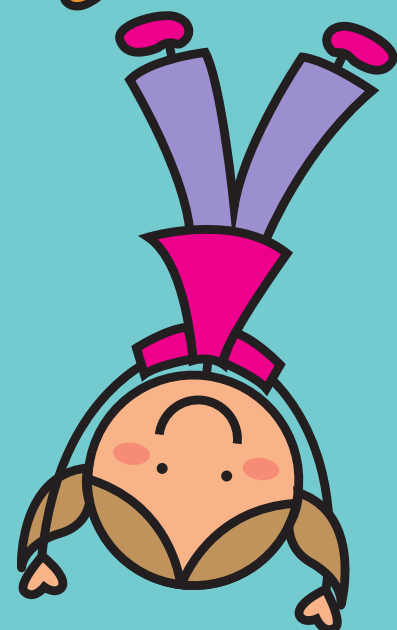


TAKE IT TO THE PLAYGROUND!

CLAPPING & SKIPPING GAMES

THAT KIDS LOVE

PRESENTED BY ANNE MCLEOD



WHAT WILL I LEARN DURING THIS WEBINAR?

Our Learning Goals Are:

- I can describe the value of using clapping and stick games in my programming
- I can link them to the curriculum
- I can demonstrate some clapping/stick games
- I can modify these games to respond to my students' needs
- I can locate them on the MusicPlayOnline website



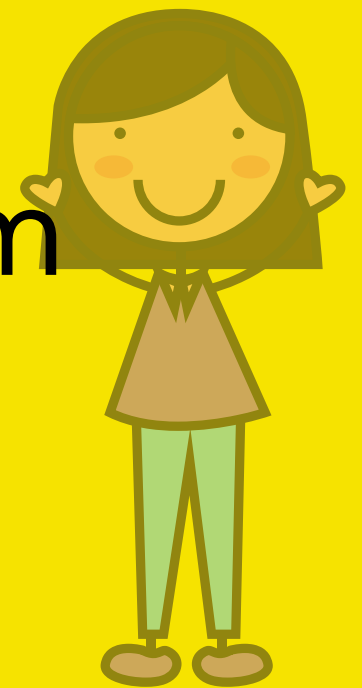
WHAT IS A CLAPPING GAME?

- It is a chant or song that accompanies a clapping pattern, usually performed with a partner or pairs of partners
- the tradition is originated from African culture, later melding into European musical traditions
- the oldest recorded clapping game dates back to 1698: "Pat-a-cake"
- many other familiar hand game songs date back to the 17th century



WHY USE GAME SONGS IN YOUR PROGRAMMING?

- they appeal to the kinesthetic learner
- they benefit motor development
- they benefit “midline” development
- they develop students’ ability at sequencing through music elements
- they improve bilateral coordination
- they consolidate students’ perception of rhythm and beat
- they improve social skills among students



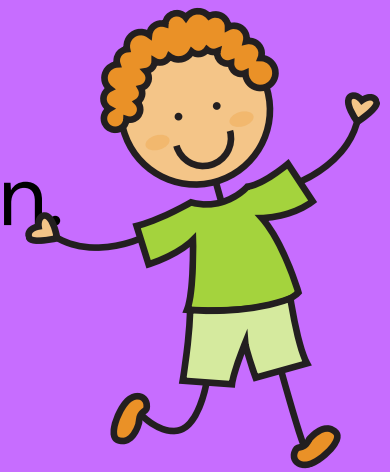
HOW DO THEY CONNECT TO THE CURRICULUM EXPECTATIONS?

- suggested for students aged 5–10 years of age (Kindergarten to Grade 4)
- according to the National Association for Music Education (NAfME), these songs/games connect to the following standard:

Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Anchor Statement: perform music for a specific purpose with expression



SOME BASIC CLAPPING PATTERNS

Simple: clap own hands, clap partner's right hand, clap own hands, clap partner's left hand.

Intermediate #1: cross hands on chest, pat knees, clap own hands, clap partner's right hand, clap own hands, clap partner's left hand, clap own hands, clap both of partners hands

Intermediate #2: clap own hands, clap partner's right hand, clap own hands, clap partner's left hand, clap own hand, clap outstretched folded hands with partner, clap own hand



EXAMPLE 1

Grade 1 #62: Miss Lucy

- teach by rote
- uses the simple clapping pattern



Traditional

Miss Lu - cy had a ba - by. She named him Ti - ny Tim. She
put him in the bath - tub to see if he could swim.

The image shows two staves of musical notation in G major (one flat) and 2/4 time. The first staff contains the melody for the first line of the song, with lyrics "Miss Lu - cy had a ba - by. She named him Ti - ny Tim. She". The second staff contains the melody for the second line, with lyrics "put him in the bath - tub to see if he could swim." The notation includes a treble clef, a key signature of one flat, and a common time signature.

EXAMPLE 2

Grade 2 #39: Pease Porridge

- reading song, using S, M, D
- uses the simple clapping pattern



Traditional

Pease por-ridge hot. Pease por-ridge cold. Pease por-ridge in the pot, nine days old.

Extend your students' learning with a printable activity, virtual solfa challenge or rhythm challenge activity!

Traditional

Pease por-ridge hot! Pease por-ridge cold! Pease por-ridge in the pot nine days old.

“Pease Porridge Hot” ends on your new solfa note - do. If so is on a line, mi is on the line below and do is on the line below. In this example, do is below the staff so it gets its own line. This is called a ledger line.

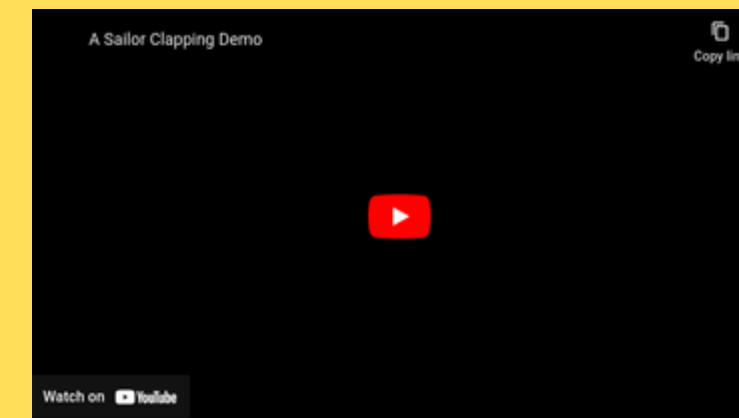
s s d s _ _ _ s _ _ _ _



EXAMPLE 3

Grade 2 #65: A Sailor Went to Sea

- teach melody by rote
- good rhythm reading song
- added challenge in clapping pattern



Traditional

A sail - or went to sea, sea, sea, to see what he could see, see, see. But

all that he could see, see, see, was the bot-tom of the deep blue sea, sea, sea.

The image shows two staves of musical notation in treble clef with a common time signature (C). The first staff contains the melody for the first line of the song. The second staff contains the melody for the second line. The lyrics are written below the notes.

SEA (SALUTE) ~ KNEE (PAT KNEE) ~ CHOP ('KARATE' CHOP)



EXAMPLE 4

Grade 4 #17: Miss Mary Mack

- reading song; teaches low S, L, T, D pattern
- uses intermediate #1 clapping pattern



moderato Traditional

Miss Ma-ry Mac, Mac, Mac all dressed in black, black, black With sil-ver

but-tons, but-tons, but-tons all down her back, back, back.

The image displays two staves of musical notation for the song "Miss Mary Mack". The first staff is in treble clef, key of D major (two sharps), and common time (C). It begins with the tempo marking "moderato" and the word "Traditional" on the right. The melody consists of quarter notes and eighth notes. The lyrics "Miss Ma-ry Mac, Mac, Mac all dressed in black, black, black With sil-ver" are written below the staff. The second staff continues the melody with the lyrics "but-tons, but-tons, but-tons all down her back, back, back." The notation includes dotted rhythms and a repeat sign at the end.



EXAMPLE 5

Grade 4 #65: Arupusu (The Alps)

- reading song, using D, R, M, F, S, low S, T
- uses intermediate #2 clapping pattern

A musical score for the song 'Arupusu (The Alps)'. It consists of four staves of music in 2/4 time, written in a treble clef with a key signature of one flat (B-flat). The melody is simple and repetitive, based on the 'Yankee Doodle' tune. The lyrics are written below the notes.

A - ru - pu - su i - chi - man - ja - ku. Ko - ya - ri no u - e de.
A - ru - pe - n o - do - ri o sa - a o - do - ri - ma - sho. Ra ra ra ra
ra ra ra ra ra ra ra ra ra. Ra ra ra ra
ra ra ra ra ra ra ra ra ra.

Lyrics translated from Japanese:
10,000 feet up in the Alps
On Mount Koyari
Let's do the
Alpine dance,
Hay!

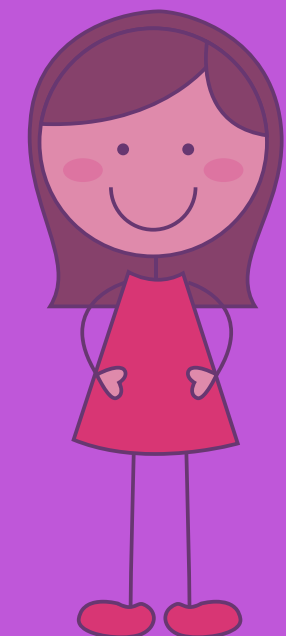
LET'S TRY
THIS ONE
TOGETHER!



Melody is "Yankee Doodle"

STICK PARTNER GAMES

- Traditional from many cultures around the world
- Consist of the rhythmic tapping, throwing and catching of sticks from person to person
- Sometimes they served as a way of training young warriors to practice spear-handling in battle.
- Sometimes these songs were simply challenges, growing in complexity, and tempo



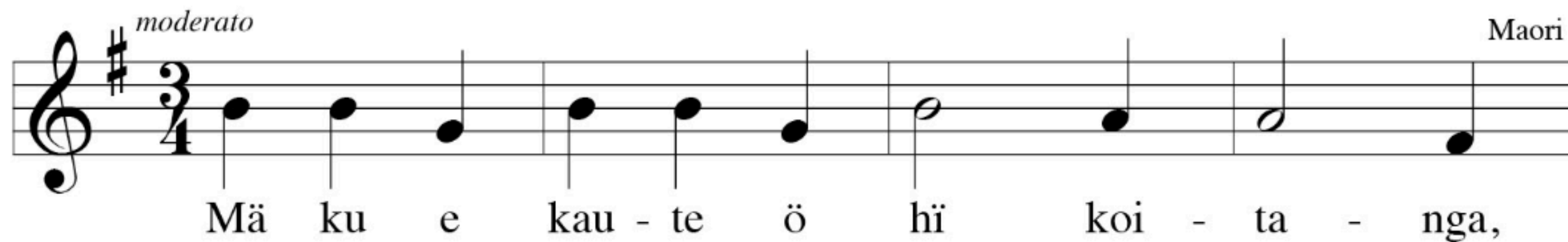
EXAMPLE 6

Grade 4 #22: Mäku e (also spelled "Ma Ku Ay" in MPO)

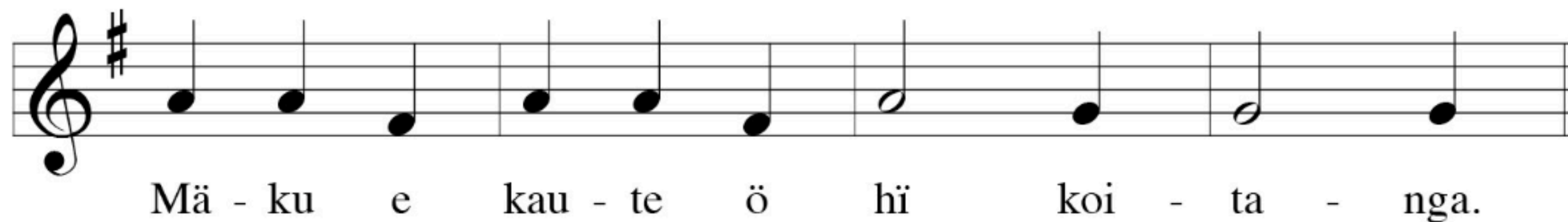
- reading song in 3/4 time
- adapted from a traditional Maori stick game song, which young men used to practise their spear fighting skills
- The words translated roughly mean "I will count your footsteps"



moderato Maori



Mä ku e kau - te ö hī koi - ta - nga,



Mä - ku e kau - te ö hī koi - ta - nga.



EXAMPLE 7

Grade 4 #39: Sarasponda

- reading song in 4/4 time with a pick-up beat
- adapted from a traditional Dutch song, which mothers used to teach their daughters spinning skills on a spinning wheel; a work song
- the words are actually nonsense syllables, the stick pattern has been added to this song

Dutch Folk Song

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 - oh!



SKIPPING GAMES

- Skipping games are usually simple songs that accompany rope skipping
- some games are for solo skipping, or with another turner and multiple skippers
- In group games, all skippers sing, which coordinates the game.



EXAMPLE 8

Kindergarten #50

Teddy Bear

- reuse this song from the Kindergarten song list
- do the actions while solo or group jumping
- also great for reading DMSL and rhythms

Traditional

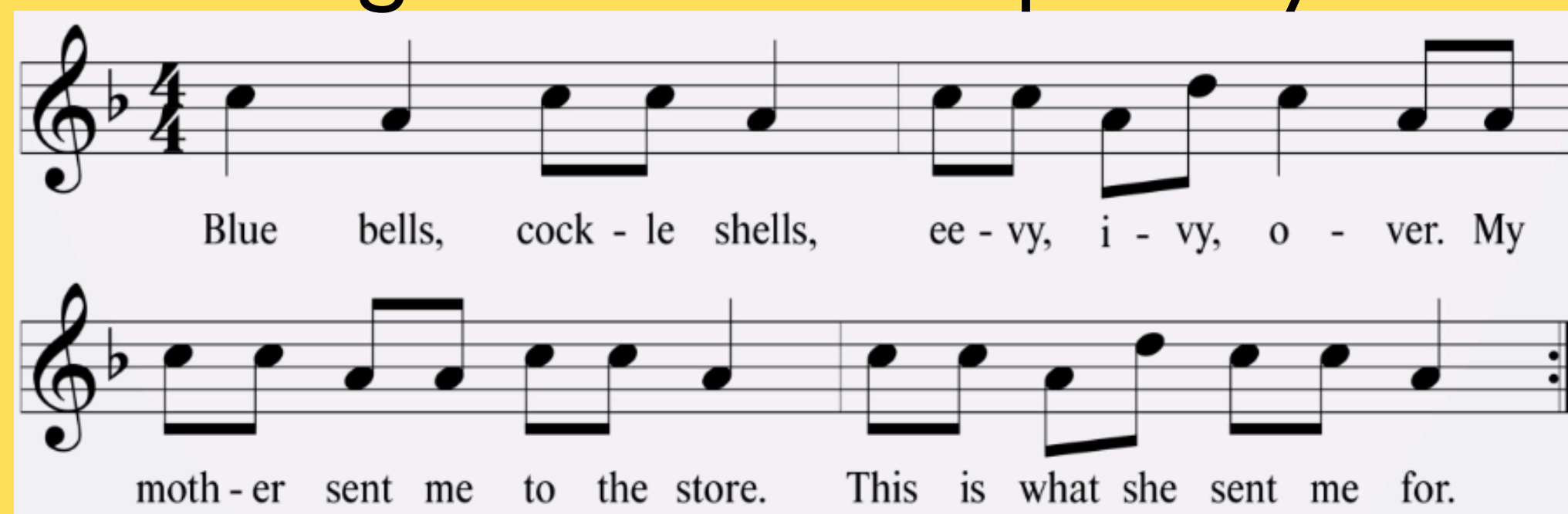
Ted - dy bear, ted - dy bear, turn a - round. touch the ground. show your shoe. that will do!



EXAMPLE 9

Grade 2 #36: Bluebells

- great for solo or group skipping
- MPO has 2 good video demos (one featuring Denise!) [here](#)
- ideal for reading MSL and simple rhythms



Blue bells, cock - le shells, ee - vy, i - vy, o - ver. My
moth - er sent me to the store. This is what she sent me for.



EXAMPLE 10

Grade 3 #46: Apples, Peaches, Pears and Plums

- great for solo or group skipping
- MPO has 2 good video demos [here](#)
- ideal for reading DMS and simple rhythms

Ap-ples, peach-es, pears and plums, stand up when your birth-day comes!

The image shows a musical staff in 2/4 time with a key signature of one flat (Bb). The melody consists of quarter and eighth notes. The lyrics are written below the staff.



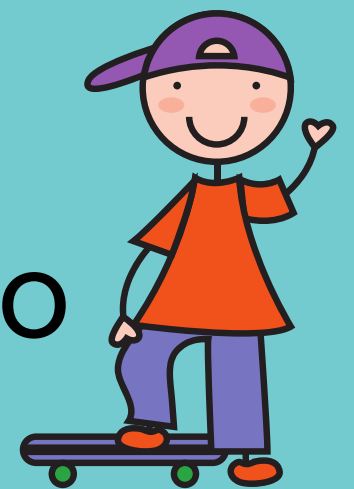
HOW CAN I USE THESE IN A DAILY LESSON?

- Many of these songs are great for teaching music reading, either rhythm, solfege or both
- Once you have taught the song using your teaching process, students can practise the song while learning the clapping/stick pattern or skipping along and improve their memory, co-ordination, social skills
- I usually find students enjoy the challenge, and end up singing much less self-consciously since they are concentrating on the game component of the song
- They are great for students to use as purposeful play on the playground also!



HOW CAN I MODIFY THESE GAMES?

- For skipping, do “pretend” skipping, or jumping and singing only first
- For clapping or stick games, mirror teaching with no sticks or partners
- Use the wall, a chair or a stuffed toy as a partner
- Simplify the clapping pattern, or use a well-known pattern first, then extend to something more complex
- Challenge students to add their own variation to the existing clapping/stick pattern



HOW CAN I FIND THESE SONGS AND OTHERS LIKE THESE IN MUSICPLAYONLINE?

- Check out the PDF provided with this presentation with the song list
- Use the search filter: [click to demonstrate](#)

Search → Dashboard ▾

Close Filters X

Let's Narrow Things Down

Rhythm Tone Set Grades

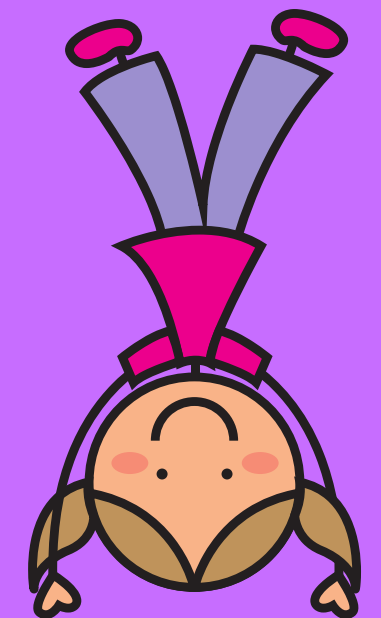
/ Weeks **Song Type** Themes

Concepts Curriculum Links Holidays

Chord Symbols Chords Creator

General

- Choreographed
- Create / Improvise Rondo
- Dance
- Echo Song
- Fingerplays
- Game Songs
 - Chase Game
 - Choose a Partner Game
 - Clapping Game
 - Guessing Game
- Hiding Game
- Make Up an Action Game
- Move to a New Partner Game
- Name Game and Mixer
- Guessing Game



SOME OTHER SUGGESTIONS!

Grade 2

- #63 "I'se the B'y"

Grade 3

- #29 "Long Legged Sailor"

Grade 4

- #65 "Tue Tue"

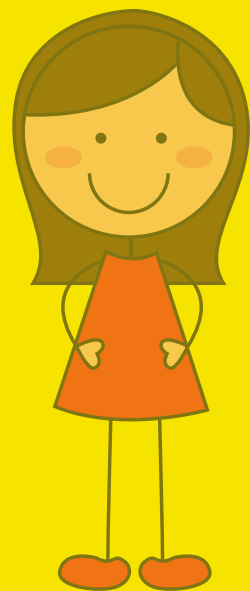
Grade 5

- #10 "Four White Horses"
- #33 "Green Sally Up"



ANY QUESTIONS?

- Please free to “stick” around and ask questions!
- Many thanks to you all for attending!
- Many thanks to the folks at MusicPlay for the invitation to present
- Many thanks to my amazing daughter Charlotte for playing along with me in the demo videos



THANK YOU FOR JOINING ME!

IF YOU HAVE QUESTIONS, PLEASE FREE TO

EMAIL ME AT:

MCLEODMUSICSTUDENT@GMAIL.COM

**SCAN HERE FOR A
HANDOUT!**

