

TITLE: Alabama Girl

ORIGIN:

SOURCE: The Kodály Method 1
Lois Choksy

You don't know how, how; You don't know how, how;

You don't know how, how; Al - a - ba - ma gal.

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: All Things Shall Perish

ORIGIN:

SOURCE: 150 Rounds For Singing And Teaching
E. Bolkovac and J. Johnson

1.
 All things shall pe - rish from un - der the sky.

2.
 Mu - sic a - lone shall live, Mu - sic a - lone shall live,

3.
 Mu - sic a - lone shall live, ne - ver to die.

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: Dog and Cat

ORIGIN:

SOURCE: 150 American Folk Songs



Bought me a dog, bought me a cat.
They both fight but do not mind that.
Hi - ho my dar - ling.

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: Liza Jane
ORIGIN:
SOURCE: Catch A Song
D. Hoermann and D. Bridges



I know a girl that you don't know, L'il Li - za Jane.



Way down south in Bal - ti - more, L'il Li - za Jane.



Oh! E - li - za, L'il Li - za Jane.



Oh! E - li - za, L'il Li - za Jane.

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: My Paddle

ORIGIN:

SOURCE: 150 Rounds For Singing And Teaching
E. Bolkovac and J. Johnson

1. My pad - dle's keen and bright, Flash - ing with sil - ver,
2. Fol - low the wild goose flight, Dip, dip and swing.

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____


APPROPRIATE AGE LEVEL: _____


RHYTHMIC ELEMENTS: _____


MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: Oh How Lovely
ORIGIN:
SOURCE: 150 Rounds For Singing And Teaching
E. Bolkovac and J. Johnson

1.

Oh, how love - ly is the ev' - ning, is the ev' - ning,

2.

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

3.

Ding, dong, ding, dong, ding, dong.

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: Pat Works On The Railway

ORIGIN:

SOURCE: The Kodály Method 1
Lois Choksy



In eight - een hund-red and for - ty one I put me cor - du - roy
britch - es on, I put me cor - du - roy britch - es on to
work up - on the rail - way. Fill - a - mi - oo - re - oo - re - ay,
Fill - a - mi - oo - re - oo - re - ay, Fill - a - mi - oo - re -
oo - re - ay, To work up - on the rail - way.

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: Rise Up, Oh Flame

ORIGIN:

SOURCE: 150 Rounds For Singing And Teaching
E. Bolkovac and J. Johnson

1. 2. 3. 4.

Rise up, O Flame, _____ by thy light glow - ing.

Show to us Beau - ty, _____ Vi - sion and Joy.

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: The Birch Tree
ORIGIN: Russian folk song
SOURCE: 150 Rounds For Singing And Teaching
 E. Bolkovac and J. Johnson

1. 2. 3.

See the love - ly birch in the mea - dow.
 Cur - ly leaves all dance when the wind blows.
 Lu - li - lu - li, the wind blows,
 Lu - li - lu in the mea - dow.

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: Weav'ly Wheat

ORIGIN:

SOURCE:



- 2. Five times nine is forty-five.
- Five times ten is fifty.
- Five times eleven is fifty-five.
- Five times twelve is sixty.

Game Directions

A group of four players form a circle, holding hands.

Phrase 1: Step around clockwise.

Phrase 2: Reverse and step counterclockwise.

Phrase 3: Player #1 extends LH to center on the beat, palm down, player #2 lays LH on top; players #3 & #4 follow suit, keeping the beat. Players repeat sequence with RH.

Phrase 4: Player #1 takes LH from bottom of stack and places it on top of the pile and so until the end of the phrase when the process begins all over again.

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

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TEACHING PURPOSE: _____