

# Singing Games: Traditional and with a Twist!

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8:00AM – 9:00AM

Dr. Audrey Cardany, University of Rhode Island

[Audrey.Cardany@uri.edu](mailto:Audrey.Cardany@uri.edu)

<http://www.chorusofwesterly.org/mmea-conference-notes>

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*Singing games are a true gem in the general music classroom. They offer opportunities for students to integrate text, rhythm, and melody in meaningful ways through movement and social interaction. Participants will experience rediscovered play parties, and newly student- and teacher-created activities suitable for K-6 students.*

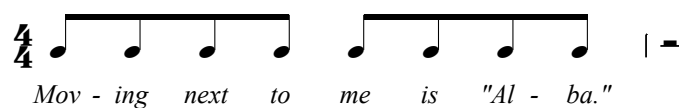
## Names Activity (G5+)

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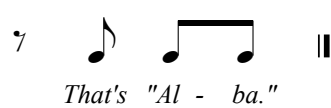
Formation: Standing circle

All move: right foot SIDE, left CLOSE, right IN, left BACK.

Solo



Group



Mov - ing next to me is "Al - ba."  
That's "Al - ba."

Notes: "Turn to your neighbor and introduce yourself. Tell your neighbor on your left the name of your neighbor on the right!"

Teach the movement.

Teach the group response to the chant with the movement. Facilitate each solo and group response to introduce each person in the circle.

Some suggestions to "grow" the activity include: (a) adding a hand-hold to further challenge moving as a group, and (b) humming chord roots for a I V progression and progress to improvised calls.

## Am Stram Gram (K-2)

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Counting out game. [Source: Chabbert]

### Am Stram Gram



Am stram gram, Pic et pic et col-é-gram, Bour et bour et ra ta - tam, Am stram gram.

## Grandpa's Farm (G1-2)

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Formation: Seated Circle

One child is "Molly" and walks around the circle as the song is sung. On the word "me," the child taps another child to be the "billy goat" who chases the child back to the empty spot. The game begins again with the selected child. Each time the game is played, have the group sing the child's name in place of "Molly."

[Game created by A. Cardany; song from "Moon Penny."]

## Grandpa's Farm

Mol - ly went to Grand - pa's farm. The bil - ly goat chased her 'round the barn.

3  
Round and round the ap - ple tree. And this is the song she sang to me.

5  
"I like cof - fee. I like tea. I like you, and you like me."

The musical notation is in 4/4 time with a key signature of one sharp (F#). It consists of three staves. The first staff has a treble clef and a key signature of one sharp. The second staff is marked with a '3' above it, indicating a triplet. The third staff is marked with a '5' above it, indicating a quintuplet. The lyrics are written below the notes.

## Muffin Man (K-1)

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Formation: Standing circle holding hands

A blindfolded child is in the center as "the muffin man," holding a stick. All sing as the ring moves around the child. The child holds out a stick. The nearest child that the stick points to takes the other end of the stick. The blindfolded child asks a question that the other child may answer in a disguised voice. Yes/no questions are suggested. The blindfolded child has three chances to guess the name of the other child. If correct they switch places.

[Adapted from Gomme p. 402]

Singing game to dramatize the story of London's "muffin man."

Formation: Standing circle with one child outside the circle. As the group sings, the "muffin man" taps the shoulder of the lucky townspeople each time they sing "muffin man." Those tapped follow the leader into the center of the circle and skip around that person during the second verse. A new leader is chosen and the game begins again. [Adapted for Silver Burdett's "Interactive Music" grade K.]

## Muffin Man

Oh, do you know the Muf - fin Man, the Muf - fin Man, the

5  
Muf - fin Man? Oh, do you know the Muf - fin Man that lives on Dru - ry lane?

The musical notation is in 4/4 time with a key signature of three flats (Bb, Eb, Ab). It consists of two staves. The first staff has a treble clef and a key signature of three flats. The second staff is marked with a '5' above it, indicating a quintuplet. The lyrics are written below the notes.

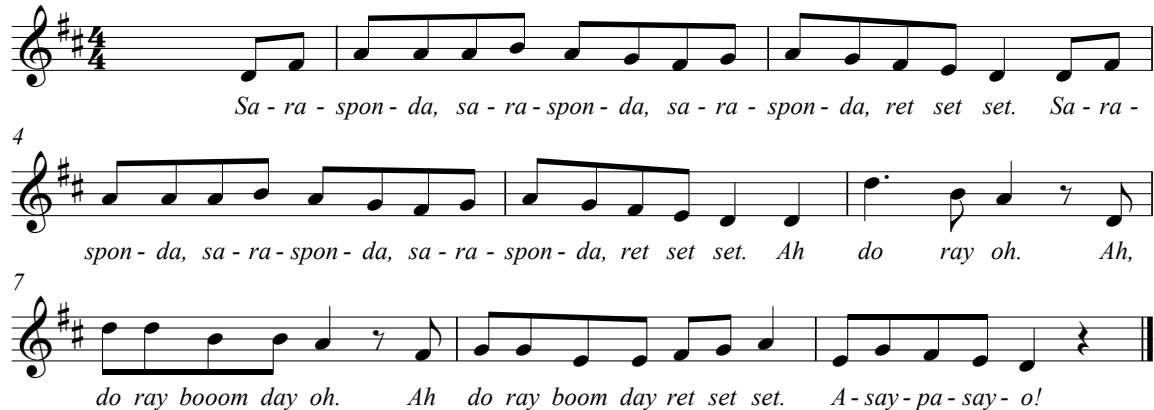
3. Oh, yes I know the Muffin Man.

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## Sarasponda (3-4)

Formation: standing circle. Pass playground ball on macro-beat (half-note). Student with ball on beat three of m. 4 holds ball and tosses in air on high *do'* at mm. 5 & 6. Down beat of m. 7, student holds the ball and taps it three times on "ret set set" then begins the pass again on "o" of the last word beginning the game again. For a challenge add another playground ball to the circle.

## Sarasponda



Sa - ra - spon - da, sa - ra - spon - da, sa - ra - spon - da, ret set set. Sa - ra - spon - da, sa - ra - spon - da, sa - ra - spon - da, ret set set. Ah do ray oh. Ah, do ray boom day oh. Ah do ray boom day ret set set. A - say - pa - say - o!

## Chase that Squirrel (4-6)

Formation: Longways set (apples and acorns)

V1. Mm. 1-4 Last acorn goes "up" and 1<sup>st</sup> apple goes "down" the alley, meet each other in the middle and return to their places. Mm. 5-8 repeat with Last apple and 1<sup>st</sup> acorn.

V2. 1<sup>st</sup> apple and 1<sup>st</sup> acorn "peel" the banana, make a bridge at the end, while all others go through the bridge. V3. Others continue to go through the bridge moving the line up to begin the movement sequence again.

[Adapted from Piper]

## Chase that Squirrel



Up and down the cen-ter we go! Up and down the cen-ter we go! Up and down the cen-ter we go, This cold and fros - ty morn - ing.

2. Now's the time to chase that squirrel. (3X)  
This cold and frosty morning.

3. Catch her and kiss her if you can. (3X)  
[Catch it, don't miss it if you can.]  
This cold and frosty morning.

### Bibliography

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- Piper, E. F. (1915). Some play-party games of the Middle West. *The Journal of American Folklore*, 28(109), 262-289.