

Rhythms: l - z

Rhythmic Patterns: 2 2 2 2 2 2

Rhythmic Concept Level I II III
Isolated Rhythmic Concept Level

Form: AA

Meter: \( \frac{4}{4} \) \( \frac{2}{2} \) = \( \overline{\text{I}} \)

Game: Traveling circle w/partner - center

Origin: Words - miller - grind - grain

Other Elements: History of miller,
Variations of game

Source: Preschool Forrai

Title Author Page

Principle Concept Use:
(M) \( \overline{\text{I}} \) (Level) \( \overline{\text{I}} \)
(R) \( \overline{\text{I}} \) (Level) \( \overline{\text{I}} \)

(Isolate/extract) \( \overline{\text{l l l l}} \) (Level) \( \overline{\text{I}} \)
GAME

Double circle game - with children holding hands and one child in the center with her hands stretched out to be the center part of the mill wheel.

Children sing song with miller in center turning same direction of the double circle. At any time during the song, the miller shouts “flour” and all children including the miller find a new partner and get back into a double circle. The child “leftover” becomes the new “miller” and the game begins again.
I Can Bow To You

I can bow to you, And you can bow to me, and
we can dance around and round as happy as can be.

Analysis – Level I, II, & III

Tone Set:  D r m f s l

Scale:  d hexachord

Melodic Patterns:  (m) s s s l s - s f m - r m d

Melodic Concept Level I  II  III  f
Isolated Melodic Concept  L  Level  I

Rhythms:  \( \frac{1}{4} - \frac{1}{4} \)

Rhythmic Patterns:  \( \frac{1}{4} \) \( \frac{1}{4} \) \( \frac{1}{4} \)

Rhythmic Concept Level I  II  III  l  \( \frac{1}{4} \)
Isolated Rhythmic Concept  L  Level  I

Form:  \( \frac{a}{A} \) \( \frac{a v}{v} \) \( \frac{a v b}{b} \)

Meter:  \( \frac{6}{8} \) \( \frac{6}{8} \) = III

Game:  Double circle w/ partner

Origin:  Words Greeting

Other Elements:  Instrumental

Coda = d s = K - 1

Source:  Sam Houston Volume
Title
Author
Page

Principle Concept Use:
(M)  \( \frac{f}{f} \)  (Level)  III
(R)  \( \frac{f}{f} \)  (Level)  III

(Isolate/extract)  \( \frac{1}{4} \)  (Level)  I
GAME

Two circles, facing each other. 1s on the inside and 2s on the outside.

Phrase 1 - 2s bow.

Phrase 2 - 1s bow.

Phrase 3 - Partners hold hands and turn a complete circle coming back to where they started.

Phrase 4 - 1s stand still while the 2s move one person to the right - new partner and begin again.