Tuneful, Beatful and Artful Singing in Upper Elementary Grades

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First Steps in Music

An 8-Part Music Readiness Curriculum
for 3–8 Year Old Children

Singing/Tonal Activity Categories

1. Pitch Exploration/Vocal Warm-up (Discovering the sensation of the singing voice)
   - Vocal glissandos

2. Fragment Singing (Developing independent singing)
   - Echo Songs
   - Call and Response Songs

3. Simple Songs (Developing independent singing and musical syntax)
   - 3–4 Note Songs
   - Expanded Range

4. Arioso (Developing original musical thinking)
   - Spontaneous created songs by the child

5. Song Tales (Developing expressive sensitivity through listening)
   - Ballads for children

Movement Activities Categories

6. Movement Exploration/Warm-up
   (Developing expressive sensitivity through movement)
   - Movement with and without classical music accompaniment

7. Movement for Form and Expression
   (Singing/speaking and moving with formal structure and expression)
   - Non-Locomotor (finger plays, action songs, circle games, with recorded music)
   - Locomotor (circle games, with recorded music)

8. Beat Motion Activities
   (Developing competencies in maintaining the beat in groups of 2 and 3)
   - Child-Initiated Beat Motions
     - Non-Locomotor
     - Locomotor
   - Teacher-Initiated Beat Motions
     - Non-Locomotor
     - Locomotor
The Curriculum (Doing Music)

3D Music Education

Music Literacy

Music

Literacy

“Doing”

Music

Music–

Artist

Knowledge

“About”

Music

Music Literacy

Conversational Solfege

Singing (S1)

Listening (S6)

Reading (S5)

Writing (S5)

Dictation (S5)

Improvisation (S3)

Composition (S4)

Evaluating (S7)

Knowledge “About” Music

History (S9)

Theory

Music Terminology

Relationships to Other Things (S8)

Evaluating Music (S7)

“Doing Music”

Vocal Development (S1)

Movement

Instrument Technique (S2)

Expressive Sensitivity

Listening (S6)

Evaluating (S7)

Note: “S” indicates National Standard

Conversational Solfege – Level 1

General Music

TM 73
Dead Horse Chantey

1) Pitch Exploration in Upper Elementary

Fragment Singing

Call
Says I, “Old man, your horse will die,”
Response
And we say so and we hope so;
Call
Says I, “Old man, your horse will die.”
Response
Poor old horse.

Verse 2
Call
Says I, “Old man, your horse will die,”
Response
And we say so and we hope so;
Call
Says I, “Old man, your horse will die.”
Response
Poor old horse.

Verse 3
“And if he dies, we’ll tan his skin,” …
“And if he don’t, we’ll ride him again.” …

Verse 4
For one long month I rode him hard, …
For one long month we all rode him hard. …

Verse 5
But now your month is up, old Turk, …
Get up, you swine, and look for work. …

Verse 6
Get up, you swine and look for graft, …
While we lays on and drags ye aft. …

Verse 7
He’s as dead as a nail in the lamp-room door, …
And he won’t come worrying us no more. …

Verse 8
We’ll use the hair of his tail to sew our sails, …
And the iron of his shoe to make deck nails. …

Verse 9
We’ll hoist him up to the fore yard-arm, …
Where he won’t do sailors any harm. …

Verse 10
We’ll drop him down with a long, long, roll, …
Where the sharks will have his body and the devil take his soul. …
**In Good Old Colony Times**

**Verse 2**
The first, he was a miller,
And the second, he was a weaver,
And the third, he was a little tailor,
Three roguish chaps together.
Because they could not sing,
Because they could not sing,
Three roguish chaps fell into mishaps
Because they could not sing.

**Verse 3**
Now the miller, he stole corn,
And the weaver, he stole yarn,
And the little tailor stole broadcloth,
for to keep the three rouges warm.
Because they could not sing....

**Verse 4**
The miller got drown’d in his dam,
The weaver got hung in his yarn,
And the devil clapped his claw on the little tailor,
with broadcloth under his arm.
Because they could not sing...
Verse 2
I was working on the fourteenth floor, some bricks I had to clear,  
Now throwing them down from such a height was not a good idea. 
The foreman wasn’t very pleased, he being an awkward man, 
He said I’d have to take them down the ladder in my hand.

Verse 3
Now loading all those bricks by hand, it seemed so awfully slow, 
So I hoisted up a barrel and secured the rope below. 
But in my haste to do the job, I was blind to see, 
That a barrel load of building bricks would be heavier than me.
Verse 4
Now when I came down, I cut the rope and the barrel fell like lead,
And clinging tightly to the rope I started up instead.
I shot up like a rocket, and to my dismay I found,
That halfway up I met the bloody barrel coming down.

Verse 5
Now the barrel broke my shoulder as to the ground it sped,
And as I reached the top I struck the pulley with my head.
I still clung on though, numbed and shocked from this almighty blow,
And the barrel spilled out half the bricks some fourteen floors below.

Verse 6
Now when the bricks had fallen from the barrel to the floor,
I then outweighed the barrel and I started down once more.
Still clinging tightly to the rope, my body wrecked in pain,
Then halfway down I met the bloody barrel once again.

Verse 7
Now the force of this collision halfway up the office block,
Caused multiple contusions and a terrible case of shock.
Still clinging tightly to the rope, I headed for the ground,
And fell upon the building bricks that were all scattered ’round.

Verse 8
As I lay there moaning, sure I thought I passed the worst,
Then the barrel struck the pulley, then didn’t the bottom burst.
A shower of bricks came down on me sure I hadn’t got a hope,
And as I was losing consciousness, I let go the bloody rope.

Verse 9
Now the barrel being heavier, it started down once more,
And it landed straight across me as I lay there on the floor.
It broke three ribs and my left arm and I can only say,
That I hope you understand why Paddy’s not at work today.
Part Singing

- Bass line melodies/Ostinatos
- Partner songs
- Vocal Chording
- Canons

Partner Songs in Conversational Solfege Book 2

IIIIVVII
I had a dog .................. p.34
Knock at the door ............. p.41
Johnny Works with One Hammer p.41
Bye Bye Baby .................. p.52
Deedle Deedle Dumpling .... p.53
Men Vais a Paris ............. p.58
Bye Oh My Baby .............. p.124
I’m a Little Dutch Girl .......... p.159
Down By the Station .......... p.163
Eensy Weensy Spider .... p.165
Lullaby ......................... p.256
Old Woman .................... p.259
Hidi, Hidi-ho .................. p.265
Higgledy Pig .................. p.266
Biddy Biddy Hold On .......... p.275
Riding Here to Get Married .... p.280

IIIIVV

IIIVVII
Sweetest Little Baby .......... p.59
Looby Loo ..................... p.183

IIIVIII

IVIVI
All around the Buttercup ...... p.49
Sing Sing Together .......... p.189
Frere Jaques .................. p.117
Row Row Row Your Boat ...... p.185
Three Blind Mice ............. p.195

IIIVIVI

Old Aunt Dinah ............... p.37
Ladybug ...................... p.44
Down in the Valley .......... p.54
Jim Along Josie ............. p.57
Bass Line Melodies Partner Songs

IIIIVVII

- I Had a Dog
- Johnny Works with One Hammer
- Knock at the Door
- Biddy Biddy Hold On
- Riding Here to Get Married

Biddy, Biddy Hold On
(Use for Conversational Decoding or Tone Chart)

Jamaica

Bid-dy, bid-dy, hold on, lost my gold ring.

One go to Kings - ton, come back a - gain.

Bid-dy, bid-dy, hold on, lost my gold ring.

One go to Kings - ton, come back a - gain.

Bass line melody:
Riding Here to Get Married
(Use for Conversational Decoding or Tone Chart)

Riding here to get married, Get married, get married.

Riding here to get married,

Ransom a-tan-som a-cinnamon tea.

Bass line melody:
Vocal Chording

Part 1: s s s
Part 2: m f m
Part 3: d t, d
Bass line: d s, d
I V7 I

Canons

Black Socks

Black socks they never get dirty the longer you wear 'em the stronger they get. Sometimes I think I should wash 'em but something keeps telling me “Don’t wash 'em yet!” not yet not yet not yet not yet.

the book of canons
Come and Dance, Come and Sing
Antonio Caldara 1670-1736

Mit uns spring - et, mit uns singt,
Come and dance! Come and sing!

dass es im - mer schöner klingt.
Let the world with laughter ring.

La la la la la la la,
la la la la la la la

la la la,
la la la,
la la la la la la

the book of canons
Under the Stone
Henry Purcell 1638-1695

Under the stone lies Gabriel John, in the
year of our Lord, one thousand and one.

Cover his head with turf or stone. 'Tis all
one, 'tis all one, with turf or stone, 'tis all one.

Pray for the soul of gentle John if you
please you may or let it alone, 'tis all one.

the book of canons
Come To the Top of the Path

Come to the top of the path in the garden,

Look how the sails are turning up so

Down again and down again the

There you’ll see the mill.

fast upon the hill and falling—

ground they touch until.

the book of canons
**Feierabend (Work is Finished)**

*German*

1. Bim, bam, bim, bam!
   Horch, es sing’t der Gloc-ken Ton
   von der Ar - beit sü - ßem Lohn: Fei - er - a - bend!

2. Din, don, din, don,
   C’est la clo - che du ma - tin,
   Qui sonne au le - ver du jour: Bon - jour, bon - jour!

**Alternate English Text**

Bim, bam, bim, bam!
Hear the bells, now work is done.
Telling us it’s time for fun!
Feierabend!

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the book of canons
The Book of Song Dances
John M. Feierabend

Dances accompanied by singing have been enjoyed by people of all ages for hundreds of years. These dances have served an important social function as people share the joy of synchronizing with others through their body, spirit, and voice.

John M. Feierabend collects into one place an addictive collection of Song Dances that have their roots in our American heritage, as well as a few from other countries.

Each dance is organized by type (single circle, double circle, square dances, etc.) and includes complete dancing directions.

This beautifully illustrated collection is for anyone looking to reclaim this great folk dance tradition, use great songs to teach musical concepts—or simply have a great time. Enjoy!

G-8663 Perfect-bound, illustrated

The Book of Playground Songs and Rhymes
John M. Feierabend

Here is a great collection of songs and rhymes that invite beat motions from students in the mid to late elementary grades. For generations, neighborhood kids would gather to skip rope, bounce balls, play hand clapping games or choose one another to be the first “it” in a game with a counting-out rhyme.

The songs and rhymes in this book and the community made by playing these games are a great foundation for music learning. By sharing these songs and rhymes with students during music class, today’s students will discover the joy of music and, hopefully, share the songs, rhymes and games in this collection with their friends and family.

John M. Feierabend has organized these songs and rhymes into five distinct categories. Hand Clapping, Jump Rope, Ball Bouncing, Counting Out and Passing and Stick Games. Each section has numerous songs and rhymes to keep children interested and engaged for years and will be a wonderful resource for music teachers.

G-8747 Perfect-bound, illustrated
Available Resources

Classical Music for Movement
- CD-903  Music for Creative Movement (3-CD set)
- CD-493  First Steps in Classical Music: Keeping the Beat

Books for Preschool and Early Elementary
- G-5880  First Steps in Music for Preschool and Beyond
- G-5276  The Book of Pitch Exploration
- G-5277  The Book of Echo Songs
- G-5278  The Book of Call and Response
- G-5280  The Book of Children’s SongTales
- G-5876  The Book of Movement Exploration
- G-5877  The Book of Finger Plays and Action Songs
- G-5878  The Book of Beginning Circle Games
- G-5879  The Book of Songs and Rhymes with Beat Motions

Recordings for Kids of All Ages
by John M. Feierabend and Jill Trinka
- CD-645  There's A Hole in the Bucket
- CD-646  Had a Little Rooster
- CD-647  Old Joe Clark
- CD-493  First Steps in Classical Music: Keeping the Beat
- G-7001  Set of all four recordings above plus First Steps in Music for Preschool and Beyond
- G-7001A  Complete Curriculum Package
  - Set of all books and recordings above
  - Save over $40 with this offer!

Companion Materials
- DVD-947  First Steps in Music: In Action
- G-6400  Vocal Development Kit
  - (Puppets, toys, and instruments with manual)
- G-6509  Pitch Exploration Stories
  - (12 large picture cards)
- G-6510  Pitch Exploration Pathways
  - (12 large picture cards)
- G-6511  Oh, In the Woods
  - (12 large picture cards)
- G-7962  Down by the Bay
  - (10 large picture cards)

Move It!
- DVD-549  Music DVD, CD, and booklet

Move It! 2
- DVD-756  Music DVD, CD, and booklet
Folk Song Picture Books (with downloadable MP3)
- G-6535 The Crabfish
- G-7178 My Aunt Came Back
- G-7179 There Was a Man
- G-7416 Father Grumble
- G-7690 The Derby Ram
- G-7844 The Frog and the Mouse
- G-8121 Risseldy Rosseldy
- G-8122 The Tailor and the Mouse
- G-8454 There's a Hole in the Bucket
- G-8585 The Other Day I Met a Bear

Lomax the Hound of Music
- DVD-829 The Best of Lomax the Hound of Music (2 Hours)
- CD-830 Lomax the Hound of Music: Favorite Songs (25 Songs)

Conversational Solfege
- DVD-946 Conversational Solfege Explained

Level 1:
- G-5380 Teacher's Manual
- G-5380FL Flashcards
- G-5380S Student Book
- CD-526 Classical Selections CD

Level 2:
- G-5381 Teacher's Manual
- G-5381FL Flashcards
- G-5381S Student Book
- CD-527 Classical Selections CD

Level 3:
- G-5382 Teacher's Manual
- G-5382S Student Book

Related Materials
- G-8453 Word Wall
- G-5547 The Book of Tunes for Beginning Sight-Readers
- G-7594 Conversational Solfege Sign Pack

Song Collections for Older Children
- G-8736 The Book of Song Tales for Upper Grades
- G-8552 The Book of Canons
- G-8663 The Book of Song Dances
- G-8747 The Book of Playground Songs and Rhymes

Book of Church Songs and Spirituals
- G-7816 Spiral Bound and illustrated
Books for Infants and Toddlers
G-4974 First Steps in Music for Infants and Toddlers
G-4975 The Book of Bounces
G-4976 The Book of Wiggles and Tickles
G-4977 The Book of Tapping and Clapping
G-4978 The Book of Simple Songs and Circles
G-4979 The Book of Lullabies
G-5145 Set of 5 books above

Recordings for Infants and Toddlers
CD-437 'Round and 'Round the Garden: Music in My First Year!
CD-438 Ride Away on Your Horses: Music, Now I'm One!
CD-439 Frog in the Meadow: Music, Now I'm Two!
CD-493 First Steps in Classical Music: Keeping the Beat
G-5483A Complete Curriculum Package
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Instructional DVDs
DVD-499 Music and Early Childhood
(30-minute documentary produced by Connecticut Public Television)
DVD-875 First Steps in Music;
The Lectures (5 DVDs)
DVD-947 First Steps in Music: In Action DVD
DVD-946 Conversational Solfege Explained (3 DVDs)

First Steps in Music Series
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The chief aim of the Feierabend Approach is to build community through music by evoking enthusiastic participation of all people. To that end this approach strives for all people to become tuneful, beatful and artful through research based and developmentally appropriate pedagogies that use quality literature. Ideally begun in early childhood, these goals remain of primary importance at any age as they serve as the foundation for all further musical development. Accomplish these goals by first learning authentic folk songs and folk dances (music and movement created by a community for the purpose of encouraging community participation). Further the understanding and appreciation of music through making connections from folk songs and dances to masterworks.

Learning notation, playing instruments and giving performances are secondary goals and should be introduced only after individuals become tuneful, beatful and artful. Present notation only after rhythm and melodic elements are aurally (conversationally) understood through the use of rhythm syllables and solfège syllables. Express music through instruments rather than use instruments to become musical.

The mission of the Feierabend Organization is to promote and create print and electronic resources that further develop these ideas, to promote seminars and teacher certification training that encourage these ideas and to organize regional, national and international conferences that proliferate and expand on these ideas