

Come On Dance!

by Susie Davies-Splitter and Phil Splitter

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Hello

1. Hello, hello, how do you do? (3x)
Lai lai lai da da da da.
2. Walking, walking, find a new partner.
Walking, walking, round and round.
Walking, walking, find a new partner.
Stand in front of the partner you've found.
3. Ni hao, ni hao, how do you do? (3x)
Lai lai lai da da da da.
4. Hello, hello, my name is _____. (3x)
Lai lai lai da da da da.
5. Skipping, skipping, find a new partner.
Skipping, skipping, round and round.
Skipping, skipping, find a new partner.
Stand in front of the partner you've found.
6. Hello, hello, my name is _____. (3x)
Lai lai lai da da da da.
7. Back to back with your partner,
Dancing, dancing, round and round.
Back to back with your partner,
Now get ready to turn around. One, two, three!
8. Guten tag, guten tag, how do you do? (3x)
Lai lai lai da da da da.
9. Running, running, find a new partner.
Running, running, round and round.
Running, running, find a new partner.
Stand in front of the partner you've found.
10. Hello, hello, my name is _____. (3x)
Lai lai lai da da da da.
11. Back to back with your partner,
Dancing, dancing, round and round.
Back to back with your partner,
Now get ready to turn around. One, two, three!

Hello

Actions in Small Groups

Hello, hello,	Shake hands in a circle
How do you do? (3x)	Pat, clap, clap hands on either side, clap (3x)
Lai la lai	Clap hands on either side (2x)
Da da da da da.	Turn around

Verse 7 & 11

Back to Back - Dance with your partner standing back to back, count to 3 and then each person turns their head. If both heads turn the same way, have a hug or high five. If heads turn different ways, shake hands.

Verses

Body percussion – imitate the main actions such as shaking hands, patting, clapping and turning around

Say – echo say some of the main words and phrases such as ‘hello,’ ‘how do you do,’ etc. with different voices and variations in pitch and dynamics

Say – echo say the words accompanied by the actions one bar then two bars at a time

Sing – echo sing the song two bars at a time

Sing & body percussion – demonstrate the song and actions with a partner or small group singing your own name then all find a partner

Move – in verse 2, 5 & 9 move around and find a new partner

Sing – your name in verses 4, 6 & 10

Listen – to song and follow the instructions

Two circles – have students facing each other. In verse 2, 5 & 9 move to the right until you hear ‘stand in front of the partner you’ve found’ and face a new partner.

Tip – students can either find a partner or small group to work with

Extension

Create – sing ‘hello’ and ‘how do you do’ in different languages Say 1, 2, 3 in a different language. See the greeting cards on the following pages for some suggestions

Create – different locomotor movements when moving around finding a new partner

Discuss and reflect - Is this a fun way to meet each other?

How do you say hello to people you know at school? Is it different at home?

What was your favorite part of the song?

What was the hardest part of the song?

Can you make up your own greeting song?

How do you say goodbye to people you know?

Can you make up a goodbye song?

Aim – to dance with and sing hello to partners and in small groups and improvise new movements.



(English)

hello



(Chinese)

ni hao



(Hebrew)

shalom



(German)

guten tag



(Italian)

buon giorno



(Thai)

sa-wat-dee

salaam



(Arabic)



(Hindi)

namaste

xin chao



(Vietnamese)



(Swahili)

jambo

Hello

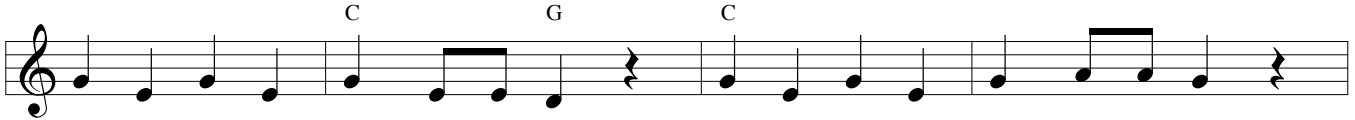
♩ = 120

Davies-Splitter and Splitter



Verse 1 Hel - lo, hel - lo, how do you do?

Verse 4 Hel - lo, hel - lo, my name is ____.

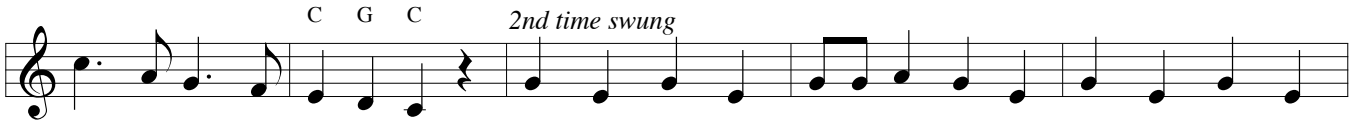


Hel - lo, hel - lo, how do you do?

Hel - lo, hel - lo, how do you do?

Hel - lo, hel - lo, my name is ____.

Hel - lo, hel - lo, my name is ____.



Lai lai lai da da da da.

V2 Walk - ing, walk - ing, find a new part - ner. Walk - ing, walk - ing,

V5 Skip - ping, skip - ping,

Skip - ping, skip - ping,



round and round.

Walk - ing, walk - ing, find a new part - ner. Stand in front of the

Skip - ping, skip - ping,



part - ner you've found.

Verse 3 Ni hao, ni hao, how do you do?

Verse 6 Hel - lo, hel - lo, my name is ____.

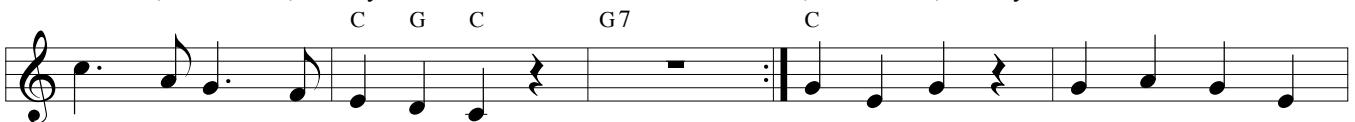


Ni hao, ni hao, how do you do?

Ni hao, ni hao, how do you do?

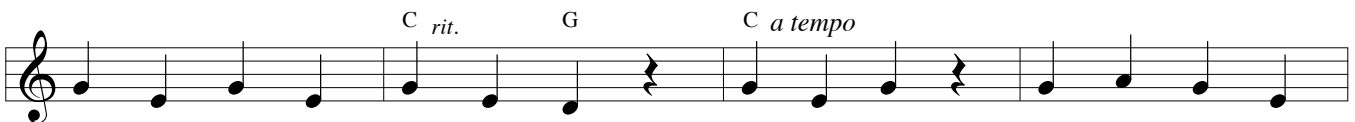
Hel - lo, hel - lo, my name is ____.

Hel - lo, hel - lo, my name is ____.



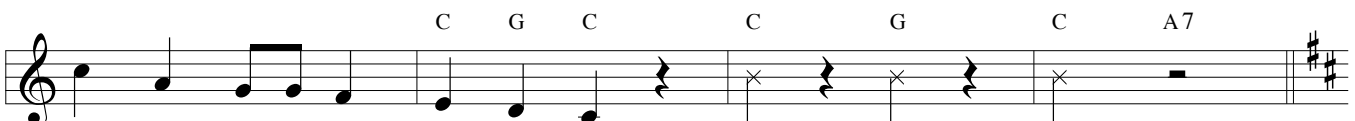
Lai lai lai da da da da.

Verse 7 Back to back with your part - ner,



danc - ing, danc - ing, round and round.

Back to back with your part - ner,



now get read - y to turn a - round.

One, two, three!

Move with the Motion

Verse

Steppin' in and steppin' out, *wriggle round and round.
Wave your hands in the air, now let's turn around.

Chorus

Move with the motion, off you go.
Zip bap bobby boo.
Move with the motion, let it show.
Zip bap that'll do.

Note: for older children you may want to change this to 'shake it round and round.'

Move with the Motion

Swing ♩ = ♪ ♩ = 140 Davies-Splitter & Splitter

Verse

Recorder Step - pin' in and step - pin' out, _____ wrig - gle round and round. _____

Wave your hands in the air, _____ now let's turn a - round. _____

Chorus

Move with the mo - tion, off you go. Zip bap bob - bit - y boo. _____

Move with the mo - tion, let it show. _____ Zip bap that - 'll do. _____

Bass Xylophone ostinato

Alto Metallophone ostinato

Glockenspiel ostinato

Improvise over G doh pentatonic scale

Move with the Motion

Introduction

This song combines dance, singing and playing of percussion instruments, ukuleles/guitar and recorders. It has only 3 chords (E minor, C and G), and only 5 notes in the melody which makes it very easy to play on a number of instruments including recorder. It is written in G doh pentatonic using DEGAB notes, which makes it easy to sing, play and improvise.

Suggestions for Use:

Level 1

Move – imitate movements from the piece without any words or sounds and improvise movements in the choruses

Say – the words while the group does the movements

Sing – the words accompanied by movements

Leaders – invite leaders to create movements for each chorus, which the group copies

Level 2 - Extensions – now that the song is known well

Percussion Instruments

Bass part

Sing – in solfa accompanied by handsigns

Lah lah, fah fah, soh soh, doh doh, lah lah, fah fah, doh doh doh

Play – demonstrate on a ‘xyloglock’ or xylophone and sing the letter names of the notes

EE CC DD GG EE CC GGG

Alto Metallophone part

Sing – both parts in solfa accompanied by handsigns

High part – mi, fah, mi, mi, mi, fah, mi

Low part – doh doh doh doh doh doh doh

Play – demonstrate on a ‘xyloglock’ or alto metallophone and sing the letter names of the notes

B C B B B C B
G G G G G C G

Put together – sing the 3 parts together

Glockenspiel part

Sing – in solfa accompanied by handsigns and tap the beat on the rests

1 2 3 4 5 6 (tap the beat somewhere on body to feel the rests) doh re mi

Play – demonstrate on a ‘xyloglock’ or glockenspiel and sing the letter names of the notes

1 2 3 4 5 6 GAB

Put together – sing the 4 parts together

Learn the melody

Sing – in solfa accompanied by handsigns

A Lah lah doh doh mi re doh Lah lah lah soh doh x 2

B Mi re re doh lah soh lah soh Mi re re doh lah soh x 2

Play – demonstrate on a ‘xyloglock’ or alto xylophone and sing the letter names of the notes

A section EE GG BAG EEEDG x 2

B section B A A G E D E D B A A G E D X 2



SAMPLE

The Dinosaur Rock

Suggestions for Use:

Show the dinosaur picture – and read the verses and chorus words to the students, modeling the various movements and actions such as slow dinosaur moves, jumping, moving in wacky ways and all the chorus actions.

Listen and body percussion – listen to the track and create body percussion patterns in the verses such as pat pat click click. Do the actions and make the ‘roar’ and ‘sneeze’ sounds in the chorus.

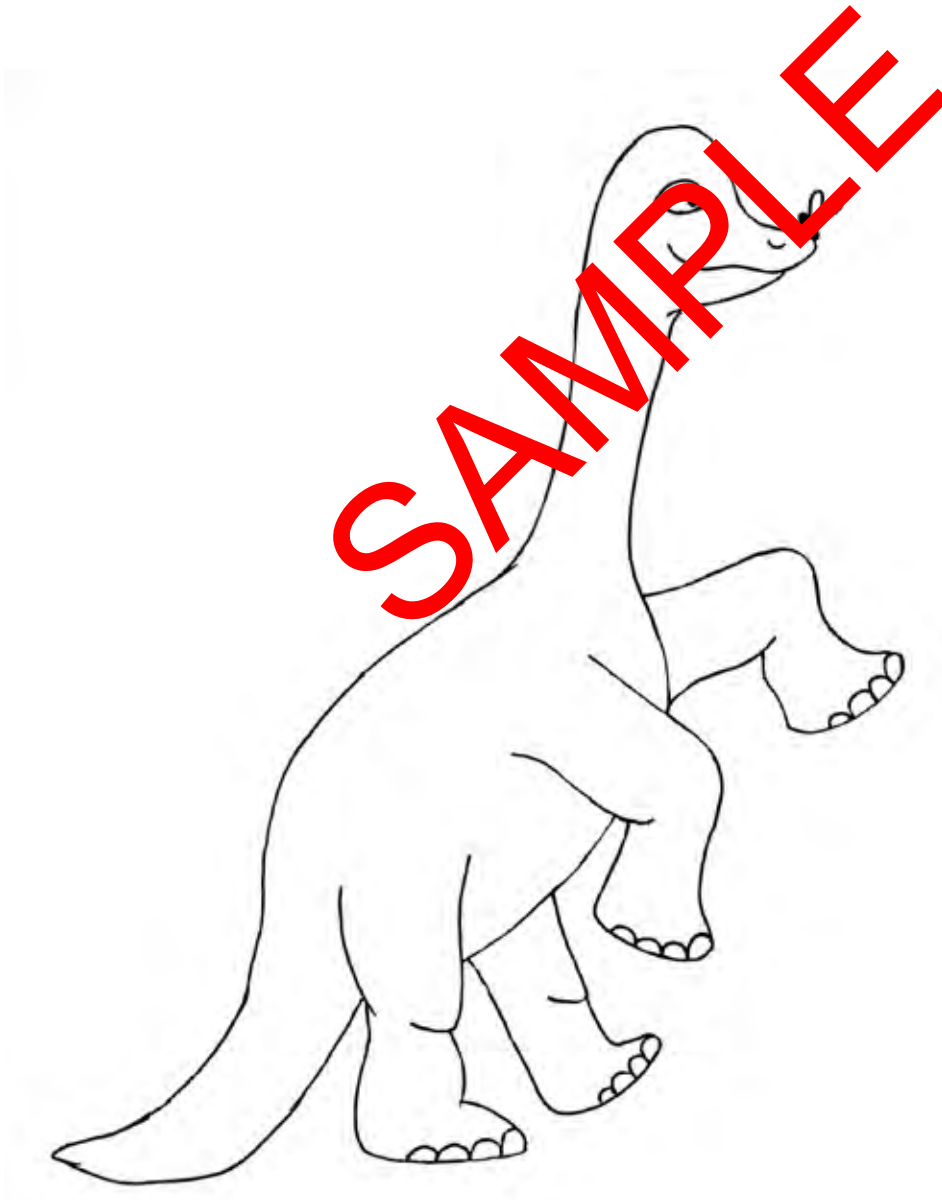
Sing – and do the movements and actions

Move – listen to the track and move like dinosaurs around the room. Move slowly in verse 1, jump in verse 2 and move in wacky ways in verse 3 as the music suggests. Do the actions and make the sounds in the choruses.

Leaders – choose students to lead the slow movement, jumping and moving in wacky ways.

Create – what other kinds of movements can dinosaurs make?

Aim – to acquire a repertoire of body actions and movements, to develop listening skills and explore vocalizations and a dinosaur theme



The Dinosaur Rock

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♩ = 120

C F G C F G Verse 1 C F G C

Now Des-mond was a di - no-saur ___ who lived a long time a-go.

F G C F G C F G

___ He roamed the land with his di-no-saur friends and they all moved ver-y slow. ___

C F G Repeat 2x C F G C F G

Can you move slowly like a dinosaur?

One day as he was hunt - ing

C F G C F G Fm/Bb

for some juic-y leaves, ___ A big black fly flew up his nose and this made Des - mond

C F Chorus C

freeze! So Des-mond reached up, then down to the floor,

D G

He shook his head, ___ let out a big roar: *ROAAAARRRRR!*

F C D

He turned round and round, ___ then you would-n't be-lieve! ___ He blew that fly right

G Repeat chorus last time only Verse 2

out of his nose with a might - y di-no-saur sneeze. Now

C F G C F G

all the oth-er di - no - saurs ___ were real - ly quite sur-prised, As

Rainbow Rave

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♩ = 100

D D/F# G A D D/F# G A Verse D D/F# G A

(drum fill) There's a cra-zy new dance that's go-ing a -

D D/F# G A D D/F# G A D D/F#

round. Peo-ple are do-ing it all o - ver town.

G A D D/F# G A D D/F# G A

Ooh, you can do it with man-y, you can do it with a few. Are you

D D/F# G A D D/F# G A D D/F# G A Chorus

read-y to dance? Here's - a what we're gon-na do. We're gon-na

D C D C D C D C

twist. Oh, just like this. We're gon-na

Doo doo doo doo doo doo. Doo doo doo doo doo doo.

D C D C D C D C G F

jig-gle. In - to the mid-dle. We're gon-na fly.

Doo doo doo doo doo doo. Doo doo doo doo doo doo. Doo doo doo