



Song Collection

MUSC 235 Principles of Teaching Music



1. Hel - lo, hel - lo, how do you do? how do you do? How do you do? Hel - lo, hel - lo,



how do you do? How do you do to - day? If you're wear-ing blue, — stand up.

(any color)



If you're wear - ing blue, — stand up. Pat, pat, pat your knees,



bethsnotes.com

Pat, pat, pat your knees, Pat, pat, pat your knees, Pat your knees to - day.

2. Goodbye, goodbye, see you next time... See you next time, my friends.

Hello Song



Hello Song

Grade Level: K-5

Scale: F Major

Form: A A' B C

Melodic Elements: low la, low ti, sequence

Rhythmic Elements: ta, ta-mi, ta-di, quarter rest

Origin: Unknown

Instructional Uses: Warmup, establishing routine, steady beat

Source:

<https://www.bethsnotesplus.com/2017/04/hello-song.html>

Contributor: Dr. Roseth

Apple Tree

5

Apple tree, apple tree, will your apple fall on me?
I won't cry and I won't shout if your apple knocks me out.

The musical notation consists of two staves of music for a single instrument. The first staff begins with a treble clef, a key signature of one sharp (F#), and a 2/4 time signature. The second staff begins with a treble clef, a key signature of one sharp (F#), and a 3/4 time signature. Both staves feature eighth-note patterns. The lyrics are placed below the notes, corresponding to the rhythm of the music. The first line of lyrics, 'Apple tree, apple tree, will your apple fall on me?', corresponds to the first staff. The second line of lyrics, 'I won't cry and I won't shout if your apple knocks me out.', corresponds to the second staff. The number '5' is positioned to the left of the first staff.

Apple Tree



Apple Tree

Grade Level: K-5

Scale: G Major Scale

Form: A B

Melodic Elements: So-Mi interval

Rhythmic Elements: 2/4. ta-di

Origin: unknown, folk song

Instructional Uses: Loud vs quiet (with story), steady beat, Solfege

Source: Pinterest

Contributor: Emma Lamberti

Story: [Apple Tree](#)

Pass That Shoe!

Andrew Fling

Moderato

Voice

I'll pass this old shoe right on by. You

look at me and you won - der, "Why?" To

think of this shoe makes me grin, 'Cause

I know where this old shoes' been.

Pass That Shoe!

Pass That Shoe!

Grade Level: 3-5

Scale: F Major Scale

Form: A A'

Melodic Elements: Do-Fa interval, Sol-Do both ways, and Do-La

Rhythmic Elements: Syncopated eighth notes,

Origin: United States, Composer is Andrew Fling

Instructional Uses: Teaching syncopation, teaching pick up notes, singing larger leaps (4ths and 5ths)

Source: makingmusicfun.net

Contributor: Ryan Hill

BABY BUMBLEBEE

FOLK SONG

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1. I'm bring-ing home a bab - y bum - ble - bee. Won't my mom-my be so proud of me, I'm



bring-ing home a bab - y bum - ble - bee. Ow! He stung me!

Baby Bumblebee

Baby Bumblebee

Grade Level: K-3

Scale: G Major

Form: A, B, A, C

Melodic Elements: So-Do both ways, Do-Mi

Rhythmic Elements: 4/4 ta-di

Origin: Unknown, Folk song

Instructional Uses: Teaches pickup notes, quarter rests, steady beat

Source:

<https://www.bethsnotesplus.com/2013/02/baby-bumblebee.html>

Contributor: Colin Fitzgerald

Story: [Bumblebee Story](#)

A Squirrel is a Pretty Thing

American folk song

A squirrel is a pretty thing, He carries a pretty tail, rit... He eats all the farmer's corn.

bethsnotes.com

A Squirrel is a Pretty Thing



A Squirrel is a Pretty Thing

Grade Level: 2-3

Scale: A minor

Form: 2-phrase refrain

Melodic Elements: Do-Re and Do-Me (major 2nd and minor 3rd, both ascending and descending)

Rhythmic Elements: 4/4, Ta-Di

Origin: American Folk Song

Instructional Uses: Teaches natural minor scale, 8th notes, and dotted quarter notes

Source:

<https://www.bethsnotesplus.com/2019/05/a-squirrel-is-a-pretty-thing.html>

Contributor: Adam Baranik

Story: [A Squirrel is a Pretty Thing](#)

Victoria Boler
www.wemakethemusic.org

Firefly



Fi - re fly, fi - re fly in the night,



With a yel - low with a yel - low with a yel - low light,



How I like to watch you shine to - night.

Firefly



Firefly

Grade Level: 2nd Grade

Scale: Do, Pentatonic

Form: ABC

Melodic Elements: Sol, La, Sol, Mi; Do, Re, Mi
(moving step-wise and beginning arpeggios)

Rhythmic Elements: ta; ti-ti (ta; ta-di) // 2/4

Origin: Japanese Folk Song

Instructional Uses: introducing melodies with Sol-Mi and Mi-Re-Do intervals; building aural skills

Source:

<https://victoriaboler.com/free-sheet-music-library-blog/2018/7/9/firefly>

Contributor: Becca Lipsky

Story:

https://docs.google.com/presentation/d/1aFlxLmFhFd_Q8isE0jd14VGBC6itzZwOROy8HfSkE9c/edit?usp=sharing

Grizzly Bear

folk song



Grizz - ly bear, a grizz - ly bear is sleep - ing in a cave.



Please be ver - y qui - et, ver - y, ver - y qui - et.



If you wake him, if you shake him, he gets ver - y mad!

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Grizzly Bear



Grizzly Bear

Grade Level: K-3

Scale: F Major Scale

Form: AABA

Melodic Elements: Do-Mi, Re-Fa, and Mi-Sol
Interval Jumps, Ti-Do Resolution

Rhythmic Elements: ta-di ta-di, ta ta

Origin: Unknown, Folk Song

Instructional Uses: Steady beat with eighth note versus with quarter note, jumps of a third practice

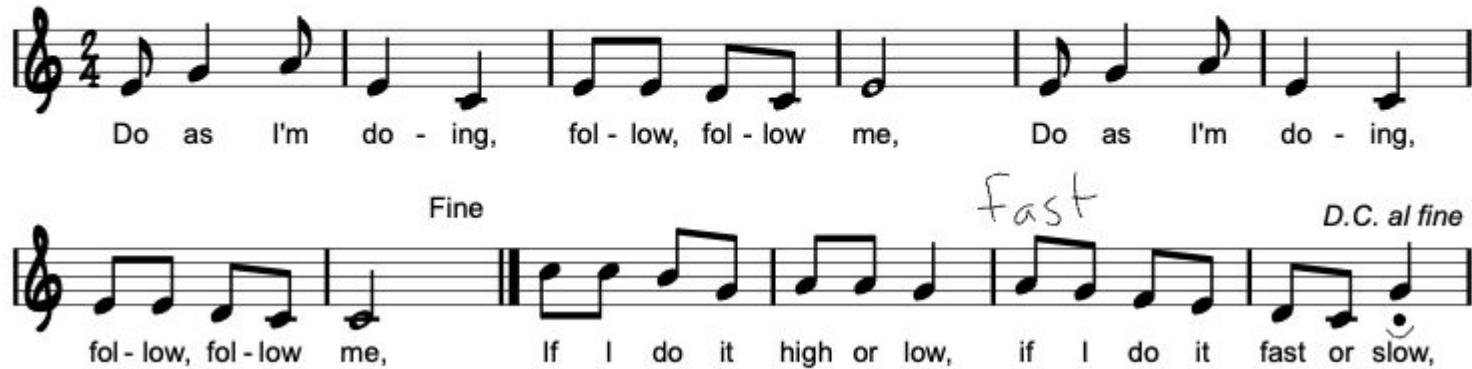
Source:

<https://www.bethsnotesplus.com/2012/10/grizzly-bear.html>

Contributor: Ryan Hill

Do as I'm Doing

Folk song
bethsnotes.com



Do as I'm doing, fol - low, fol - low me,
Do as I'm doing,

Fine

fol - low, fol - low me, If I do it high or low, if I do it fast or slow,

fast

D.C. al fine

Do as I'm Doing

Do As I'm Doing

Grade Level: 2-4

Scale: C major

Form: ABA

Melodic Elements: Mi-So, So-Fa, Mi-Do, Scalar descent to tonic

Rhythmic Elements: 4/4, ta-ka-mi, ta-di ta-di ta

Origin: Unknown, Folk Song

Instructional Uses: Teaching both syncopated and non-syncopated 8th notes; Octave jump between A and B sections

Source:

<https://www.bethsnotesplus.com/2012/11/do-as-im-doing.html>

Contributor: Adam Baranik



All a-round the daf - fo - dils, One, two, three, If you want to find a friend, Just choose me!

All Around the Daffodils



All Around the Daffodils

Grade Level: kindergarten/1st

Scale: G Major

Form: ABAC

Melodic Elements: Descending P5 (D→A),

Rhythmic Elements: 2/2 time, quarter notes in half time vs 4/4 time, rests

Origin: Folk Song, unknown where

Instructional Uses: steps vs leaps, rests, ABAC form (or notes in sections B and C can be changed to be the same to teach ABAB form)

Source: [Singing games for children](#)

Contributor: Emma for the game modification

Doggie Doggie Where's Your Bone

Folk song

Dog - gie, dog - gie, where's your bone?
 Some - bod - y stole it

Doggie:
 from your home. Who has my bone?—

Student with bone:
 I have your bone.—

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Doggie Doggie Where's Your Bone

Doggie Doggie Where's Your Bone

Grade Level: k-2

Scale: [A, F#, B]

Form: A, B

Melodic Elements: ascending P4 F#-B

Rhythmic Elements: Ta-titi

Origin: Folk song

Instructional Uses: intervals, call and response

Source:

<https://www.bethsnotesplus.com/2013/02/doggie-doggie-where-s-your-bone.html>

Contributor: Colin Fitzgerald

Stone, Stone

(Where Do You Roam?)

Unknown

$\text{♩} = 120$

The musical notation is in 4/4 time, with a key signature of one flat. The tempo is marked as $\text{♩} = 120$. The first line of music consists of two measures. The first measure contains a dotted half note followed by a half note. The second measure contains a dotted half note followed by a quarter note and a eighth note. The lyrics for this line are "Stone, Stone, where do you roam?". The second line of music begins with a measure containing a quarter note and a eighth note. The lyrics for this measure are "From one hand in - to the oth - er.". The third line of music begins with a measure containing a quarter note and a eighth note. The lyrics for this measure are "Is it here?". The fourth line of music begins with a measure containing a quarter note and a eighth note. The lyrics for this measure are "Is it there?". The fifth line of music begins with a measure containing a quarter note and a eighth note. The lyrics for this measure are "Look at [player's name]". The sixth line of music begins with a measure containing a quarter note and a eighth note. The lyrics for this measure are "sit - ting in the mid - dle".

Stone, Stone, where do you roam?
From one hand in - to the oth - er.

5

Is it here? Is it there? Look at [player's name] sit - ting in the mid - dle

Stone, Stone



Stone, Stone

Grade Level: K, 1st Grade

Scale: G Minor, D4-B4, Bb and Eb

Form: ABCD

Melodic Elements: $\frac{1}{2}$ Steps, Descending P4, Minor Scalar Movement

Rhythmic Elements: Ta, Ta-Mi (16th notes)

Origin: American Summer Camp Song

Instructional Uses: introducing Minor Tonalities, Half and Whole Step distinction

Source: Unknown; Aurally Learned

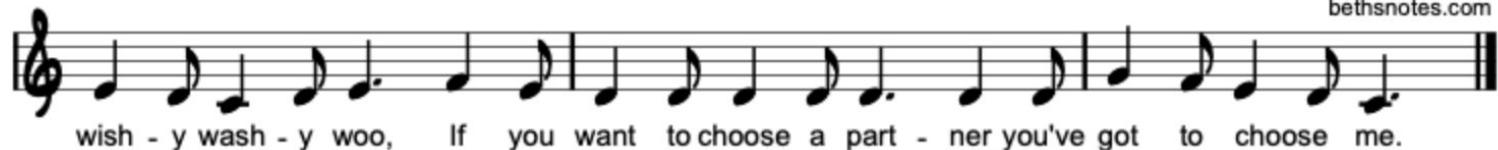
Contributor: Becca Lipsky

Sailors Sailing on the Sea

Scottish folk song



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Sailors Sailing on the Sea



Sailors Sailing on the Sea

Grade Level: 2-5

Scale: C Major

Form: ABA'B

Melodic Elements: Re-Sol Leap, moving by step up and down Do-Sol,

Rhythmic Elements: 12/8, triple meter, ta-da

Origin: Unknown, Scottish Folk Song

Instructional Uses: Introducing and working on triple meter, going up and down the scale from Do to Sol

Source:

<https://www.bethsnotesplus.com/2020/09/sailors-sailing-on-the-sea.html>

Contributor: Ryan Hill

MARCHING 'ROUND THE LEVEE

FOLK SONG



1. We're march-ing 'round the lev - ee, We're march-ing 'round the lev - ee, We're



March - ing 'round the lev - ee, As we have done be - fore.

Marching 'Round the Levee

Marching 'Round the Levee

Grade Level: 4

Scale: G major

Form: ABAC

Melodic Elements: Melody outlines G and D major triads; melodic leaps by thirds, mi-so drop from pickup note, one octave range

Rhythmic Elements: ta-mi, dotted 8th + 16th; syncopation, ti-ta-ti, ta-di

Origin: American Folk Song; Civil War

Instructional Uses: Teaching ta-mi, mi-so-do, 8th note pickup, syncopation, tonic & dominant

Source:

<https://www.bethsnotesplus.com/2012/10/marching-round-levee.html>

Contributor: Adam Baranik

Black Snake

Folk song



Black snake, black snake, where are you hi - din'? Black snake, black snake, where are you hi - din'?



Black snake, black snake, where are you hi - din'? Don't you bite me!

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Black Snake

Black snake

Grade Level: 1st and 2nd

Scale: D Major

Form: A, A, A, B

Melodic Elements: The melodic outline is D major, and is mostly approached by step with the occasional leap of a major 6th and a min 3rd

Rhythmic Elements: ti-ta, ti-ti-ti-ta

Origin: Folk Song

Instructional Uses: Rhythms, Movement, Visuals

Source:

<https://www.bethsnotesplus.com/2012/11/black-snake.html>

Contributor: Colin Fitzgerald

Victoria Boler
www.wemakethemusic.org

Lady, Lady



La - dy, La - dy, buy a broom for my ba - by,



Sweep it low, sweep it high, sweep the cob - webs out of the sky.

Lady, Lady

Lady, Lady

Grade Level: 2nd Grade

Scale: pentatonic scale, C Major

Form: AABA

Melodic Elements: Re-Sol, Mi-Do, Fa-Re leaps

Rhythmic Elements: dotted quarters, quarters, eighths IN 6/8

Origin: Anglo Lullaby

Instructional Uses: introducing steady pulse of 6/8, movement, intro to new leaps

Source:

<https://victoriaboler.com/free-sheet-music-library-blog/2018/2/1/lady-lady>

Contributor: Becca Lipsky

Three Times Round Went Our Gallant Ship

Folk song



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Pull her up, pull her up, cried the brave sailor boy,
Pull her up, pull her up, cried he.
Pull her up, pull her up, cried the brave sailor boy,
Ere she sinks to the bottom of the sea.

Three Times Round Went our Gallant Ship

Three Times Round Went our Gallant Ship

Grade Level: 2nd Grade

Scale: A Major

Form: AAB

Melodic Elements: P4

Rhythmic Elements: dotted half note

Origin:

Instructional Uses: Form, Recognizing patterns, steady beat (through dance)

Source: [Beth's Notes](#)

Contributor: Emma for movement ideas (Circle dance holding hands: first phrase dance to the right, second phrase dance to the left, B section crouch on the ground.)

Change key

Worried Man Blues

to Gb

American folk song

1. It takes a wor-ried man to sing a wor-ried song, It takes a wor-ried man to

2. sing a wor - ried song, It takes a wor - ried man to

3. sing a wor-ried song, I'm wor-ried now, 3/4 but I won't be wor-ried long.

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Worried Man Blues

Worried Man Blues

Grade Level: 3-4

Scale: G major pentatonic

Form: ABAC

Melodic Elements: so-do, do-re-mi, do-la

Rhythmic Elements: ta-di, ta-mi, di-mi

Origin: American Folk Song

Instructional Uses: Teaching pentatonic scale, teaching dotted 8th followed by 16th, and differentiation between ta-di and ta-mi

Source:

<https://www.bethsnotesplus.com/2015/12/worried-man-blues.html>

Contributor: Adam Baranik

Have You Seen the Ghost of Tom

Folk song

1

2

Have you seen the ghost of Tom? Long white bones with the skin all gone, _____

This musical notation is in G major (indicated by a sharp symbol and a 'G' on the staff) and common time (indicated by a '4'). The melody consists of quarter and eighth notes. The lyrics are aligned with the notes, with 'Have you seen the ghost of Tom?' on the first measure and 'Long white bones with the skin all gone, _____' on the second. Measure 1 is labeled with a box containing the number '1' above the staff. Measure 2 is labeled with a box containing the number '2' above the staff.

3

4

Oo_____ Would-n't it be chil - ly with no skin on?

This musical notation is in G major (indicated by a sharp symbol and a 'G' on the staff) and common time (indicated by a '4'). The melody consists of quarter and eighth notes. The lyrics are aligned with the notes, with 'Oo_____' on the first measure and 'Would-n't it be chil - ly with no skin on?' on the second. Measure 3 is labeled with a box containing the number '3' above the staff. Measure 4 is labeled with a box containing the number '4' above the staff. The website 'bethsnotes.com' is written to the right of the staff.

Have You Seen The Ghost of Tom

Have You Seen The Ghost of Tom

Grade Level: 2-3

Scale: E minor

Form: A,A',B,C

Melodic Elements: minor 3rd le-te

Rhythmic Elements: ta ta titi, titi ta

Origin: Folk song

Instructional Uses: holiday oriented, multiple pitches on one syllable, movement/ steady beat on instruments while singing along

Source:

<https://www.bethsnotesplus.com/2018/10/have-you-seen-the-ghost-of-tom.html>

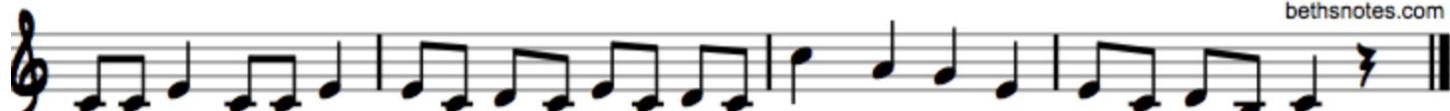
Contributor: Colin Fitzgerald

Fooba Wooba

Folk Song



1. Saw a flea kick a tree, Foo-ba,woo-ba,foo-ba,woo-ba, Saw a flea kick a tree, Foo-ba,woo-ba John.



bethsnotes.com

Saw a flea kick a tree in the mid-dle of the sea, Whoa, John, oh, John, Foo-ba,woo-ba John.

Fooba Wooba (Transposed to D Major)

Fooba Wooba

Grade Level: 3-5 grade

Scale: C Major (Sung Transposed to D)

Form: A A' A B

Melodic Elements: Do-Mi, Do-Re, Re-Ti-Do, Major 3rds and 2nds in general

Rhythmic Elements: ti-ti ta, ti-ti ti-ti

Origin: Unknown, Folk Song

Instructional Uses: Mi and Re relationship to Do, repeating sections, 2 eighth notes-quarter note

Source:

<https://www.bethsnotesplus.com/2011/09/fooba-wooba.html>

Contributor: Ryan Hill

Refrain



Pe-ro mi-ra co-mo



be-ben los pe-ces en el rí-o, pe-ro mi-ra co-mo be-ben por ver al Dios na - ci-do.

bethsnotes.com



Be-ben y be-ben y vuel-ven a be-ber, los pe-ces en el rí-o por ver a Dios na- cer.

Los Peces en el Río



Los Peces en el Río

Grade Level: 4th grade

Scale: harmonic minor scale

Form: This is just the chorus part, there are many biblical verses.

Melodic Elements: f sharp, half vs whole steps

Rhythmic Elements: 2/4, 16th notes,

Origin: Spanish Villancicos (Christmas Carol), popular in Spain and Latin America

Instructional Uses: only used chorus part, didn't like verse lyrics.

Source: Beth's Notes, and looked up history on various Google sites along with translation from Spanish-speaking friend

Contributor: Emma for group activities

Translation: "But look how the fish drink in the river, but look how they drink to see the born God. They drink and drink and drink again, the fish in the river to see God be born."

A RAM SAM SAM

The musical score consists of three staves of music in 4/4 time with a key signature of one flat. The top staff is for the treble clef voice, the middle staff for the alto clef voice, and the bottom staff for the bass clef voice. The lyrics are integrated into the music, appearing below the notes. The score is divided into three sections by vertical bar lines, each with a repeat sign and a colon. The first section starts with 'A - ram sam sam, a - ram sam sam, gu - li, gu - li, gu - li, gu - li'. The second section starts with 'ram - sam sam. A - ram - sam - sam. A' and includes the lyrics 'ra - fiq, a' and 'ra - fiq, gu - li'. The third section starts with 'gu - li, gu - li, gu - li, gu - li' and includes the lyrics 'ram sam sam. A' and 'ram sam sam.'



A Ram Sam Sam

Grade Level: 4th Grade

Scale: F Major tonality

Form: AABB

Melodic Elements: octave range (Sol-Sol); Sol to Do; Sol to Mi

Rhythmic Elements: Ta; Ta-Di; half, quarter, eighth notes

Origin: Moroccan Children's Song

Instructional Uses: Practice singing in rounds; Repeats; Pickup note

Source:

<https://www.mamalisa.com/?t=es&p=4227>

Contributor: Becca Lipsky

Did You Feed My Cow?

Folk song

Musical score for 'Well, Did You Feed My Cow?' in G major (two sharps) and common time (4/4). The score is divided into two sections: 'Call' and 'Response'. The 'Call' section consists of two measures of music followed by lyrics 'Well, did you feed my cow?'. The 'Response' section begins with a single measure of music followed by lyrics 'Yes, ma'am! Well, did you feed my cow?'. The music features a treble clef, a key signature of two sharps, and a 4/4 time signature. The 'Call' section includes a melodic line with eighth and sixteenth notes. The 'Response' section includes a melodic line with eighth and sixteenth notes, and a prominent bass line on the first beat.

Response Call

Yes, ma'am! Well, tell me what did you feed her?

bethsnotes.com

The musical notation consists of a treble clef, a key signature of two sharps, and a common time signature. The vocal line starts with a dotted half note, followed by a quarter note, a eighth note, a sixteenth note, a eighth note, a quarter note, a eighth note, a quarter note, a eighth note, a eighth note, a eighth note, and a eighth note. The lyrics are placed below the notes, with 'Response' and 'Call' labels above the first two notes. The website 'bethsnotes.com' is in the top right corner.

Response Call Response

Corn and hay! Well, tell me, what did you feed her? Corn and hay!

Did You Feed My Cow?

Did You Feed My Cow?

Grade Level: 5

Scale: E major, E blues (b3, b7)

Form: Call and response

Melodic Elements: so-la-so, te-la-so, covers over an octave range

Rhythmic Elements: ta-di, syncopation

Origin: American Folk Song

Instructional Uses: Teaching call and response, songs with anacrusis, syncopation, mi vs. me

Source:

<https://www.bethsnotesplus.com/2014/04/did-you-feed-my-cow.html>

Contributor: Adam Baranik

DOWN BY THE BAY

Call and response!

FOLK SONG

Down by the bay, where the wat-er-mel-ons grow, back to my home, I dare not go, For if I do, My moth-er will say, "Did you ev - er see a bear comb - ing his hair down by the bay?"

bethsnotes.com

2. ...a moose kissing a goose...
3. ...a whale with a polka-dot tail...
4. ...llamas eating their pajamas...
5. ...a fly wearing a tie...

Down by the Bay



Down the Bay

Grade Level: 1st/2nd

Scale:

Form: Call and response,

Melodic Elements:

Rhythmic Elements:

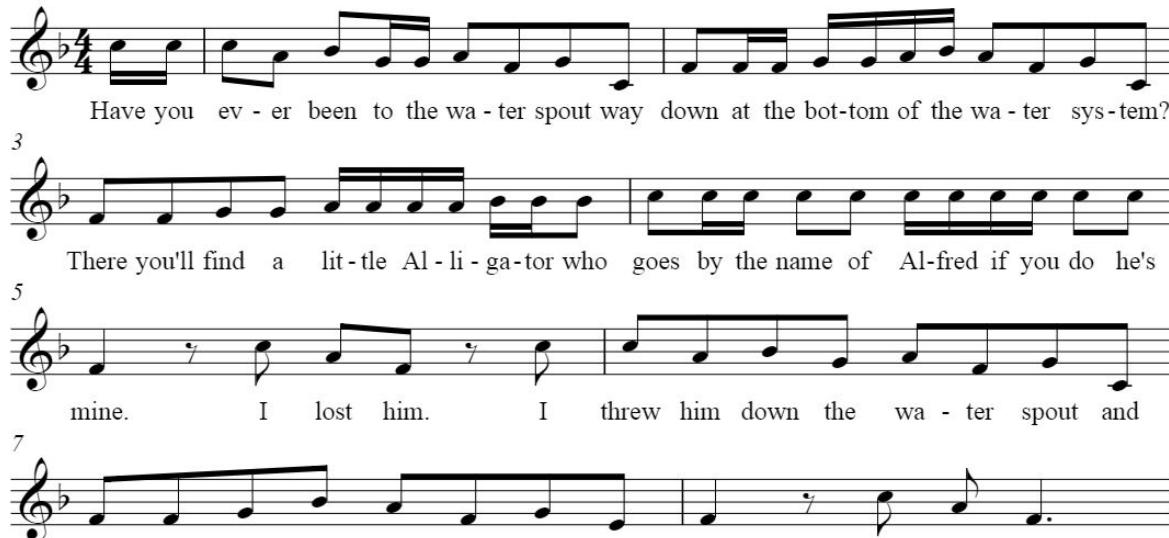
Origin:

Instructional Uses:

Source:

Contributor:

Alfred the Alligator



A musical score for 'Alfred the Alligator' in 4/4 time with a key signature of one flat. The music consists of four staves of music with corresponding lyrics below them. The lyrics are:

Have you ev - er been to the wa - ter spout way down at the bot-tom of the wa - ter sys - tem?
3
There you'll find a lit - tle Al - li - ga - tor who goes by the name of Al - fred if you do he's
5
mine. I lost him. I threw him down the wa - ter spout and
7
now I'm feel - ing lone - ly cause he's gone. I miss him.

Alfred the Alligator



Alfred the Alligator

Grade Level: 3rd Grade

Scale: F Major (Sol - Sol)

Form: ABC

Melodic Elements: descending M3 and m3, scalar sections mixed with arpeggiations

Rhythmic Elements: Ta-ka-di-mi (Eighths and Sixteenths)

Origin: American Children's Song

Instructional Uses: Round, Eighth Note Pickups, Descending Thirds

Source:

<https://dochub.com/izzy-rodrigues/gzdnE7NwJ3QEDBRQyW3BJp/alfred-the-alligator-pdf?dt=3WEyqw43xkY7snA67Dys>

Contributor: Becca Lipsky

Old McDonald

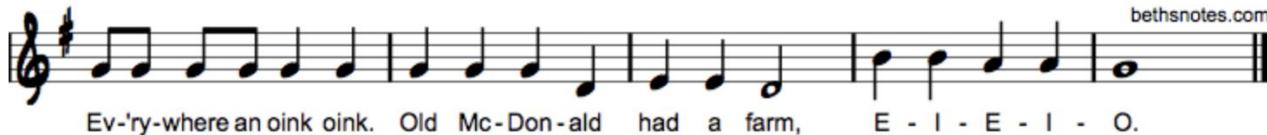
folk song



Old Mc-Don-ald had a farm, E - I - E - I - O. And on that farm he had a pig,



E - I - E - I - O. With an oink oink here, and an oink oink there. Here an oink, there an oink,



Ev'-ry-where an oink oink. Old Mc-Don-ald had a farm, E - I - E - I - O.

bethsnotes.com

2. Duck - quack quack

Henrietta had a house...

3. Turkey - gobble gobble

And in this house she had a cat... Mew Mew

4. Chicken - cluck cluck

Zebadiah had a zoo...

5. Cow - moo moo

And in this zoo he had a tiger... grrr, grrr

6. Cat -meow meow

Pamelina had a pet shop...

7. Mule - Heehaw

And in this shop she had a dog... woof, woof

8. Dog - bow wow

9. Turtle - nerp nerp

Old McDonald

[Song Title]

Grade Level: 1st grade

Scale: G Major

Form: A,B,C, Repeat

Melodic Elements: G-D, D-B

Rhythmic Elements: ta-titi, titi-ta,

Origin: Folk Song

Instructional Uses: Associating animals with sounds

Source:

<https://www.bethsnotesplus.com/2013/05/old-mcdonald.html>

Contributor: Colin Fitzgerald

Mos Mos

Hopi (Native American) folk song



Musical notation for the first line of the song. The melody is in common time (indicated by a 'C') and G clef. The lyrics are: Mos mos nai-ti - li. The music consists of eighth and sixteenth note patterns.

Mos mos nai-ti - li. Mos mos nai-ti - li. ka-nel-per-kye nai ti - li. ka-nel-per-kye



Musical notation for the second line of the song. The melody continues in common time (C) and G clef. The lyrics are: nai ti - li. Mo - sa! (spoken) Mo - sa! Nya, nya, nya, nya, nya, nya, nya, nya. The music includes eighth and sixteenth notes, and a spoken section marked '(spoken)'.

nai ti - li. Mo - sa! (spoken) Mo - sa! Nya, nya, nya, nya, nya, nya, nya, nya.

bethsnotes.com

Mos Mos



Mos Mos

Grade Level: 3rd or 4th grade

Scale: C Major

Form: AB

Melodic Elements: Sol-Do-Mi and a descending major scale

Rhythmic Elements: Pretty much just ti over and over again, with spoken ta

Origin: Hopi Folk Song (Native American Tribe)

Instructional Uses: Emphasizing the So-Do-Mi pattern, singing in foreign languages

Source:

<https://www.bethsnotesplus.com/2016/01/mos-mos.html>

Contributor: Ryan Hill

TEMPLATES



[Song Title]

[Song Title]

Grade Level:

Scale: [e.g., 2/3 notes, pentatonic, major, minor, modal, other]

Form:

Melodic Elements: [e.g., specific intervals, specific pitches, specific patterns]

Rhythmic Elements: [e.g., ta-ti, ta-dimi, etc.]

Origin: [if known, e.g., Columbia]

Instructional Uses:

Source: [e.g., URL, book citation with page number, etc.]

Contributor:

[Song Title / Use Slide if Needed]

Supplementary: [include dance, game, YouTube video, or any other additional/supplementary material for the song]

INFORMATION & RESOURCES

Takadimi System
Class Resource Document