

# **CHAPTER II**

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LEVEL I

SONG

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CSP \_\_\_\_\_  
mm \_\_\_\_\_

## Blue Bird



### Analysis – Level I, II, & III

Tone Set: \_\_\_\_\_

Form: \_\_\_\_\_

Scale: \_\_\_\_\_

Meter: \_\_\_\_\_

Melodic Patterns: \_\_\_\_\_

Game: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Origin: \_\_\_\_\_ Words \_\_\_\_\_

Melodic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_  
Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Other Elements: \_\_\_\_\_

Rhythms: \_\_\_\_\_

Source: Kodály Approach / K Daniel / 179  
Title Muth. BK 1 Author \_\_\_\_\_ Page \_\_\_\_\_

Rhythmic Patterns: \_\_\_\_\_

Also: Kodály in Kindergarten / K Daniel / 30

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Principle Concept Use:  
(M) \_\_\_\_\_ (Level) \_\_\_\_\_

(R) \_\_\_\_\_ (Level) \_\_\_\_\_

Rhythmic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_  
Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

(Isolate/extract) \_\_\_\_\_ (Level) \_\_\_\_\_

Name \_\_\_\_\_

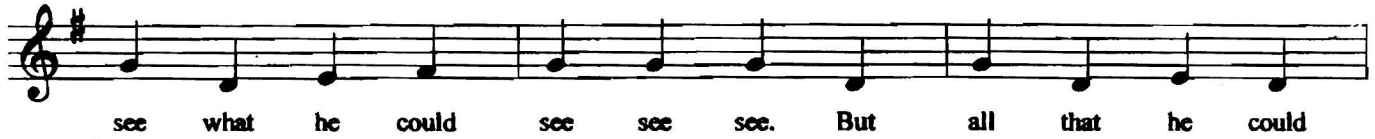
## **GAME**

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.



CSP \_\_\_\_\_  
mm \_\_\_\_\_

## A Sailor Went To Sea



### Analysis – Level I, II, & III

Tone Set: \_\_\_\_\_

Form: \_\_\_\_\_

Scale: \_\_\_\_\_

Meter: \_\_\_\_\_

Melodic Patterns: \_\_\_\_\_

Game: \_\_\_\_\_

\_\_\_\_\_

Origin: \_\_\_\_\_ Words \_\_\_\_\_

Other Elements: \_\_\_\_\_

Melodic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: \_\_\_\_\_

Source: Listen Look & Sing / Aden Lewis / 4  
Title Bk1 Author Page

Rhythmic Patterns: \_\_\_\_\_

Principle Concept Use:  
(M) \_\_\_\_\_ (Level) \_\_\_\_\_

(R) \_\_\_\_\_ (Level) \_\_\_\_\_

Rhythmic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

(Isolate/extract) \_\_\_\_\_ (Level) \_\_\_\_\_

Name \_\_\_\_\_

## **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**

CSP \_\_\_\_\_  
mm \_\_\_\_\_

## Hand Drum



### Analysis – Level I, II, & III

Tone Set: \_\_\_\_\_

Form: \_\_\_\_\_

Scale: \_\_\_\_\_

Meter: \_\_\_\_\_

Melodic Patterns: \_\_\_\_\_

Game: \_\_\_\_\_

Origin: \_\_\_\_\_ Words \_\_\_\_\_

Melodic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Other Elements: \_\_\_\_\_

Rhythms: \_\_\_\_\_

Source: Kodály Approach / K. Daniel / 85  
Title Bk 1 Author \_\_\_\_\_ Page \_\_\_\_\_

Rhythmic Patterns: \_\_\_\_\_

Principle Concept Use:  
(M) \_\_\_\_\_ (Level) \_\_\_\_\_

(R) \_\_\_\_\_ (Level) \_\_\_\_\_

Rhythmic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

(Isolate/extract) \_\_\_\_\_ (Level) \_\_\_\_\_

Name \_\_\_\_\_

CSP \_\_\_\_  
mm \_\_\_\_

# Ickle Ockle



## Analysis - Level I, II, & III

Tone Set: m @l

Scale: 3 tritone

Melodic Patterns: sslls mm - sslls

Melodic Concept Level I l II \_\_\_\_ III \_\_\_\_

Isolated Melodic Concept \_\_\_\_ Level \_\_\_\_

Rhythms: 1 - m - z

Rhythmic Patterns: 4 [ ] [ ] [ ] - [ ] [ ] [ ] - [ ] [ ] [ ] [ ]

Rhythmic Concept Level I z II \_\_\_\_ III \_\_\_\_

Isolated Rhythmic Concept \_\_\_\_ Level \_\_\_\_

Form: a av A Av

Meter: 2/4 - 2/4 = I

Game: Traveling Circle w/ partner & 'it'  
Ickle Ockle is  
Origin: \_\_\_\_ Words Nonsense

Other Elements: Conduct - Tall vowels - Choral Warm up

Song Material: Rhymes, Mother Goose,  
Source: Games and Songs / K. Forria  
Title university Author Page

Principle Concept Use:  
(M) l (Level) I

(R) z (Level) I

(Isolate/extract) \_\_\_\_ (Level) \_\_\_\_

Name \_\_\_\_

## **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.

CSP \_\_\_\_\_  
MM \_\_\_\_\_

# Tinker, Tailor



## Analysis – Level I, II, & III

Tone Set: m ③

Scale: S bitone

Melodic Patterns: sm sm - ssms

Melodic Concept Level I sm II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: 1 - □ - 2

Rhythmic Patterns:  $\frac{2}{4}$  |||| - □|| 2

Rhythmic Concept Level I 2 II \_\_\_\_\_ III \_\_\_\_\_

Isolated Rhythmic Concept |||| Level I

Name \_\_\_\_\_

Form:  $\frac{aa}{A} \frac{ab}{Av}$

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

Game: Seated Stationary Circle w/ "It"

Game: Chase game

Origin: \_\_\_\_\_ Words Tinker?

Other Elements: K -  $\frac{high=s}{low=m}$

Source: Kodaly Approach/K. Daniel/25

Title Bk 1 Author \_\_\_\_\_ Page \_\_\_\_\_

Principle Concept Use:

(M) sm (Level) I

(R) 2 (Level) I

(Isolate/extract) |||| (Level) I

□ I

$\frac{high=s}{low=m} = K$

## **GAME**

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

CSP \_\_\_\_\_  
MM \_\_\_\_\_

## Lucy Locket



### 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: Traditional Words \_\_\_\_\_

Other Elements: \_\_\_\_\_

Source: Sail Away / E. Locke / 5  
Title Author Page

Principle Concept Use:  
(M) \_\_\_\_\_ (Level) \_\_\_\_\_

(R) \_\_\_\_\_ (Level) \_\_\_\_\_

(Isolate/extract) \_\_\_\_\_ (Level) \_\_\_\_\_

Name \_\_\_\_\_



## **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.**

CSP \_\_\_\_  
MM \_\_\_\_

## Naughty Pussy Cat



### Analysis - Level I, II, & III

Tone Set: Drmtsl

Scale: d A d a c b a

Melodic Patterns: sssls - sfmrd

Melodic Concept Level I \_\_\_\_ II \_\_\_\_ III f

Isolated Melodic Concept sssls Level I

Rhythms: 1 17 2

Rhythmic Patterns: 4 1 1 1 1 2 - 1 1 1 1 1

Rhythmic Concept Level I 2 II \_\_\_\_ III \_\_\_\_

Isolated Rhythmic Concept \_\_\_\_ Level \_\_\_\_

Form: a a b c  
A B

Meter: 4 4 = II

Game: Story - Finger Play - Actions

Origin: Hungarian Children's Song  
Mother Goose Words "Pussy"

Other Elements: Act out - Shake finger -  
Fat, whiskers - Skat!

Source: SONG MATERIAL: Rhymes, Mother Goose,  
Games & Songs / K. Ferrai / 7  
Title Duquesne Author Page

Principle Concept Use:  
(M) f (Level) III

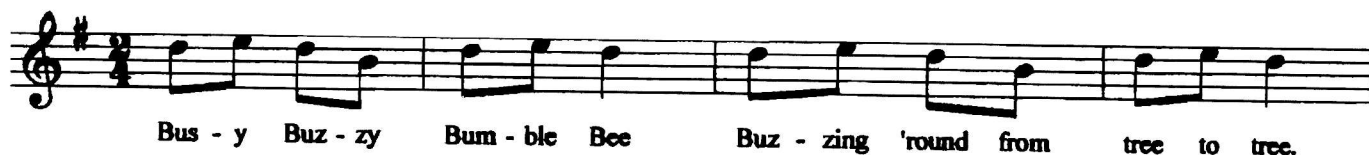
(R) 2 (Level) I

(Isolate/extract) 1 (Level) I

Name \_\_\_\_

CSP \_\_\_\_  
MM \_\_\_\_

## Busy Buzzy Bumble Bee



### 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: Kodály Approach/K. Daniel/LXIX visual  
Title BK I Author \_\_\_\_\_ Page \_\_\_\_\_

Also: Kodály in Kindergarten/K. Daniel/18

Principle Concept Use:  
(M) \_\_\_\_\_ (Level) \_\_\_\_\_

(R) \_\_\_\_\_ (Level) \_\_\_\_\_

(Isolate/extract) \_\_\_\_\_ (Level) \_\_\_\_\_

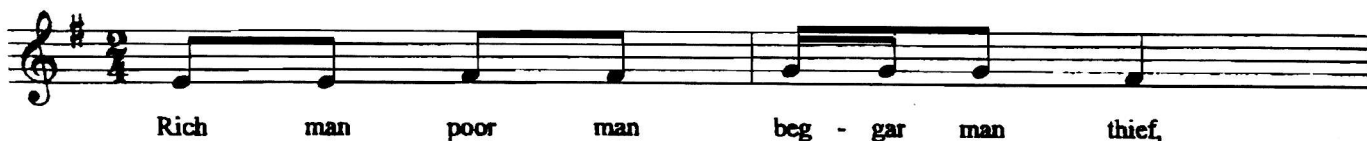
Name \_\_\_\_\_

**GAME**

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

CSP \_\_\_\_\_  
mm \_\_\_\_\_

## The Peddler



### Analysis – Level I, II, & III

Tone Set: \_\_\_\_\_

Form: \_\_\_\_\_

Scale: \_\_\_\_\_

Meter: \_\_\_\_\_

Melodic Patterns: \_\_\_\_\_

Game: \_\_\_\_\_

\_\_\_\_\_

Origin: \_\_\_\_\_ Words \_\_\_\_\_

\_\_\_\_\_

Other Elements: \_\_\_\_\_

Melodic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: \_\_\_\_\_

Source: Kodály Approach / K. Daniel / 61  
Title Bk. I Author Page

Rhythmic Patterns: \_\_\_\_\_

Principle Concept Use:

(M) \_\_\_\_\_ (Level) \_\_\_\_\_

(R) \_\_\_\_\_ (Level) \_\_\_\_\_

Rhythmic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_

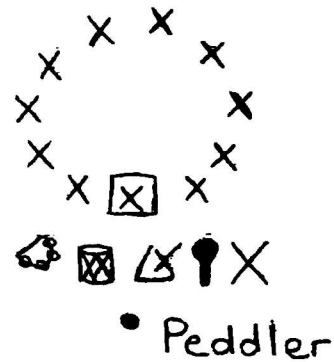
Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

(Isolate/extract) \_\_\_\_\_ (Level) \_\_\_\_\_

Name \_\_\_\_\_

## **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."



c s p  
m m

# Higher Than A House



High - er than a house.

High - er than a tree.



Un - der - neath the wa - ter,

un - der - neath the sea.

What -



ev - er can it be?

## Analysis - Level I, II, & III

Tone Set: d r s d' r'

Scale: ext d tritone

Melodic Patterns: d' r' d' r' d' - s d' -  
d r d r d - s d

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

Isolated Melodic Concept High/Low Level I

Rhythms: 1 - 7 - 2 - 7 1 - 0

Rhythmic Patterns: 4 7 7 7 1 2 - 7 7 1 7 1  
1 1 1 1 - 0

Rhythmic Concept Level I II III 7 1

Isolated Rhythmic Concept Level

Name O Level II

Form: A A v B

Meter: 4 4  
4 p = II

Game: Seated - guessing game

Origin: Words High/Low

Other Elements: High/Low = K  
pictures - visual

Source: Kodaly Approach / K. Daniel / 63  
Title BK 1 Author Page

Principle Concept Use:  
(M) d' (r') (Level) II

(R) O (Level) II

(Isolate/extract) High/Low (Level) I  
7 Level III

CSP NONE  
MM       

Name                     

## I Left My Wife In Tennessee

4 | 1 . 1 . 1 . 1 .  
I left my wife in Ten-nes-see

With 5 | 1 . 1 . 1 . 1 . 1 . 1 .  
for - ty kids and a can of beans and I thought it was

4 | 1 Z 1 Z  
Right, right

3 | 1 . 1 . 1 . 1 .  
Right for my coun-try whoop-ti-doo.

1 Z 1 Z 1 1 7  
Left left left right left.

### Analysis - Level I, II, & III

Tone Set:                     

Scale:                     

Melodic Patterns:                     

Melodic Concept Level I        II        III       

Isolated Melodic Concept                      Level       

Rhythms: 1 pickup - 1 . 1 . 1 . 1 . Z

Rhythmic Patterns: 4 | 1 . 1 . 1 . 1 .

1 | 1 . 1 . 1 . 1 . 1 . 1 . 1 . 1 .

Rhythmic Concept Level I        II        III mixed meter

Isolated Rhythmic Concept steady beat Level I  
older student

Form: A B+

Meter: 4 4 5 5  
p 4 p 4 = III

Game: Marching

Origin: Tennessee Words March-chart

Other Elements: Steady beat - K, I  
Whoop-ti-doo - nonsense

Source: (Kirk) Trink?

Title Author Page

Principle Concept Use:

(M)                      (Level)                     

mixed meter

(R) 4 5 (Level) III

(Isolate/extract) steady beat (Level) I  
older



**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<sup>1</sup> - children should guess "high picture." If sing do - children should guess "low picture."

CSP \_\_\_\_\_  
mm \_\_\_\_\_

# Little Tommy Tinker



Lit-tle Tom-my Tink - er sat on a clink - er and he be - gan to cry,



"Ma - ma, Ma - ma, Poor lit - tle in - no-cent I!"

## Analysis - Level I, II, & III

Tone Set: @rm s d'

Scale: ext d tetratone

Melodic Patterns: dms - d's - mrd

Melodic Concept Level I \_\_\_\_\_ II d' III \_\_\_\_\_

Isolated Melodic Concept High/Low Level K

Rhythms: I - m - d - o

Rhythmic Patterns: 4 □ □ □ □ - □ □ □ □ - dd -  
1 □ □ □ - 1 □ □ □ - o

Rhythmic Concept Level I \_\_\_\_\_ II o III \_\_\_\_\_

Isolated Rhythmic Concept □ □ Level I  
d Level II

Name \_\_\_\_\_

Form:  $\frac{ab}{A} \frac{cd}{B}$

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

Game: Stand on d'

Origin: Mother Goose Words ouch - clinker = hot coal

Other Elements: Round - High/Low = K  
Slur

Source: Kirk - Level I  
Title Author Page

Principle Concept Use:  
(M) d' (Level) II

(R) o (Level) II

(Isolate/extract) High/Low (Level) K or I  
d Level II

# GAME

Seated: Children stand on "Ma" (d<sup>1</sup>) and sit down on "ma" (s).

CSP \_\_\_\_\_  
MM \_\_\_\_\_

# Under The Spreading Chestnut Tree

Un - der the spread - ing chest - nut tree

where I'll hold you on my knee.

Oh, how hap - py we will be

un - der the spread - ing chest - nut tree.

## Analysis - Level I, II, & III

Tone Set: @rmfsltd'

Scale: Major

Melodic Patterns: drms - mrd -  
rmfslmr - d'tsls

Melodic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III t  
Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: 111 - 1 - d

Rhythmic Patterns: 111111 11d

Rhythmic Concept Level I \_\_\_\_\_ II 111 III \_\_\_\_\_  
Isolated Rhythmic Concept d Level II

Name \_\_\_\_\_

Form: ABCA

Meter: 2/4 2/4 = I

Game: inner hearing - motions <sup>Action Song</sup>

Origin: \_\_\_\_\_ Words Relationships

Other Elements: Comparatives - F/S = K  
create own motions

Source: Fun Folk Frolics / J. Sexton / 52  
Title Author Page

Principle Concept Use:  
(M) t (Level) III

(R) 111 (Level) II

(Isolate/extract) inner hearing (Level) K-5  
d = 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).

CSP \_\_\_\_\_  
mm \_\_\_\_\_

## Hello Everybody, Hello!



### Analysis - Level I, II, & III

Tone Set: @r m f s l d'

Scale: ext d hexachord

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

Melodic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III f  
Isolated Melodic Concept s l m l s Level I

Rhythms: | - □ - Z - 7↑ - ↑↑

Rhythmic Patterns: □□□ 7↑ / |  
| □↑↑↑ - □□↑↑

Rhythmic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III 7↑  
Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

Name \_\_\_\_\_

Form: A A v B C

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

Game: Hand jive

Origin: \_\_\_\_\_ Words Hello

Other Elements: Greeting Song-phrase = K -  
only sing "hello" - inner hearing = K - outline  
ext do pentatone

Source: Kirk - Level 1  
Title Author Page

Principle Concept Use:  
(M) f (Level) III

(R) 7↑ (Level) III

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

CSP \_\_\_\_\_  
mm \_\_\_\_\_

## One Finger, One Thumb

One fin - ger, one thumb keep mov - ing, One

fin - ger, one thumb keep mov - ing, One fin - ger, one thumb keep

mov - ing, We'll chase the flies a - way.

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: \_\_\_\_\_

Form: \_\_\_\_\_

Scale: \_\_\_\_\_

Meter: \_\_\_\_\_

Melodic Patterns: \_\_\_\_\_

Game: \_\_\_\_\_

\_\_\_\_\_

Origin: \_\_\_\_\_ Words \_\_\_\_\_

\_\_\_\_\_

Other Elements: \_\_\_\_\_

Melodic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: \_\_\_\_\_

Source: Fun Folk & Frolic / I. Sexton / 54  
Title Author Page

Rhythmic Patterns: \_\_\_\_\_

Principle Concept Use:  
(M) \_\_\_\_\_ (Level) \_\_\_\_\_

\_\_\_\_\_

(R) \_\_\_\_\_ (Level) \_\_\_\_\_

\_\_\_\_\_

(Isolate/extract) \_\_\_\_\_ (Level) \_\_\_\_\_

Rhythmic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

Name \_\_\_\_\_

CSP \_\_\_\_\_  
mm \_\_\_\_\_

# Aquaqua

A - qua - qua de - la o - mar, qua - qua -  
qua del - si - ma - tri - co, tri - co tri - co  
tra va - lo va - lo va - lo va - lo va -  
lo, va - lo 1 2 3 4 5!

## Analysis - Level I, II, & III

Tone Set: m, s, l, t, @

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 t,  
Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: ↑ pickup - m - l - l. ↑ - z - 7 ↑

Rhythmic Patterns: 2 ↑ | m m m - m. m. m.  
l l l z

Rhythmic Concept Level I steadily beat II \_\_\_\_\_ III l. ↑  
Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

Name \_\_\_\_\_

Form: AAVBC

Meter: 2 2 = 1  
4 p

Game: Seated - clapping - <sup>passing</sup> steady beat

Origin: Israel Words Nonsense words

Other Elements: Counting - steady beat = 1\*K  
Speaking - Singing Voice - K

Source: An American Methodology/ Ersen  
Title \_\_\_\_\_ Author \_\_\_\_\_ Page 284  
Kodaly workshop in 1900's

Principle Concept Use:

(M) t, (Level) III

(R) l. ↑ (Level) III

(Isolate/extract) Voices (Level) K

Steady beat = older I



## **GAME**

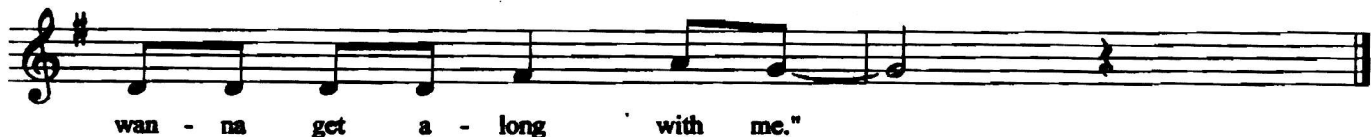
Children in a circle - left palm up, right palm down over neighbor's left hand. One person starts song and takes the beat from the right and passes it by taking his/her right hand and crossing over in front of his/her body to the left side and tapping right hand of his/her neighbor, which is on top of 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.

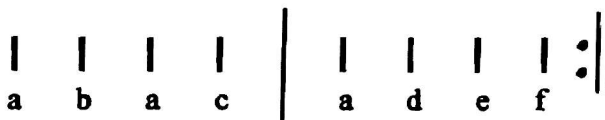
CSP \_\_\_\_\_  
MM \_\_\_\_\_

## My Landlord



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

### Clap Pattern:



Name \_\_\_\_\_

Analysis - Level I, II, & III

Tone Set: s, l, t, t, @ r m  
 Scale: Blues-like - major w/quest t, m  
 Melodic Patterns: d t, s, d - m r d r -  
s, t, r d

Form: aa<sup>b</sup> bc dd ee  
A B C D  
 Meter: 4 4 = II

Game: Clapping game  
 Origin: Afro-American Words Landlord - pay rent

Other Elements: Blues - Steady Beat -  
older 1

Source: (Kirk) Marilyn Quist  
 Title Author Page

Principle Concept Use:  
 (M) 4 altered tones (Level) III

(R) [-] (Level) III

(Isolate/extract) Steady Beat (older) (Level) I

Melodic Concept Level I altered II tones III tones  
 Isolated Melodic Concept Level

Rhythms: 1 pickup - 7 1 - 7 1 - 7 1 - 7 1

Rhythmic Patterns: 4 7 1 7 1 7 1 7 1 7 1  
7 7 1 7 1 7 1 7 1 7 1

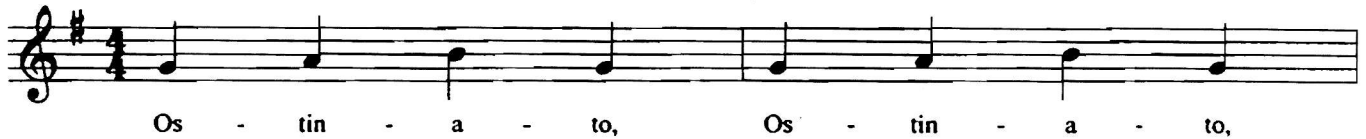
Rhythmic Concept Level I Steady Beat II beat III beat  
 Isolated Rhythmic Concept Level I

No Tonic Solfa required  
 Level I

CSP \_\_\_\_\_  
MM \_\_\_\_\_

# Ostinato (Are You Sleeping)

Name \_\_\_\_\_



## Analysis - Level I, II, & III

Tone Set: s, @rmfsl

Scale: ext. d hexachord

Melodic Patterns: drmd-ds,d-mfs-  
slsfmd

Melodic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III fa

Isolated Melodic Concept ds,d Level II

Rhythms: 1 - 11 - d

Rhythmic Patterns 1111 - 11d - 1111

Rhythmic Concept Level I \_\_\_\_\_ II d III \_\_\_\_\_

Isolated Rhythmic Concept 1111 Level I

1111 Level I

Form: ABCD

Meter: 4 4 = II

Game: Perform rhythmic ostinato

French: Ostinato  
Origin: Canadian-melody Words definition

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) 1111 (Level) I

1111 - I

ds,d - II

CSP \_\_\_\_\_  
MM \_\_\_\_\_

# Now Every Sleeper Waken

Name \_\_\_\_\_



Now ev - ery sleep - er wa - ken the sun is in the sky.



Come rise \_\_\_\_\_ Come rise \_\_\_\_\_ and hear the cuck - oo cry.



Cuck - oo Cuck - oo Wake up, be spry.

## Analysis - Level I, II, & III

Tone Set: s, @rmfs d'

Scale: ext. d pentachord

Melodic Patterns: sm d's - fm fsm -  
sm ss, - s, dmdmd -  
mcd rmd - sd

Melodic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III fa

Isolated Melodic Concept sm Level I

Rhythms: ↑ pickup - 11 - 1 - 1.1

Rhythmic Patterns: 1.1.1.1.1  
1.1.1.1.1

Rhythmic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III 1.1

Isolated Rhythmic Concept ↑ Level III  
anacrusis

Form: ABC

Meter: 4 4 = II

Game: Stand on "come rise"

Origin: \_\_\_\_\_ Words Wake up

Other Elements: Round

sm - cuckoo = older begins - I

Source: The Book of Canons/Feierabend/48

Title

Author

Page

Principle Concept Use:

(M) fa (Level) III

(R) 1.1 (Level) III

(Isolate/extract) sm pattern (Level) I older

## Students rise on the word “rise.”

18a

CSP \_\_\_\_\_  
MM \_\_\_\_\_

# At A Time Like This

Name \_\_\_\_\_

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: S, @rmfsl

Scale: ext. d hexachord

Melodic Patterns: fmdrd - s, ds, d -  
dmdm - msls

Melodic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III fa

Isolated Melodic Concept pitch expl. Level K

Rhythms: □ pickup - d - 1 - □ - 2 - 1. ↑

Rhythmic Patterns: 3/4 | d || - 1/1. 1 | d

Rhythmic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III 1. ↑

Isolated Rhythmic Concept □ pk up Level III

Form: A A v B C

Meter: 3 3  
4 = II

Game: Action Song

Origin: \_\_\_\_\_ Words Help

Other Elements: Extention of phrase  
pitch exploration - K

Source: 6th Grade Music Class Kirk  
Columbus, OH / Collected & transcribed  
Title Author Page

Principle Concept Use:  
(M) fa (Level) III

(R) 1. ↑ (Level) III

(Isolate/extract) pitch expl. (Level) K  
□ pk up = III older 19

CSP None  
MM \_\_\_\_\_

Name \_\_\_\_\_

## Here Are Grandma's Glasses

4  
┌ ┌ ┌ Z  
Here are Grandma's glasses

┌ ┌ | 7  
Here is Grandma's hat.

┌ | ┌ ┌ ┌ ┌  
And this is the way she folds her hands

┌ | ┌ ┌ | Z  
And lays them in her lap.

┌ ┌ ┌ 7  
Here are Grandpa's glasses

┌ | ┌ ┌ | 7  
And here is Grandpa's hat.

┌ | ┌ ┌ ┌ |  
And this is the way he folds his arms

| | | Z  
JUST LIKE THAT!

### Analysis - Level I, II, & III

Tone Set: \_\_\_\_\_

Scale: \_\_\_\_\_

Melodic Patterns: High-Low

Melodic Concept Level I K- II \_\_\_\_\_ III \_\_\_\_\_  
Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: ┌ - Z - ↑ pickup - ┌ - 7↑

Rhythmic Patterns: 4 ┌ ┌ ┌ 7↑ - ||| Z -  
┌ ┌ ┌ Z - ┌ ┌ ┌

Rhythmic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III 7  
Isolated Rhythmic Concept ┌ Level II

Form: A B A v B v or A B A v C

Meter: 4 4 = II

Game: Finger play

Origin: \_\_\_\_\_ Words Grandma and Grandpa

Other Elements: \_\_\_\_\_  
High/Low Voices = K

Source: Taught to me by Mother - Virginia Krieger  
Title Author Jo Kirk Page

Principle Concept Use:  
(M) High-Low (Level) K

(R) 7 (Level) III

(Isolate/extract) ┌ (Level) II



CSP \_\_\_\_\_  
mm \_\_\_\_\_

## Two Little Puppets

Name \_\_\_\_\_

4 | □ □ □ Z  
Two little puppets

□ | | | Z  
One on each hand

□ | □ □ Z  
Isn't she pretty?

□ | | | Z  
Isn't he grand?

| □ □ □ Z  
Her name is Bella

| □ □ | Z  
His name is Bow

| □ □ □ □ Z  
She says, "Good morning."

| □ □ | Z  
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 □ □ □ Z - □ □ □ Z - □ □ □ Z

Rhythmic Concept Level I Z II \_\_\_\_\_ III \_\_\_\_\_

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

Form: ABCC

Meter: 4-4 = II

Game: Finger Puppet

Origin: Nursery Rhyme Words greeting

Other Elements: K-comparatives High  
Indep. parts Low

Source: Ring A Ring 'O Roses  
Finger Plays for / First Public / 99  
Preschool Library  
Title Children Author Edith Page 9

Principle Concept Use:

(M) High/Low (Level) K

(R) Z (Level) I

(Isolate/extract) \_\_\_\_\_ (Level) \_\_\_\_\_

## Engine Engine #9

4  
f

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)

CSP None  
mm \_\_\_\_\_

Name \_\_\_\_\_

### Analysis - Level I, II, & III

Tone Set: \_\_\_\_\_

Scale: \_\_\_\_\_

Melodic Patterns: Pitch exploration -  
high/low

Melodic Concept Level I Pitch Exp II \_\_\_\_\_ III \_\_\_\_\_  
Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: 1 - □

Rhythmic Patterns: 4 |||| - □□□□  
□□□□

Rhythmic Concept Level I □ II \_\_\_\_\_ III \_\_\_\_\_  
Isolated Rhythmic Concept |||| Level I

Form: ABBCA

Meter: 4 4  
4 ♩ = II

Game: Traveling line

Origin: \_\_\_\_\_ Words Trains

Other Elements: Intro, Coda, Comparatives:  
Fast/Slow, Loud/Soft = K High-Little  
train = K Low-big train = K  
Source: Simple Gifts / H. Wyzga / 6  
Title Bk1 Author \_\_\_\_\_ Page \_\_\_\_\_

Principle Concept Use:

(M) \_\_\_\_\_ (Level) \_\_\_\_\_  
Steady beat I  
(R) □ (Level) I

(Isolate/extract) Comparatives (Level) K (or)  
Fast/Slow, Loud/Soft, High Low  
Pitch Expl. K  
|||| = I

### 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)

The musical notation is written on a single staff with a treble clef and a key signature of one sharp (F#). The melody consists of a series of eighth notes, with some notes beamed together. The lyrics are written below the staff, aligned with the notes. The song is divided into two parts: 'Leader' and 'Echo'.

**Leader:** Do you want your mo - ney back?

**Echo:** Yes, I want my mo - ney back!

Name \_\_\_\_\_

# Analysis – Level I, II, & III

Tone Set: l, @rm

Scale: d tetratone

Melodic Patterns: mddl, ddm  
mddl, ddd

Melodic Concept Level I      II l III       
Isolated Melodic Concept      Level     

Rhythms: 1 - □

Rhythmic Patterns: 2 □ □ □ □

Rhythmic Concept Level I □ II      III       
Isolated Rhythmic Concept      Level     

Form: ABABCC ~ AA, AA, BB

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

Game: Traveling line

Origin:      Words Trains

Other Elements: K-comparatives Low Fast  
Indep. Singing - Speaking/Singing Voice  
Repeat Sign

Source: Level I Kirk  
Title Author Page

Principle Concept Use:  
(M) l (Level) II

(R) □ (Level) I

(Isolate/extract) Comparatives (Level) K  
Loud Fast  
Soft slow

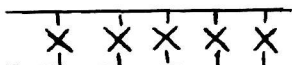
K- Speaking/Singing Voice  
K- Intune Singing

## GAME

Need nylon pairs

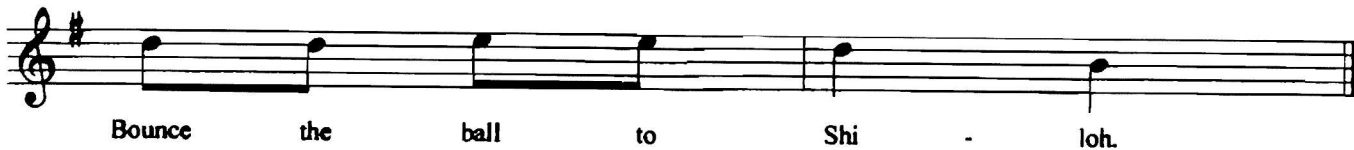
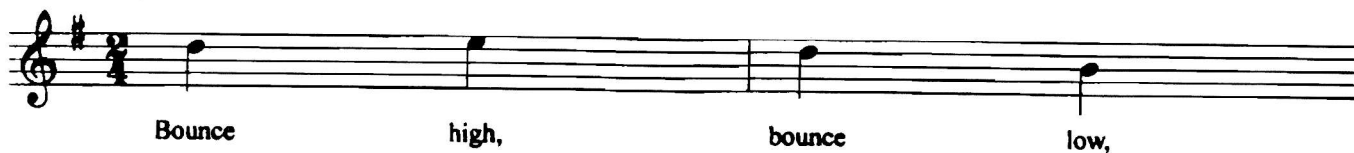
Children in groups of 5 to 6 in line formation.

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.



CSP \_\_\_\_\_  
MM \_\_\_\_\_

## Bounce High, Bounce Low



### 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 \_\_\_\_\_

Name \_\_\_\_\_

Form: \_\_\_\_\_

Meter: \_\_\_\_\_

Game: \_\_\_\_\_

Origin: American Words \_\_\_\_\_

Other Elements: \_\_\_\_\_  
\_\_\_\_\_

Source: Soul Away / E. Locke / 4  
Title Author Page

Principle Concept Use:  
(M) \_\_\_\_\_ (Level) \_\_\_\_\_

(R) \_\_\_\_\_ (Level) \_\_\_\_\_

(Isolate/extract) \_\_\_\_\_ (Level) \_\_\_\_\_

C S P \_\_\_\_\_  
M M \_\_\_\_\_

## Hey Hey Look At Me

Two staves of musical notation in G major (one sharp) and 4/4 time. The first staff contains the melody for the first line of the song, and the second staff contains the melody for the second line. The lyrics are written below the notes.

Hey hey look at me.

I am clap - ping, can't you see?

### Analysis – Level I, II, & III

Tone Set: \_\_\_\_\_

Form: \_\_\_\_\_

Scale: \_\_\_\_\_

Meter: \_\_\_\_\_

Melodic Patterns: \_\_\_\_\_

Game: \_\_\_\_\_

Origin: *American*  
*Children Song* Words \_\_\_\_\_

Other Elements: \_\_\_\_\_

Melodic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: \_\_\_\_\_

Source: *The Kodály Method / Choksy / 148*  
Title Author Page

Rhythmic Patterns: \_\_\_\_\_

Principle Concept Use:  
(M) \_\_\_\_\_ (Level) \_\_\_\_\_

(R) \_\_\_\_\_ (Level) \_\_\_\_\_

Rhythmic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

(Isolate/extract) \_\_\_\_\_ (Level) \_\_\_\_\_

Name \_\_\_\_\_

## **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.

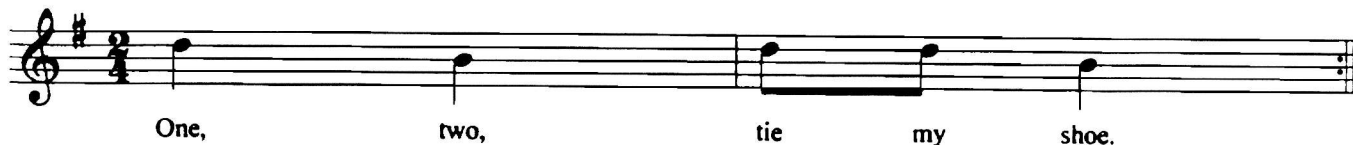
Any action may be substituted: swaying, bending, nodding, etc.



C S P \_\_\_\_\_  
m m \_\_\_\_\_

# One, Two, Tie My Shoe

Name \_\_\_\_\_



## 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

Tone Set: m s

Scale: m bitone

Melodic Patterns: smssm

Melodic Concept Level I sm II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: 1 - □

Rhythmic Patterns:  $\frac{2}{4}$  1 1 □ 1

Rhythmic Concept Level I □ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

Form: AA<sup>+</sup>

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

Game: Play Rhythm Sticks or Partner Clapping game

Origin: Mother Goose Words Numbers

Other Elements: Repeat Sign K -  $\frac{High}{Low}$  m  
K - the way the words go (Rhythm)

Source: The Kodály Method / Choksy / 147

Title \_\_\_\_\_ Author \_\_\_\_\_ Page \_\_\_\_\_  
"The Counting Song"

Principle Concept Use:

(M) sm (Level) I

(R) □ (Level) I

(Isolate/extract) the way the words go (Level) K  
(Rhythm)

K = high/low = sm prep.

CSP \_\_\_\_\_  
MM \_\_\_\_\_

# Blue Bells, Cockle Shells



## Analysis - Level I, II, & III

Tone Set: (M) sl

Scale: m tritone

Melodic Patterns: smssm-smbsm

Melodic Concept Level I la II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: 1 - □

Rhythmic Patterns: 2 4 1 1 □ 1 - □ □ □ 1

Rhythmic Concept Level I □ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

Name \_\_\_\_\_

Form: AB

Meter: 2 2 = I  
4

Game: Partner - Turn under arm

Origin: AMERICAN  
jump rope  
chant Words flowers

Other Elements: Comparatives: fast-slow-K

Source: Is Played this as / Variation =  
Child - taught by / The Kodaly Context  
her mother / L. Choksy p211  
Title Virginia Author \_\_\_\_\_ Page \_\_\_\_\_  
Krieger

Principle Concept Use:

(M) la (Level) I

(R) □ (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."

CSP \_\_\_\_\_  
mm \_\_\_\_\_

# See Saw Up And Down

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

## Analysis – Level I, II, & III

Tone Set: (m) s

Scale: m bitone

Melodic Patterns: sm ssm -  
ssmm ssm

Melodic Concept Level I sm II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: | - □

Rhythmic Patterns:  $\frac{2}{4}$  | | | | - □ □ □ |

Rhythmic Concept Level I □ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

Name \_\_\_\_\_

Form: A A<sub>v</sub> or AB

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

Game: Partner- see saw motion

Origin: Mother Goose Words teeter-totter

Other Elements: K-high=s K-ostinato 1111  
1/2 group #1 start up #2 start down msms

Source: Simple Gifts / H. Wyzga / 11  
Title Bk.1 Author \_\_\_\_\_ Page \_\_\_\_\_

Principle Concept Use:  
(M) sm (Level) I

(R) □ (Level) I

(Isolate/extract) high=s low=m (Level) K  
prepare sm

CSP \_\_\_\_\_  
mm \_\_\_\_\_

# Rain Rain Go Away

Name \_\_\_\_\_

Rain rain go a - way, Come a - gain a - no - ther day

Lit - tle Su - sie wants to play, Rain rain go a - way.

## Analysis - Level I, II, & III

Tone Set: (m) s

Scale: m bitone

Melodic Patterns: smssm

Melodic Concept Level I sm II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: 1 - □

Rhythmic Patterns:  $\frac{2}{4}$  | | □ | - □ □ □ |

Phyhmic Concept Level I □ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

Form:  $\frac{aav}{A} \frac{ava}{Av}$

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

Game: Tone Bells - s d (steady Beat)

Origin: TRAD. Rhyme Words Mother Goose Rain-Wishes

Other Elements: K-steady Beat K-high=s  
Low=m

Introduction - Accompany.

K-OSTINATO =  $\frac{1}{4} \frac{1}{4} \frac{1}{4} \frac{1}{4}$   
Source: 150 American / P. Erdie / 3  
Title Folk Song Author \_\_\_\_\_ Page \_\_\_\_\_

Principle Concept Use:  
(M) sm (Level) I

(R) □ (Level) I

(Isolate/extract) high/Low (Level) K  
K-steady Beat K-ostinato

CSP NONE  
mm \_\_\_\_\_

## Pussy Cat

Name \_\_\_\_\_

$\frac{6}{8}$   
P



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: \_\_\_\_\_

Form: A A Av Av B

Scale: \_\_\_\_\_

Meter:  $\frac{6}{8}$   $\frac{6}{8}$  = III

Melodic Patterns: High/Low

Game: Dramatic Play

Origin: Mother Goose Words Cat - Mouse

Melodic Concept Level I High/Low II \_\_\_\_\_ III \_\_\_\_\_

Other Elements KQ/A - Coda - puppets - indep. parts

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Source: Simple Gifts / H. Wyzga / 4  
Title BK1 Author \_\_\_\_\_ Page \_\_\_\_\_

Rhythms: III - I. - II

Principle Concept Use:  
(M) \_\_\_\_\_ (Level) \_\_\_\_\_

Rhythmic Patterns  $\frac{6}{8}$  III III - III. - III

(R)  $\frac{6}{8}$  rhythms (Level) III

Rhythmic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III  $\frac{6}{8}$  rhythms

(Isolate/extract) High/Low (Level) K  
Q/A Level K

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

Name \_\_\_\_\_

2

Washed her hair in turpentine.

Turpentine to make it shine

Queen Queen Caroline.

32

Tanya Watzke

- Queen Caroline excited - wash hair.....*peak*
- 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

4  
1

|   □   □   |

Two little dicky birds

*(child seated with hands on knees)*

□   □   |   Z

Sitting on a hill

|   |   |   Z

One named Jack

*(turn left hand over so palm faces up)*

|   |   |   Z

One named Jill

*(turn right hand over so palm faces up)*

□   |   |   Z

Fly away Jack

*(left hand behind back)*

□   |   |   Z

Fly away Jill

*(right hand behind back)*

|   |   |   Z

Come back Jack

*(left hand back to knee)*

|   |   |   Z

Come back Jill

*(right hand back to knee)*

CSP None

MM \_\_\_\_\_

Name \_\_\_\_\_

# Analysis - Level I, II, & III

Tone Set: \_\_\_\_\_

Scale: \_\_\_\_\_

Melodic Patterns: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Melodic Concept Level I H/L II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: 1 - □ - Z

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

1 □ □ Z - □ □ □ Z

\_\_\_\_\_

Rhythmic Concept Level I Z II \_\_\_\_\_ III \_\_\_\_\_

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

Form: A B C B

Meter: 4 4 = II

Game: Finger Play

Origin: Mother Goose Words Birds

Other Elements: Comparatives: Loud/Soft,

Fast/Slow, High/Low = K 4 voices = K

Jo's Mother taught / Variation: music in

Source: her this Variation / Preschool - K Forria

Title Virginia Author \_\_\_\_\_ Page P. 125

Krieger

Principle Concept Use:

(M) 4 voices (Level) K

(R) Z (Level) I

(Isolate/extract) Comparatives (Level) K

(Loud/Soft, Fast/Slow, High/Low)

CSP \_\_\_\_\_  
MM \_\_\_\_\_

## Bow Wow Wow

Bow      wow      wow,      Whose      dog      art      thou?

Lit - tle      Tom - my      Tuck - er'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: Mother Goose Words \_\_\_\_\_

Other Elements: \_\_\_\_\_  
\_\_\_\_\_

Source: The Kodály Context / L. Choksy / 215  
Title Author Page

Principle Concept Use:  
(M) \_\_\_\_\_ (Level) \_\_\_\_\_

(R) \_\_\_\_\_ (Level) \_\_\_\_\_

(Isolate/extract) \_\_\_\_\_ (Level) \_\_\_\_\_

Name \_\_\_\_\_

CSP \_\_\_\_\_  
mm \_\_\_\_\_

# Peas Porridge Hot

Peas por - ridge hot, Peas por - ridge cold,  
Peas por - ridge in the pot, Nine days old.

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

## Analysis - Level I, II, & III

Tone Set: @ m s

Scale: d tritone

Melodic Patterns: smms - smd

Melodic Concept Level I II d III

Isolated Melodic Concept sm Level I

Rhythms: 1 - □ - 2

Rhythmic Patterns: 2 1 1 1 2 - 1 1 1 1 - 1 1 1 2

Rhythmic Concept Level I 2 II III

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

Name \_\_\_\_\_

Form: aa bc  
A B

Meter: 2/4 - 2/4 = I

Game: Partner Clapping or Rhythm Sticks

Origin: Mother Goose Words Peas Porridge

Other Elements: K = steady beat  
K-comparative = Fast/Slow

Source: Simple Gifts/H. Wyzga/31  
Title BK1 Author \_\_\_\_\_ Page \_\_\_\_\_

Principle Concept Use:  
(M) d (Level) II

(R) 2 (Level) I

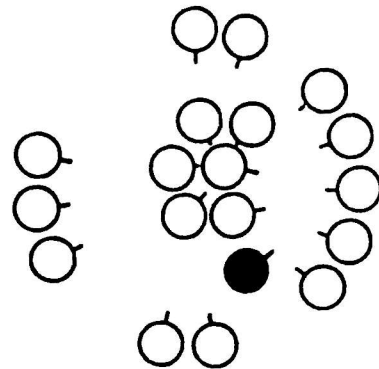
(Isolate/extract) sm (Level) I

K-comparative Fast/Slow

K-steady Beat

## **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.



LSP \_\_\_\_\_  
mm \_\_\_\_\_

Name \_\_\_\_\_

## Bobby Shafto



### Analysis - Level I, II, & III

Tone Set: (m) sl

Scale: m tritone

Melodic Patterns: ssllssm

Melodic Concept Level I la II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: □ - 1

Rhythmic Patterns: □ □ □ 1 - □ □ □

Rhythmic Concept Level I □ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

Form: A Av

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

Game: line - Partner

Origin: Mother Goose Words Bobby - "Bonny" - sailor

Other Elements: jingle bells <sup>steady beat</sup> "Way the words go" = K <sub>rhythm = K</sub>

Source: Music In Preschool - Forrai - 132  
Title <sup>second</sup> <sub>edition</sub> Author Page

Principle Concept Use:

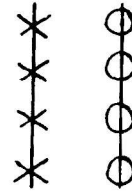
(M) l (Level) I

(R) □ (Level) I

(Isolate/extract) 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

CSP \_\_\_\_\_  
mm \_\_\_\_\_

## Bee Bee Bumble Bee

The musical notation is written on two staves in G major (one sharp) and 4/4 time. The melody consists of eighth and quarter notes. The lyrics are: Bee bee bum - ble bee, Stung a man up - on his knee, Stung a pig up - on his snout, I de - clare if you ain't out.

### Analysis - Level I, II, & III

Tone Set: \_\_\_\_\_

Form: \_\_\_\_\_

Scale: \_\_\_\_\_

Meter: \_\_\_\_\_

Melodic Patterns: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Game: \_\_\_\_\_

Origin: \_\_\_\_\_ Words \_\_\_\_\_

Melodic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Other Elements: \_\_\_\_\_  
\_\_\_\_\_

Rhythms: \_\_\_\_\_

Source: Kirk - Level 1  
Title Author Page

Rhythmic Patterns: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Principle Concept Use:  
(M) \_\_\_\_\_ (Level) \_\_\_\_\_

(R) \_\_\_\_\_ (Level) \_\_\_\_\_

Rhythmic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

(Isolate/extract) \_\_\_\_\_ (Level) \_\_\_\_\_

Name \_\_\_\_\_



## **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.

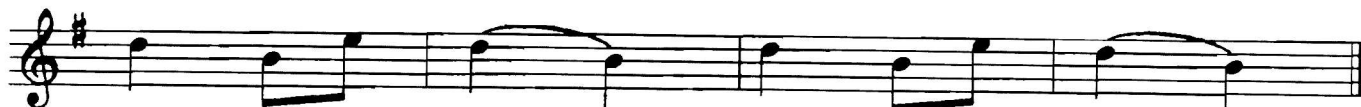
CSP \_\_\_\_\_  
mm \_\_\_\_\_

# Doggie, Doggie

Name \_\_\_\_\_



Dog - gie, dog - gie, where's your bone? Some - one stole it from my home.



Who stole your bone? I stole your bone!

## Analysis – Level I, II, & III

Tone Set: \_\_\_\_\_

Form: \_\_\_\_\_

Scale: \_\_\_\_\_

Meter: \_\_\_\_\_

Melodic Patterns: \_\_\_\_\_

Game: \_\_\_\_\_

Origin: \_\_\_\_\_ Words \_\_\_\_\_

Other Elements: \_\_\_\_\_

Melodic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: \_\_\_\_\_

Source: The Kodály Context / Chicksy / 213  
Title Author Page

Rhythmic Patterns: \_\_\_\_\_

Principle Concept Use:  
(M) \_\_\_\_\_ (Level) \_\_\_\_\_

(R) \_\_\_\_\_ (Level) \_\_\_\_\_

Rhythmic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

(Isolate/extract) \_\_\_\_\_ (Level) \_\_\_\_\_

CS P \_\_\_\_\_  
MM \_\_\_\_\_

## Cuckoo

Class Cuckoo "It"

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

### Analysis – Level I, II, & III

Tone Set: @ sl

Scale: m tritone

Melodic Patterns: sm lsm - smsm

Melodic Concept Level I l II III  
Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: l - □

Rhythmic Patterns: 2 l □ l l

Rhythmic Concept Level I □ II III  
Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

Name \_\_\_\_\_

Form: aa bb  
A B

Meter: 2 2  
4 ♩ = I

Game: Guessing game

Origin: \_\_\_\_\_ Words Bird

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

Source: The Kodály Context / Čoksy / 213  
Title Author Page

Principle Concept Use:  
(M) l (Level) I

(R) □ (Level) I

(Isolate/extract) Tone  
color vocal (Level) K  
Q/A Level K

Name \_\_\_\_\_



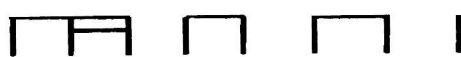
**Don't say ain't, your mother will faint**



**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: \_\_\_\_\_

Form: ABCD

Scale: \_\_\_\_\_

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

Melodic Patterns: 4 voices

Game: 4 voices - K

Origin: \_\_\_\_\_ Words "Ain't"

Melodic Concept Level I <sup>K-</sup>voices II \_\_\_\_\_ III \_\_\_\_\_  
Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Other Elements: phrases - I  
4 voices = K      steady beat = K

Source: Kirk Level 1  
 Title Author Page

Rhythms:  $\square - \square - \square - \square$

Rhythmic Patterns

Principle Concept Use:  
(M) (Level)

(R) 1 (Level) III

(Isolate/extract) 4 voices (Level) K

Rhythmic Concept Level I II III IV  
Isolated Rhythmic Concept steady Level I (K)  
beat

Steady beat Level 1K  
Phrase-I

CSP \_\_\_\_\_  
MM \_\_\_\_\_

Categories

Name \_\_\_\_\_



Ostinato



stomp stomp clap

Analysis – Level I, II, & III

Tone Set: (m) s

Scale: m bitone

Melodic Patterns: s m s s m m (s m m s m)

Melodic Concept Level I Sm II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: □ - ■ - ■ - Z - ■

Rhythmic Patterns: □ ■ ■ ■ ■ ■ ■ ■  
Z □ Z ■ Z ■ Z ■

Rhythmic Concept Level I \_\_\_\_\_ II ■ III \_\_\_\_\_

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

Form: A B C +

Meter: 2 2  
4 = I

Game: Clapping game

Origin: \_\_\_\_\_ Words Categories

Other Elements: K ostinato = ■ | (stomp-clap)  
indep. singing - K

Source: The Kodaly Context / Choksy / 237  
Title Author Page

Principle Concept Use:

(M) s m (Level) older - I

(R) ■ ■ (Level) II

(Isolate/extract) ostinato (Level) K  
indep. Singing - K

CSP \_\_\_\_\_  
MM \_\_\_\_\_

# "A" My Name Is Abbie

Name \_\_\_\_\_



## Analysis - Level I, II, & III

Tone Set: 1 2

Scale: 1. Dorian

Melodic Patterns: 333511

Melodic Concept Level I 1 II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: 11 - 1. - 111

Rhythmic Patterns: 1. 1111 - 1. 11 -

1. 111 - 1. 1.

Rhythmic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III 3

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

Form: a av A Av

Meter: 8 - 8 - III

Game: Alphabet Game - Indep. Singing

Origin: \_\_\_\_\_ Words Initial Sounds

Other Elements: Repeat sign - I  
(also Key of D = dr)

Source: The Kodály Method I / Choksy / 193  
Title Author Page

Principle Concept Use:  
(M) 1 (Level) I

(R) 8 Rhythms (Level) III

(Isolate/extract) Repeat Sign (Level) I

CSP \_\_\_\_\_  
mm \_\_\_\_\_

# When I'm Marching Down The Street

When I'm march - ing down the street,  
I play drum - beats with my feet.

## Analysis - Level I, II, & III

Tone Set: @ m s

Scale: d tritone

Melodic Patterns: dms - sdmsd

Melodic Concept Level I \_\_\_\_\_ II d III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: □ □

Rhythmic Patterns: 2/4 □ □ □ □

Rhythmic Concept Level I □ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Rhythmic Concept \_\_\_\_\_ Level \_\_\_\_\_

Name \_\_\_\_\_

Form: AB

Meter: 2 2  
4 p = I

Game: Marching  
Origin: Hungarian Band, drum, song Words: feet - beat

Other Elements: Play drum - steady beat-K

Source: Song Garden/S. Heath/31  
Title Bk I Author \_\_\_\_\_ Page \_\_\_\_\_

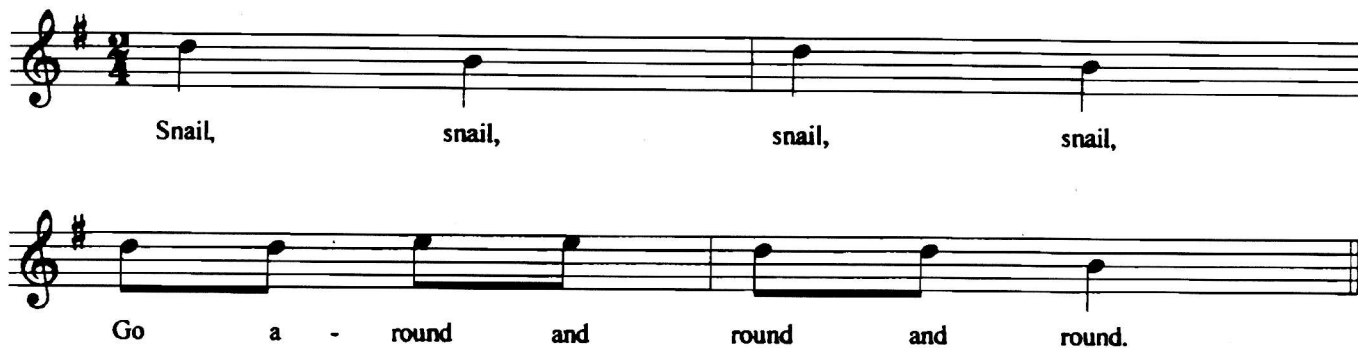
Principle Concept Use:  
(M) d (Level) II

(R) □ (Level) I

(Isolate/extract) Steady Beat (Level) K

CSP \_\_\_\_\_  
MM \_\_\_\_\_

# Snail, Snail



## Analysis - Level I, II, & III

Tone Set: (m) sl

Scale: m tritone

Melodic Patterns: s m s m -  
ssllssm

Melodic Concept Level I 2 II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: 1 - □

Rhythmic Patterns: 2/4 | 1 1 1 1 - □ □ □ 1

Rhythmic Concept Level I □ II \_\_\_\_\_ III \_\_\_\_\_

Isolated Rhythmic Concept 1 1 1 1 Level I

Name \_\_\_\_\_

Form: AB

Meter: 2/4 = I

Game: Wind circle or parachute

Origin: \_\_\_\_\_ Words snail

Other Elements: Visual - snail puppet -  
inner hearing = K

Source: Sail Away/E. Locke/ 4  
Title Author Page

Principle Concept Use:  
(M) 2 (Level) I

(R) □ (Level) I

(Isolate/extract) 1 1 1 1 (Level) I  
inner hearing - K



CSP \_\_\_\_\_  
mm \_\_\_\_\_

# Here Is The Bee Hive

Name \_\_\_\_\_

The musical score is written on five staves in G major (one sharp) and 4/4 time. The melody is simple and repetitive, with lyrics written below the notes. The lyrics are: 'Here is the bee hive; where are the bees? Hid - ing in - side where no - bo - dy sees. They are com - ing out now. They are all a - live.' The score includes a 10-measure sequence of notes, numbered 1 through 10, which are repeated in the final staff.

Here is the bee hive; where are the bees?  
Hid - ing in - side where no - bo - dy sees.  
They are com - ing out now. They are all a - live.

1 2 3, 4, 5  
6 7 8, 9, 10.

## 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: *Kodály in Kindergarten* / *K. Daniel* / 18  
Title Author Page

Principle Concept Use:  
(M) \_\_\_\_\_ (Level) \_\_\_\_\_

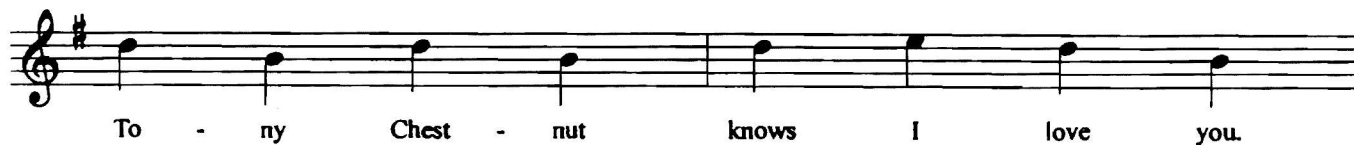
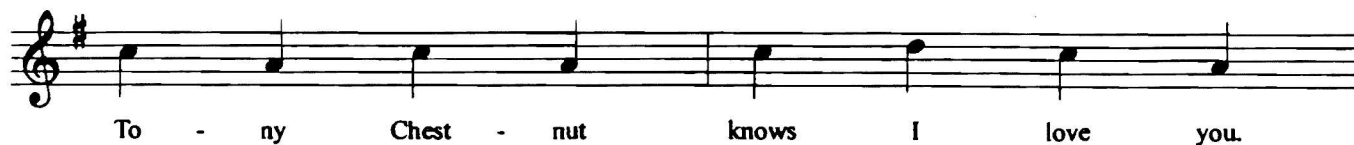
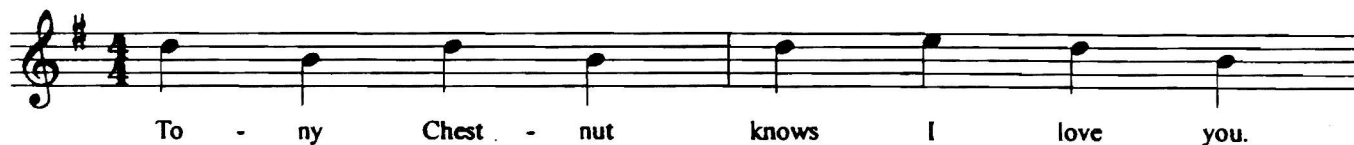
(R) \_\_\_\_\_ (Level) \_\_\_\_\_

(Isolate/extract) \_\_\_\_\_ (Level) \_\_\_\_\_

CSP \_\_\_\_\_  
mm \_\_\_\_\_

Tony Chestnut

Name \_\_\_\_\_



### Analysis - Level I, II, & III

Tone Set: @r m f s l

Scale: d hexachord

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

Melodic Concept Level I \_\_\_\_\_ II \_\_\_\_\_ III fa

Isolated Melodic Concept s l s m Level I

Rhythms: 1 - d. - z

Rhythmic Patterns: 4 |||| - d. z

Rhythmic Concept Level I \_\_\_\_\_ II d. III \_\_\_\_\_

Isolated Rhythmic Concept |||| Level I

Form: A A v A B or ABAC

Meter: 4 4 = II

Game: Tap body parts

Origin: \_\_\_\_\_ Words "play" on words

Other Elements: Getting faster = K

Source: Sung by: Joyce Alensendreni

Title Author Page  
Muskmqum College 1989

Principle Concept Use:

(M) fa (Level) III

(R) d. (Level) II

(Isolate/extract) |||| (Level) I

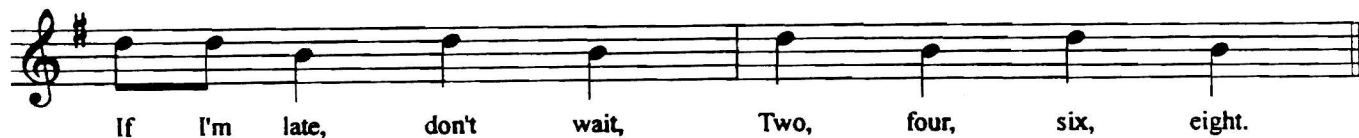
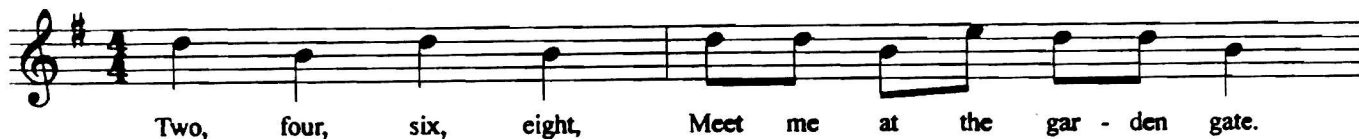
s l s m Level I

Fast-Slow-K

CSP \_\_\_\_\_  
mm \_\_\_\_\_

Name \_\_\_\_\_

## Two, Four, Six, Eight



### Analysis - Level I, II, & III

Tone Set: (m) sl

Scale: m tritone

Melodic Patterns: smsm - ssmllssm

Melodic Concept Level I l II III

Isolated Melodic Concept Level

Rhythms: 1 - □

Rhythmic Patterns: 4 |||| - □□□□

Rhythmic Concept Level I □ II III

Isolated Rhythmic Concept |||| Level I

Form: ab av a  
A A

Meter: 4 4 = II

Game: 2 lines (longways set) partners

Origin: nursery rhyme Words counting by even numbers

Other Elements: Drums = 1 Sticks = 1  
K - "The way the words go" - rhythm

Source: Kodály in Kindergarten/Daniel/31  
Title Author Page

Principle Concept Use:  
(M) l (Level) I

(R) □ (Level) I

(Isolate/extract) |||| (Level) I  
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.

CSP \_\_\_\_\_  
mm \_\_\_\_\_

# I Can Bow To You

Name \_\_\_\_\_



## Analysis - Level I, II, & III

Tone Set: @ r m f s l

Scale: d hexachord

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

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

Rhythms: 1 1 - 1. 1 1

Rhythmic Patterns 8 1 1 1 1. 1

Rhythmic Concept Level I II III 1. 1 1  
Isolated Rhythmic Concept \_\_\_\_\_ Level I

Form: a a v a r b  
A B

Meter: 6 6  
8 f = III

Game: Double circle w/ partner

Origin: \_\_\_\_\_ Words Greeting

Other Elements: Instrumental  
ostinato = ds = K-1

Source: Sam Houston Volume  
Title Author Page

Principle Concept Use:  
(M) f (Level) III

(R) 6 rhythms (Level) III

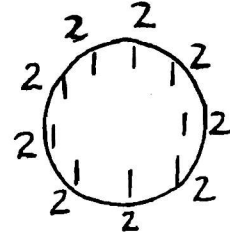
(Isolate/extract) l (Level) I

## **GAME**

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

Phrase 1 - 2s bow.

Phrase 2 - 1s bow.



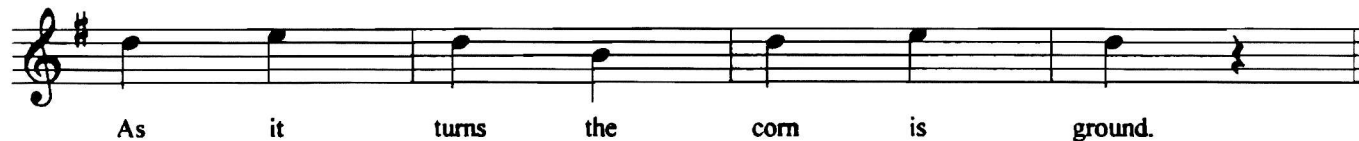
Phrase 3 - Partners hold hands and turn a complete circle coming back to where they started.

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

ASP \_\_\_\_\_  
MM \_\_\_\_\_

# Mill Wheel

Name \_\_\_\_\_



## Analysis - Level I, II, & III

Tone Set: m ⑤l

Scale: s tritone

Melodic Patterns: s l s m - s l s

Melodic Concept Level I l II \_\_\_\_\_ III \_\_\_\_\_

Isolated Melodic Concept \_\_\_\_\_ Level \_\_\_\_\_

Rhythms: | - Z

Rhythmic Patterns: 2/4 |||| - ||| Z

Rhythmic Concept Level I Z II \_\_\_\_\_ III \_\_\_\_\_

Isolated Rhythmic Concept |||| Level I

Form: AA

Meter: 2 2  
4 ♩ = I

Game: Traveling circle w/partner - center  
= "I+" in

Origin: \_\_\_\_\_ Words mill-grind grain-  
millers = "joke"

Other Elements: History of miller,  
variations of game

Source: Music in K  
Preschool Forrai 130  
Title Author Page

Principle Concept Use:  
(M) l (Level) I

(R) Z (Level) I

(Isolate/extract) |||| (Level) 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.