

# Songs That Dance Dances That Sing



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**&**

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# The Book of Song Dances

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## O How Lovely

**Phrase 1**



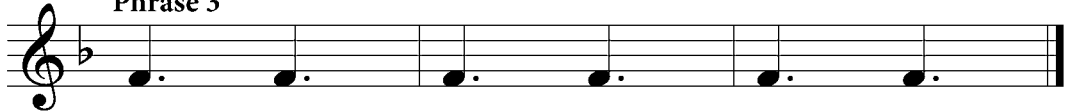
O how love - ly is the eve - ning, Is the eve - ning;

**Phrase 2**



When the bells are sweet - ly ring - ing, sweet - ly ring - ing.

**Phrase 3**



Ding Dong, Ding Dong, Ding Dong.

### Dance Directions

#### Phrase 1

*In one large circle, walk on the dotted quarter beat to the left six steps.*

#### Phrase 2

*Walk on the dotted quarter note to the right six steps.*

#### Phrase 3

*Swing arms; out, in, out, in, out, in.*

#### Dance as a Round

*Form three concentric circles. Sing and dance as a round. Perform the entire song three times.*

*After the final time, each part repeats the last phrase until the last group has finished. On the last "Dong," all children hum the last note as they slowly lift their arms in a large circle (forward, up, and down). As they lower their arms, the humming fades out.*

## Come to the Top

1. Come to the top of the path in the gar - den,  
2. Look how the sails are turn - ing up so  
3. Down a - gain and down a - gain the

There you'll see the mill.  
fast u - pon the hill and - fall - ing -  
ground they touch un - til.

### Dance Directions

*During the first phrase take quick steps around in a circle.*

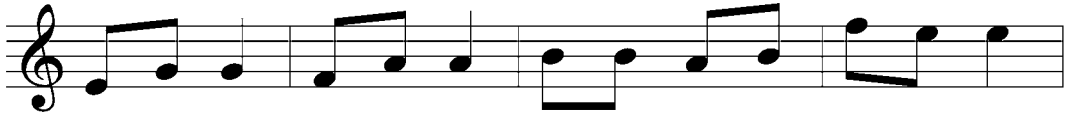
*During the second phrase extend arms straight out to each side and tip from side to side.*

*During the third phrase begin with hands above head and slowly lower hands to the ground by the end. After learning in a single circle perform as a three-part canon in three concentric circles.*

## Heel and Toe



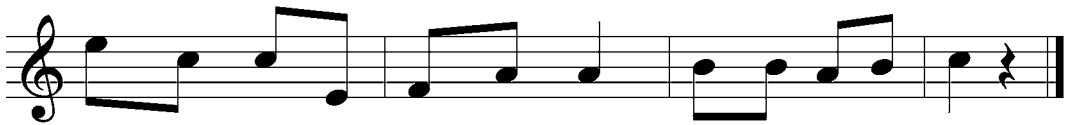
Heel and toe, Heel and toe, Slide and slide and slide and slide.



Heel and toe, Heel and toe, Slide and slide and slide and slide.



Right, right, right, left, left, left, both, both, both, down, down, down.



Swing your part-ner round and round, Move on to the next.

### Dance Directions

*Students stand in two concentric circles facing each other.*

*Reach out and hold both hands of the person in the opposite circle. Outer circle does heel and toe with right foot, inside circle does heel and toe with left foot. Slide and slide is a skipping step to the right for the outer circle and to the left for the inner circle.*

*The next heel and toe is with the opposite foot so now the outer circle uses their left heel and toe and the inner circle use their right heel and toe. Slide in the opposite direction as before.*

*Standing still, partners tap right hands together three times, tap left hands together three times, tap both hands together three times, tap their own legs three times.*

*Swing your partner by the right arm one time around and move to the left to a new partner (circle will travel in opposite directions).*

*Repeat the song until you are back to your original partner.*

# Golden Ring



Gold - en ring a - round the Su - san girl,



Gold - en ring a - round the Su - san girl,



Gold - en ring a - round the Su - san girl,



All the way a - round that Su - san girl.



'Round and 'round Su-san girl, 'Round and 'round Su-san girl,



'Round and 'round Su - san girl, All——



— the way a - round that Su - san girl.

## **Dance Directions**

### **Chorus**

*Partners stand in a single circle, "ones" (or gents) on the left.  
All take hands and walk left for 16 beats.*

### **Verse 1**

*'Round and 'round Susan girl, 'Round and 'round Susan girl,  
'Round and 'round Susan girl, All the way around that Susan girl.  
Walk right 16 beats.*

### **Chorus**

*Walk left 16 beats.*

### **Verse 2**

*Swing Oh Swing...  
Swing partner by right arm for 8 beats, swing corner by left arm for 8 beats.*

### **Chorus**

*Walk left 16 beats.*

### **Verse 3**

*Promenade home...  
"Ones" step into the circle and promenade partner counterclockwise 16 beats.*

### **Chorus**

*Walk left 12 beats. During beats 13–16 circle stops, "ones" stop, and with their right hand pull partner in front and place partner on their left. Repeat dance with new partner.*



## Goin' to Boston

### Verse 1



Good - bye girls we're go - in' to Bos - ton.



Good - bye girls we're go - in' to Bos - ton.



Good-bye girls we're go-in' to Bos-ton. Ear-ly in the morn-ing.

### \* Chorus



Won't we look pret - ty in the ball - room.



Won't we look pret - ty in the ball - room.



Won't we look pret-ty in the ball-room. Ear-ly in the morn-ing.

*\*The Chorus is only sung after verses 4, 5, and 6.*



## **Dance Directions**

*Longways formation*

### **Verse 1**

*All face the top and take both of their partners' hands. Head couple leads the set to the right around to the bottom of the set and back up to original place.*

### **Verse 2**

*Saddle up girls and lets go with em', Saddle up girls and lets go with em',  
Saddle up girls and lets go with em', Early in the morning.  
Make one large circle and sashay left around once and back to original places.*

### **Verse 3**

*Get out the way or you'll get run over...  
Head couple takes hands and sashays to the bottom of the set and back.*

### **Verse 4 and Chorus**

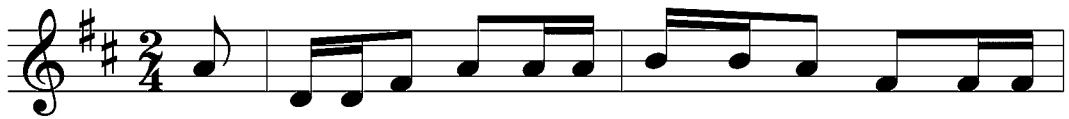
*Rights and lefts will make it better...(Chorus)  
Head couple begins the Grand Right and Left.  
All stop when they return to their original place.*

### **Verse 5 and Chorus AND Verse 6 and Chorus**

*(5) Swing your partner all the way to Boston...(Chorus)  
(6) Johnny Johnny gonna tell your papa...(Chorus)  
Head couple swings down the set and ends at the bottom of the set.*

*Repeat dance until all have been head couple.*

# Buffalo Gals



1. First Buf-fa - lo boy go a - round the out - side, go a -



round the out - side go - a - round the out - side, First



Buf - fa - lo boy go a - round the out - side and



bal - ance to your neigh - bor.



Chorus Oh turn your part-ner with a right hand 'round, and your



neigh-bor la - dy with a left hand 'round, Oh you



swing your part - ner off the ground, Prom - e -



nade by the light of the moon.

## **Dance Directions**

*The first couple is the one with their backs to the caller.*

### **Verse 1**

*First gent skips clockwise around the set and back to place, then balances with his neighbor (16 beats).*

### **Chorus**

*All partners do a right hand turn (four beats).*

*To your neighbor do a left hand hand round (four beats).*

*Swing your partner (eight beats) and end in promenade position.*

*ON THE REPEAT OF THE CHORUS, sing the following words, while promenading partner counterclockwise two times around back into original place.*

*Will you, won't you, will you, won't you come out tonight? Won't you come out tonight? Won't you come out tonight? Oh, will you, won't you, will you, won't you come out tonight? Promenade by the light of the moon.*

### **Verse 2**

*Two Buffalo boys go around the outside, go around the outside, go around the outside,*

*Two Buffalo boys go around the outside and balance to your neighbor.*

*Repeat dance with first gent and second gent skipping around the set while singing.*

### **Verse 3**

*Three Buffalo Boys go around the outside...*

*Repeat dance with first, second, and third gents skipping around the set while singing.*

### **Verse 4**

*Four Buffalo Boys go around the outside...*

*Repeat dance with all gents skipping around the set while singing.*

### **Repeating the dance**

*All four verses can be sung starting with the second gent: Second Buffalo boy...*

*Then all four verses starting with the third Buffalo boy: Third Buffalo boy...*

*Then all four verses starting with the fourth Buffalo boy: Fourth Buffalo boy...*

*The entire dance can also be repeated with the gals skipping counterclockwise:  
First Buffalo gal...*

*All four verses can be sung starting with the second gal: Second Buffalo gal...*

*Then all four verses starting with the third Buffalo gal: Third Buffalo gal...*

*Then all four verses starting with the fourth Buffalo gal: Fourth Buffalo gal...*

# 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

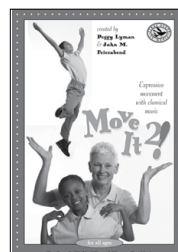
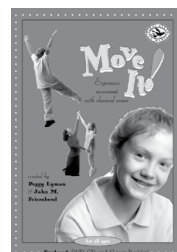
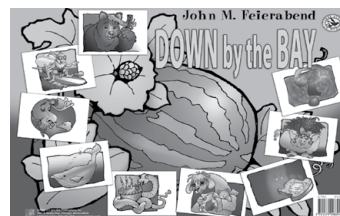
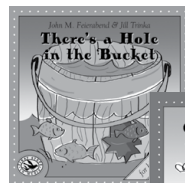
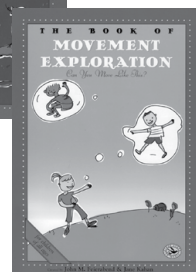
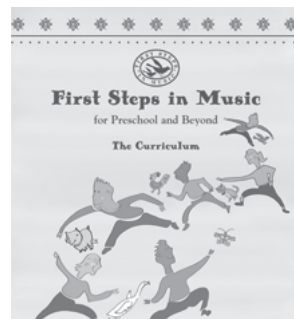
- G-6400 Vocal Development Kit  
 (Puppets, toys, and instruments with manual)  
 G-6509 Pitch Exploration Stories  
 (12 large picture cards)  
 G-6510 Pitch Exploration Pathways  
 (12 large picture cards)  
 G-6511 Oh, In the Woods  
 (12 large picture cards)  
 G-7962 Down by the Bay  
 (10 large picture cards)

## Move It!

- DVD-549 Music DVD, CD, and booklet

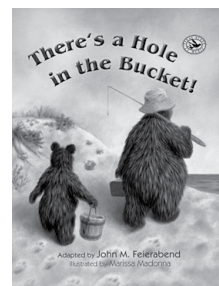
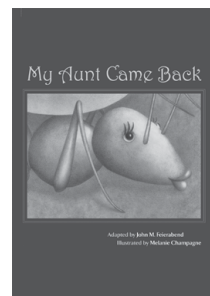
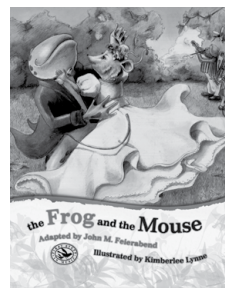
## Move It! 2

- 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



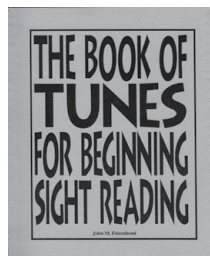
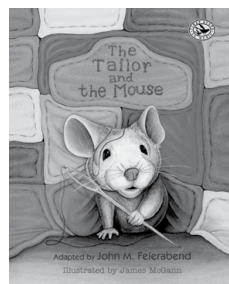
## Lomax the Hound of Music

- 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

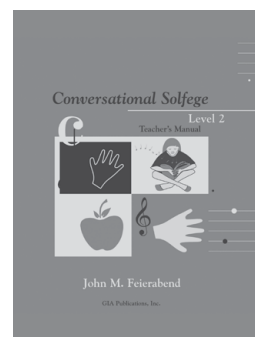
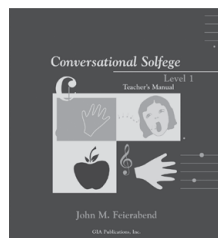
### Level 1:

- 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

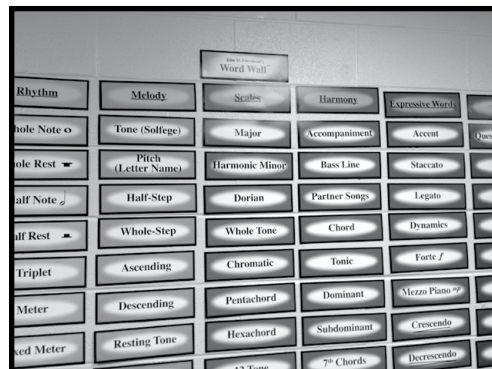
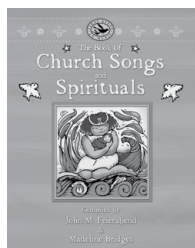


## Song Collections for Older Children

- G-5279 The Book of Young Adult SongTales
- G-8552 The Book of Canons
- G-8663 The Book of Song Dances

## Book of Church Songs and Spirituals

- G-7816 Spiral Bound and illustrated



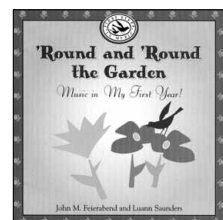
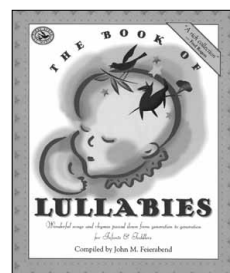
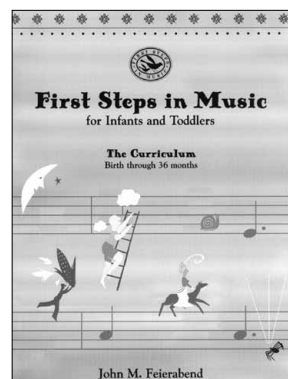
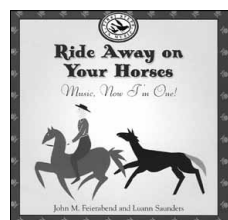
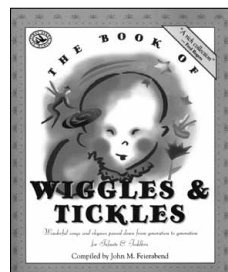


## Books for Infants and Toddlers

- 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

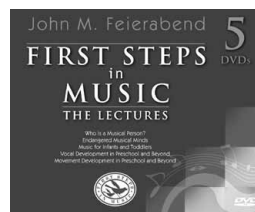
## Recordings for Infants and Toddlers

- 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:  
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- G-5483A Complete Curriculum Package  
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- G-5483 Set of all four recordings above  
plus *First Steps in Music for Infants  
and Toddlers*



## 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 by John M. Feierabend

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**NOTES**



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Dr. John Feierabend is considered one of the leading authorities on music and movement development. He is a Professor of Music and the Director of the Music Education Division at The Hartt School of the University of Hartford and is a past President of the Organization of American Kodály Educators as well as a NAFME Lowell Mason Fellow. A music educator for over thirty years, he continues to be committed to collecting, preserving and teaching the diverse folk music of our country and using that folk music as a bridge to help children understand and enjoy classical music. His work is based on his belief that many generations can share common experiences such as traditional folk songs and rhymes, which can help develop a valuable but dwindling commodity - a sense of community. Dr. Feierabend's research has resulted in two music curricula; *First Steps in Music*, a music and movement program for infants through elementary aged children and *Conversational Solfege*, a music literacy method for use in general music classes. Dr. Feierabend also helped develop the PBS children's television series *Lomax: The Hound of Music*, which is based on his *First Steps in Music* curriculum.

# FAME

Feierabend Association for Music Education

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 solfege 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