

# Sing,

# Sign,

# Play.



Created by Lucinda Geoghegan,  
Stephen Heselton and Dr Paul Whittaker OBE



ALBA | CHRUTHACHAIL

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# Introduction

The songs and rhymes in this publication were collected and written as part of a project by National Youth Choir of Scotland, supported by the YMI Access to Music-Making Fund. The aim is to combine Singing, BSL

Signing and games together in order to make singing, signing and playing accessible to everyone. Please note: we worked with each school for only three sessions before recording the songs - the videos are demonstrations of the song - not a performance!

For each song there is a BSL instruction video, an audio track and a video of the game in action - most of the videos are of children.

Participation in the games can aid social skills, help children work together as a team, improve discipline, memory, coordination and concentration. In addition the games are emotionally uplifting and therefore have a positive impact on health and well-being.

Many of the games have actions involving keeping a steady beat. The work of Nina Kraus (“Of Sound Mind”) shows strong links between beat keeping and literacy skills. The work of Usha Goswami suggests that all songs and rhymes are helpful to children with Dyslexia in order to help them feel the rhythm patterns of language.

The Signing gives children an introduction to BSL. The songs and games are repeated therefore giving the children an opportunity to practice the signs. Please check for regional variations in BSL signs.

We hope that you will enjoy the games and that we have provided enough support by way of music, video and written instruction.

Although many of songs are traditional, some were composed specifically for this project although others are used with permission. The game activities are all created by Lucinda, Stephen and Paul.

**PLEASE NOTE:** This pack is available free of charge to anyone who wishes to use it. However, no part of the publication may be reproduced or transmitted in any form or by any other means without the permission of the copyright holders, Lucinda Geoghegan, Stephen Heselton and Dr Paul Whittaker OBE

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# Songs, rhymes and games for younger children





# Busy bumble bee

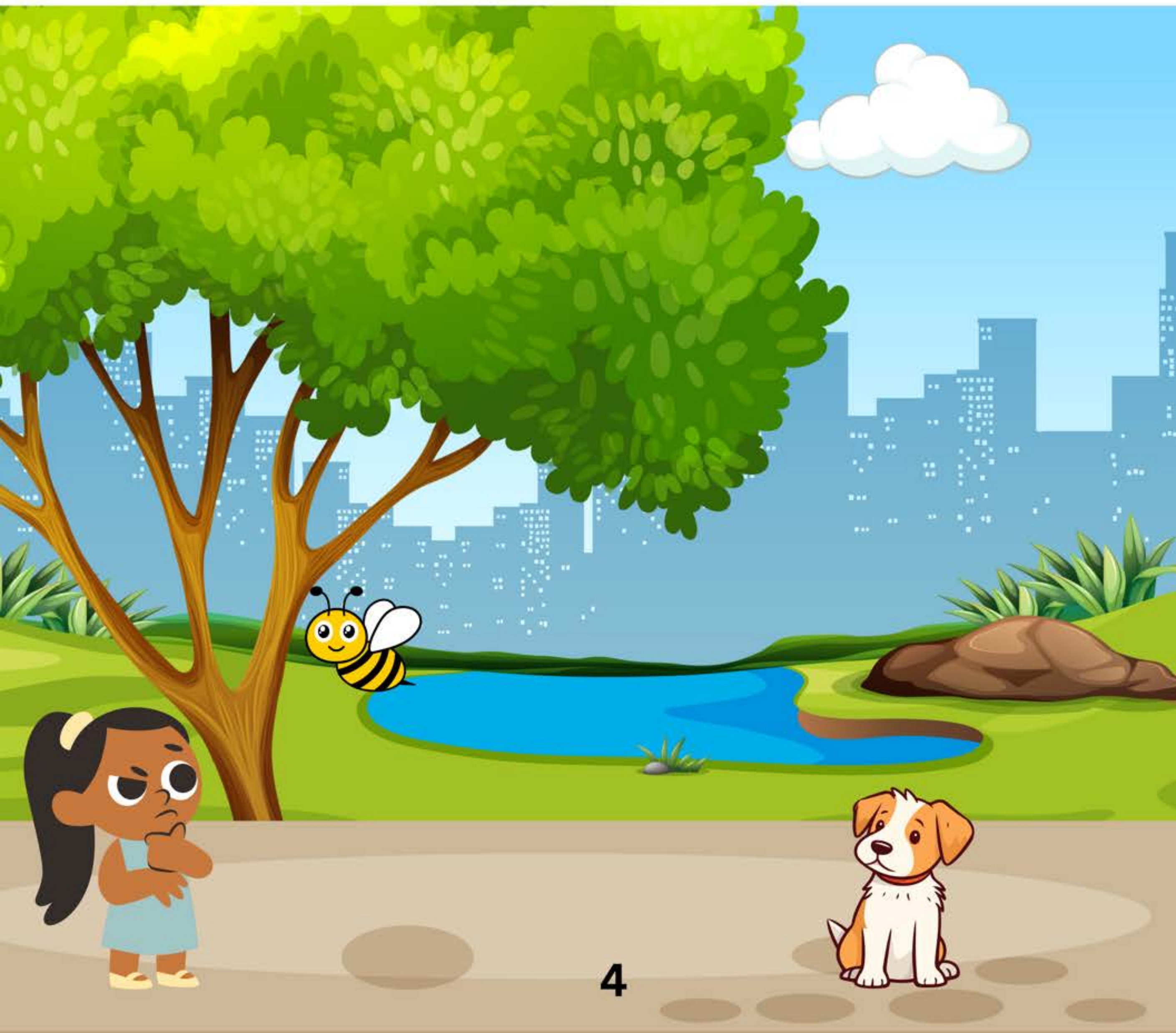
*Traditional*



Bu - sy bum - ble - bee. Buz - zing round the tree.

<sup>5</sup> Buz - zing here and buz - zing there but not near me!

Sing and sign the song as one child “flies” around the inside of the circle and is a bumble bee. At the end of the song the bumble bee should tap someone on the shoulder - the chosen person becomes the new bumble bee. When the children understand the game you may have two or three bumble bees in the middle of the circle.



# Can you see an elephant?

*Composed for this project*

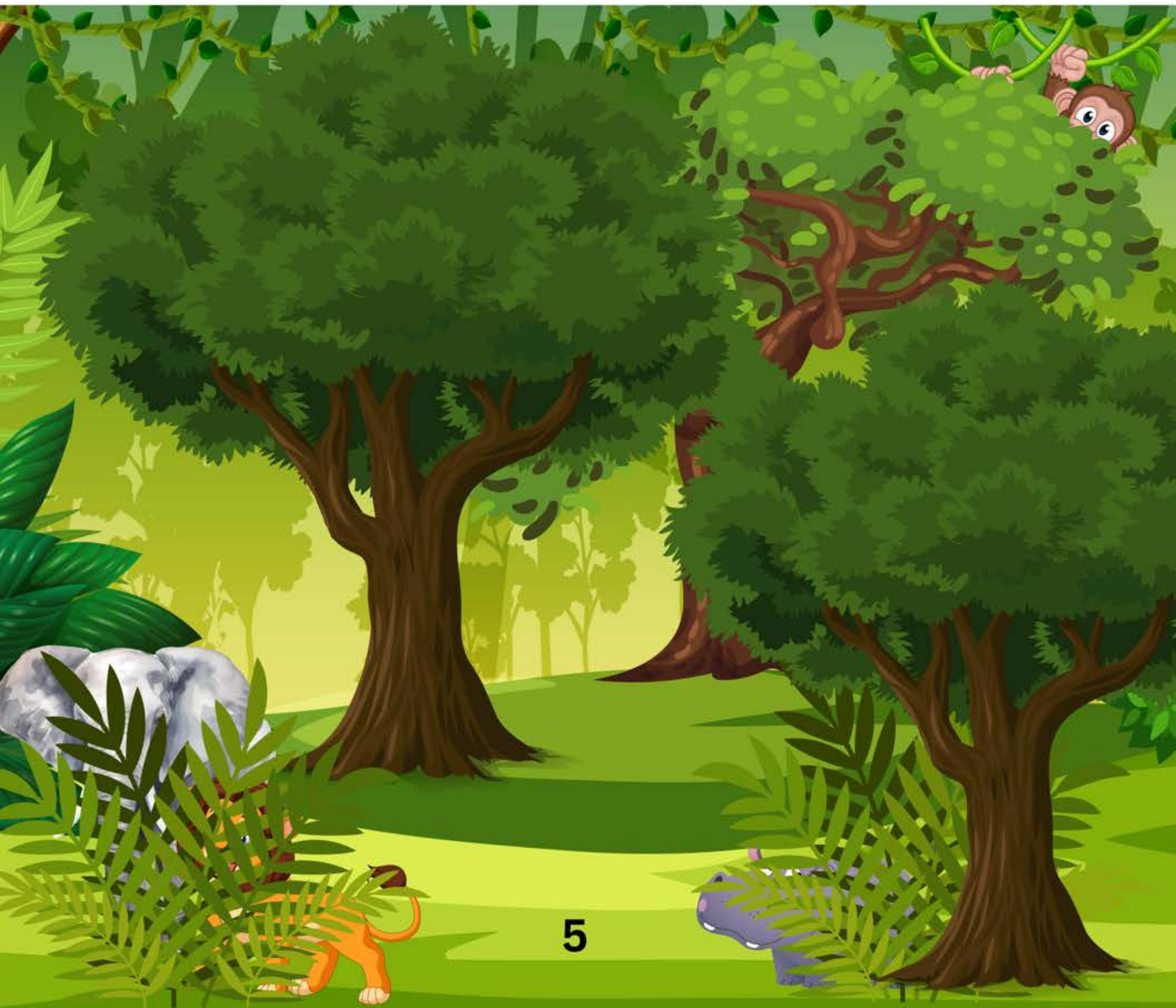
Can you see an el - e - phant, an el - e - phant an el - e - phant,  
5 Can you see an el - e - phant? Yes, yes, yes!

The image shows two staves of musical notation in G major (one sharp) and 2/4 time. The first staff contains the first four measures of the song, and the second staff contains the next four measures. The lyrics are written below the notes.

Hide some finger puppets around the room . Sing and sign the song whilst looking for the animals - Pause on the sixth bar - when the animal is found then sing and sign “yes, yes, yes!”

You may then sing another verse after the animal is found e.g.

“Stomp like an elephant, an elephant, an elephant  
Stomp like an elephant, yes, yes, yes!”



# Chocolate, chocolate, chocolate

*Composed for this project*



Choco - late, choco - late, choco-late, is my fav - ourite food!

5  
Choco - late, Choco - late, Choco - late, Tastes so good!

A selection of picture cards of different food is in the centre of the circle.  
(Or a selection of “play food” in a basket).

The children stand in a circle and are shown the selection of food. Everyone should turn to the outside of the circle and one child is chosen to creep into the circle and turn one of the cards over. (Or if using a basket, take it to one of the children in the circle and they can choose something from the basket).

When the child has chosen a card (or taken something from the basket) everyone should turn back to face the inside of the circle and detect what is missing. Everyone then sings the song using the chosen food.

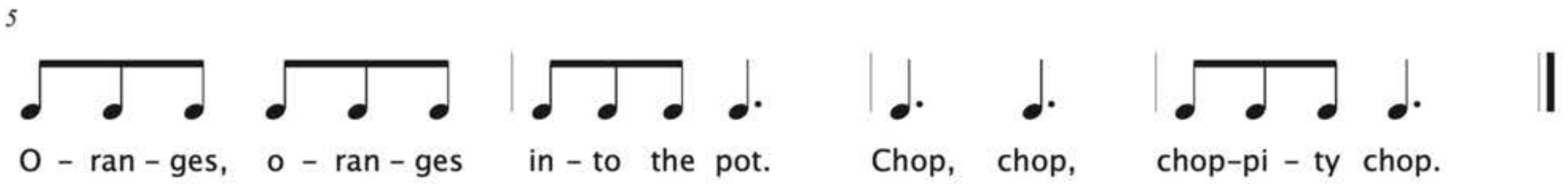
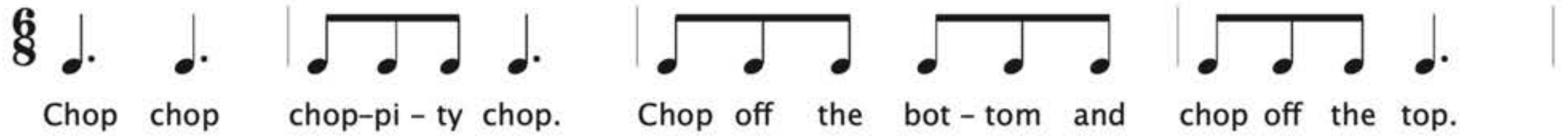


yummmm!



# Chop, chop, choppity chop

*Traditional rhyme adapted for this project*



The children sit in a circle which is the “pot”. Various different foods are suggested to chop and make e.g. a fruit salad or vegetables to make soup. Use some toy food or the picture cards enclosed. The children should say and sign the rhyme as the imaginary food is chopped up and put into the pot. After all the food has been put in the pot, chant the last line “Stir it round etc”



# Five fingers

*Composed for this project*



The children hold up five fingers of one hand then five fingers of the other hand to show ten. They then turn their fingers into the BSL sign for the chosen animal - the sign must use ten fingers e.g. cat, lion, hippo, crocodile, turtle.



# Here comes a bluebird

*Traditional*

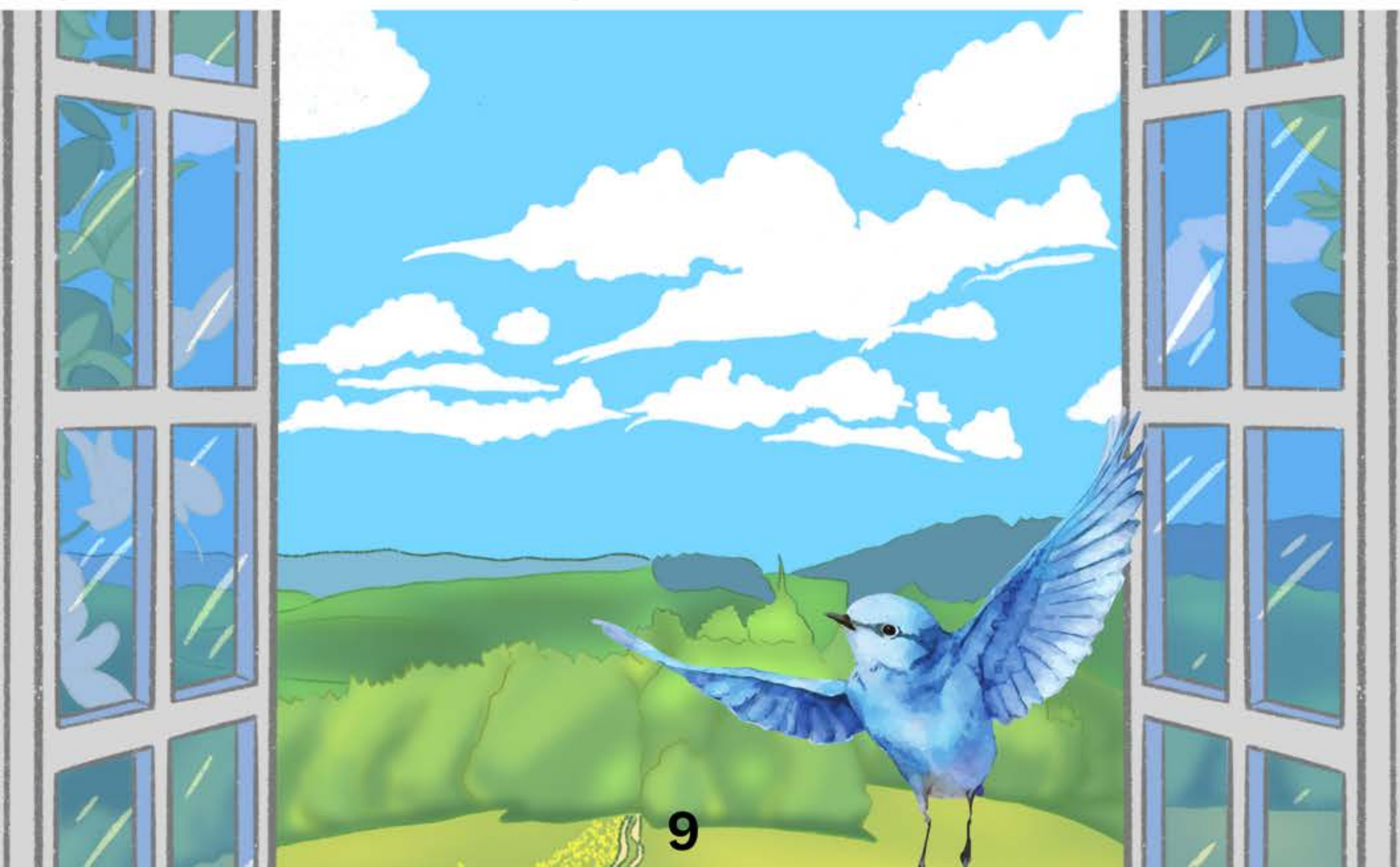


Here comes a blue - bird in through my win - dow, Hey, did-dle did-dle dum, dum, day.



Take a - no - ther part - ner if you can find one, Hey did-dle, did-dle, dum, dum, day.

The children stand in a circle with everyone turned to face a partner.  
Sing and sign the song as follows: (you can check the actions on the video)  
*Here comes a bluebird*: Show a bird sign four times showing the beat  
*In through my window*: Move the bird (index fingers) towards you - four bounces of index finger showing the beat  
*Hey*: high five right hands with partner  
*Diddle, diddle*: show rhythm on shoulders (tapping one shoulder then the other)  
*Dum dum*: clap own hands twice showing rhythm  
*Day*: clap hands with partner  
*Take another partner*: wave to partner four times showing the beat  
*If you can find one*: show the signs to show looking for a partner (check on video) whilst walking past partner to find a new one.  
*Hey diddle, diddle, dum, dum, day*: as before



# Here is the sea

*Traditional rhyme adapted for this project*



Here is the sea, the wa - vy sea. Here is the boat the cap-tain is me!

All of the fish who live down be - low. Wag - gle their tails and a - way they go.

The children sit in a circle. A Captain is chosen before the game starts. The captain should choose two children on opposite sides of the circle who change place at the end of the rhyme on the words “away they go”.

A new Captain is chosen and the game starts again.

Say the rhyme performing the BSL actions and showing the steady beat.



# Hot potato

*Traditional*

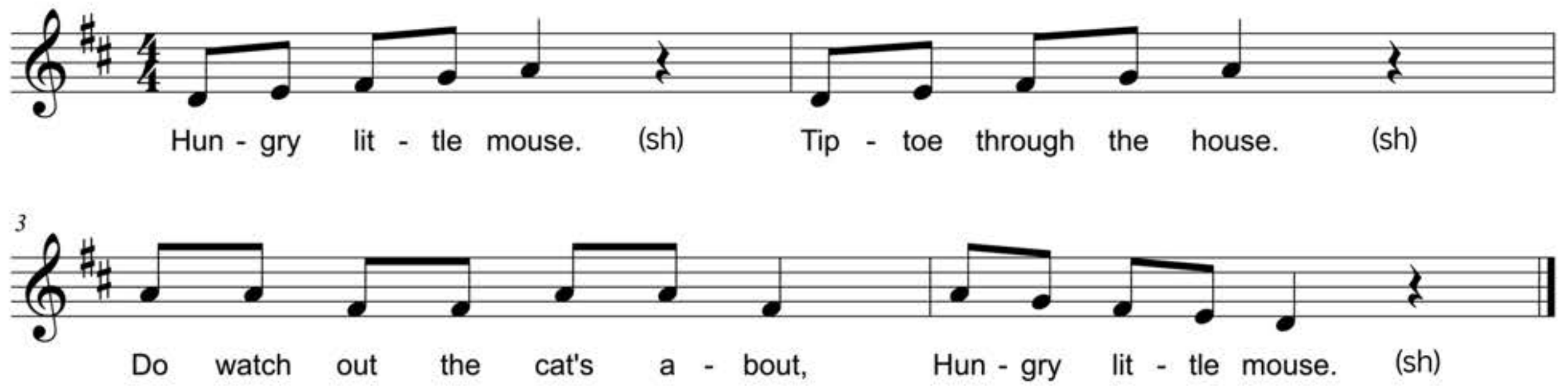


The children sit in a circle. One child has a small ball which is passed around the circle from child to child. The person who has the ball on the word “Rid” should get rid of the hot potato by rolling it across the circle to someone else. When the children are not passing the hot potato they should be signing as well as singing.



# Hungry little mouse

*Composed for this project*



The musical notation is written on a treble clef staff with a key signature of one sharp (F#) and a 4/4 time signature. The melody consists of eighth and quarter notes. The lyrics are: "Hun - gry lit - tle mouse. (sh) Tip - toe through the house. (sh) Do watch out the cat's a - bout, Hun - gry lit - tle mouse. (sh)".

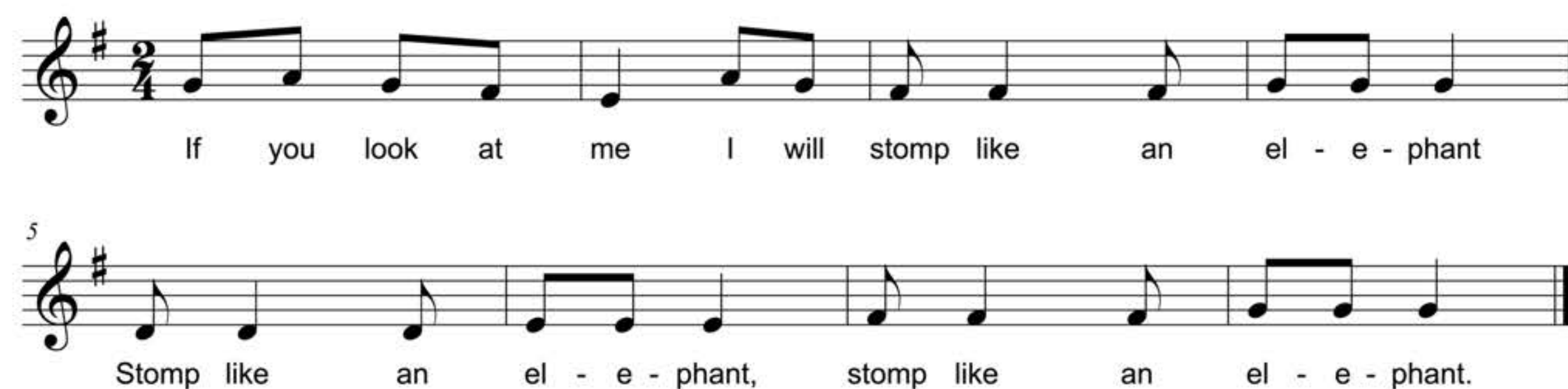
The children sit in a circle. Two (or more) are chosen to be little mice and should sit outside of the circle. They will try to collect pieces of cheese without being caught!

Some “cheese” is placed in the middle of the circle (some beanbags). As everyone sings and signs the song, the mice should come into the circle and pick a bit of cheese then take it back out of the circle, then come in for another bit of cheese etc. However, a leader who stands outside the circle and has their back turned to the children so that they are unaware of who is in or out of the circle, at any point can throw a little soft toy cat into the circle. Everyone immediately holds hands. If a mouse is caught in the centre they are out and give up their cheese. If they steal all the pieces of cheese and don't get caught, the one with the most cheese wins.



# If you look at me

*Traditional*



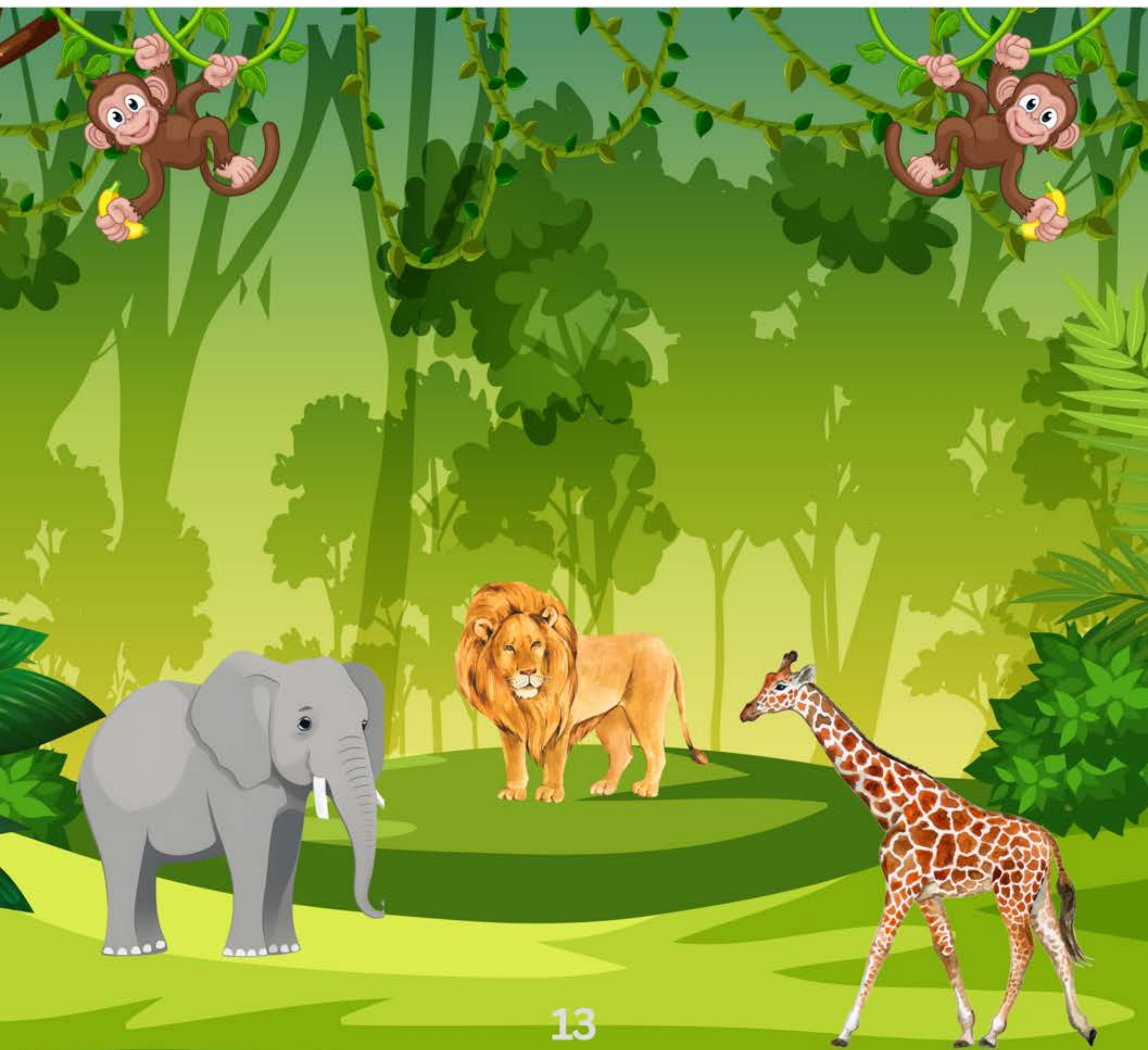
5

If you look at me I will stomp like an el - e - phant

Stomp like an el - e - phant, stomp like an el - e - phant.

The image shows two staves of musical notation in G major (one sharp) and 2/4 time. The first staff contains the melody for the first line of the song, with lyrics underneath. The second staff, starting with a measure rest labeled '5', contains the melody for the second line, also with lyrics underneath. The notes are simple, using quarter and eighth notes.

Sing and sign the song during the first line and then move like that chosen animal during the second line. Use the animal cards included in the resource to make different verses - ask the children to choose the animal they want to be and sing "If you look at (Martha) we will (roar like a lion)".





# Katie Bairdie

*Traditional*



Sing and sign the first two lines of the song and then dance during the third and fourth lines.

There are other verses for this song - and you can make up some more!



Katie Bairdie had a moose  
And it ran aroon the hoose  
Wisnae that a daintie moose  
Dance Katie Bairdie



Katie Bairdie had a cat  
It wis black an' it wis fat  
Wisnae that a daintie cat  
Dance Katie Bairdie



Katie Bairdie had a dug  
And it hid a floppy lug  
Wisnae that a daintie dug  
Dance Katie Bairdie

Katie had a crocodile  
Hivnae seen her for a while  
Hm, hm, hm, hm, hm hm, hm  
Dance Katie Bairdie



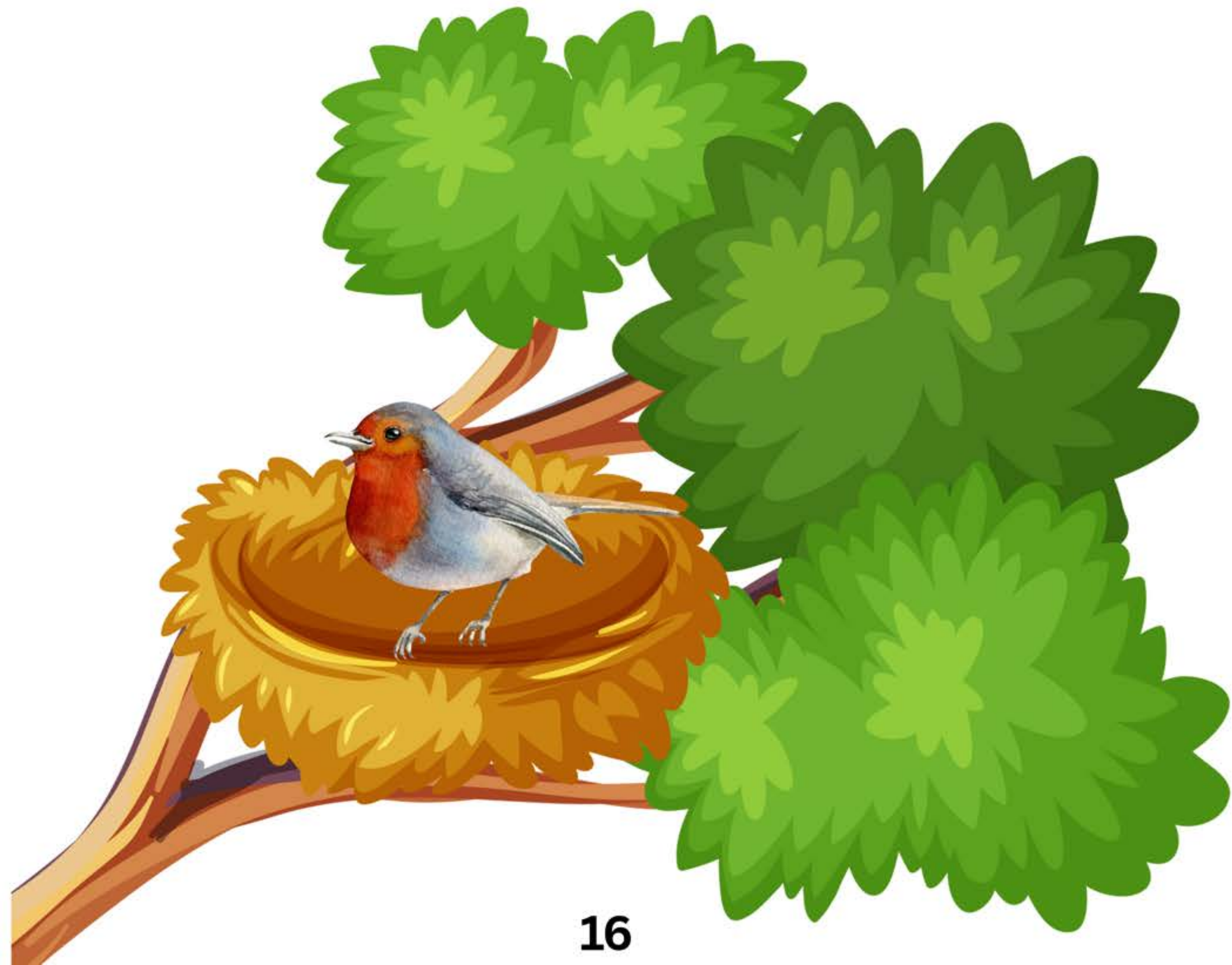
Picture cards of this song are  
available to download

# Little bird

*Traditional*

Musical score for the song "Little bird" in G major (one sharp) and 2/4 time. The score consists of four staves of music with lyrics underneath. The lyrics are: "Lit - tle bird, lit - tle bird, fly from your nest." (lines 1-2), "Lit - tle bird, lit - tle bird, fly from your nest." (lines 3-4), "Lit - tle bird, lit - tle bird, fly from your nest." (lines 5-6), and "Choose a friend to fly to next." (lines 7-8). The melody is simple and repetitive, suitable for children's music.

Two children are given a little bird (puppet or soft toy) to hold as everyone sings and signs the song. At the end of the song, the children with the birds should take the bird and “fly” to another child.



# My little dog

*L. Geoghegan*



My lit-tle dog has two flop-py ears. One wagg-ily tail and two flop-py ears.



He's as hap-py as he can be as he lies in the sun all day. He goes



flip, flop, wag-gle, wag-gle (pant pant pant) Flip, flop, wag-gle wag-gle (pant, pant, pant)

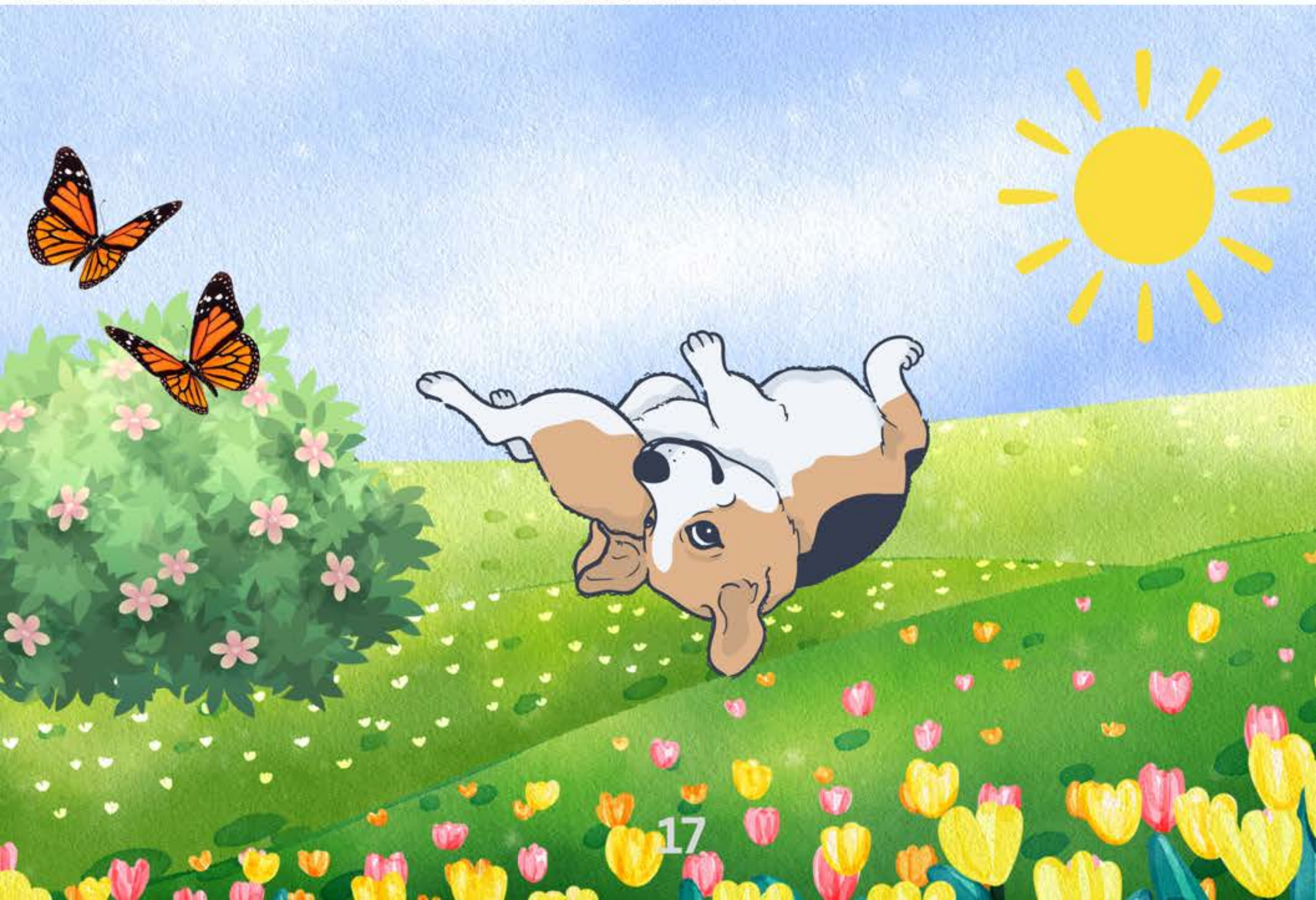


Flip, flop, wag-gle, wag-gle, (pant, pant, pant) as he lies in the sun all day.

Sing and sign the song as shown on the video.

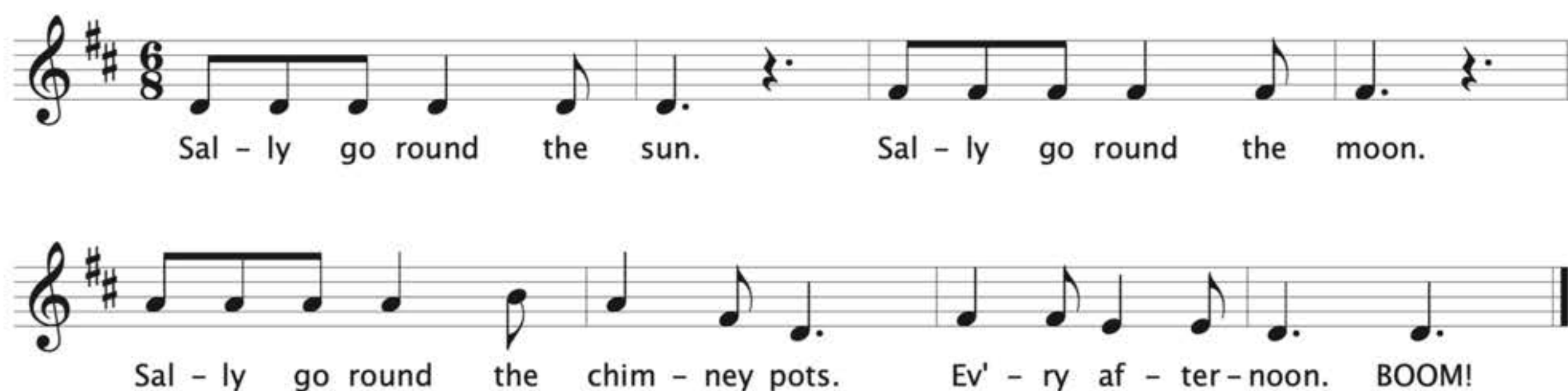
(You can of course change the text to “she’s as happy”)

Try singing the song pausing on “He goes” and then singing the third and fourth lines faster and faster each time.



# Sally go round the sun

*Traditional*



Sal - ly go round the sun. Sal - ly go round the moon.  
Sal - ly go round the chim - ney pots. Ev' - ry af - ter - noon. BOOM!

The children make a circle. Three children go into the centre of the circle - one is the sun, one is the moon and one is the chimney pot. As everyone sings and walks around in one direction, the three in the centre should keep a beat quietly on an instrument (handheld drum, small maracas, bells etc). On the word BOOM everyone changes direction then three new children are chosen to go into the centre of the circle.



# See, see, see

*Traditional*

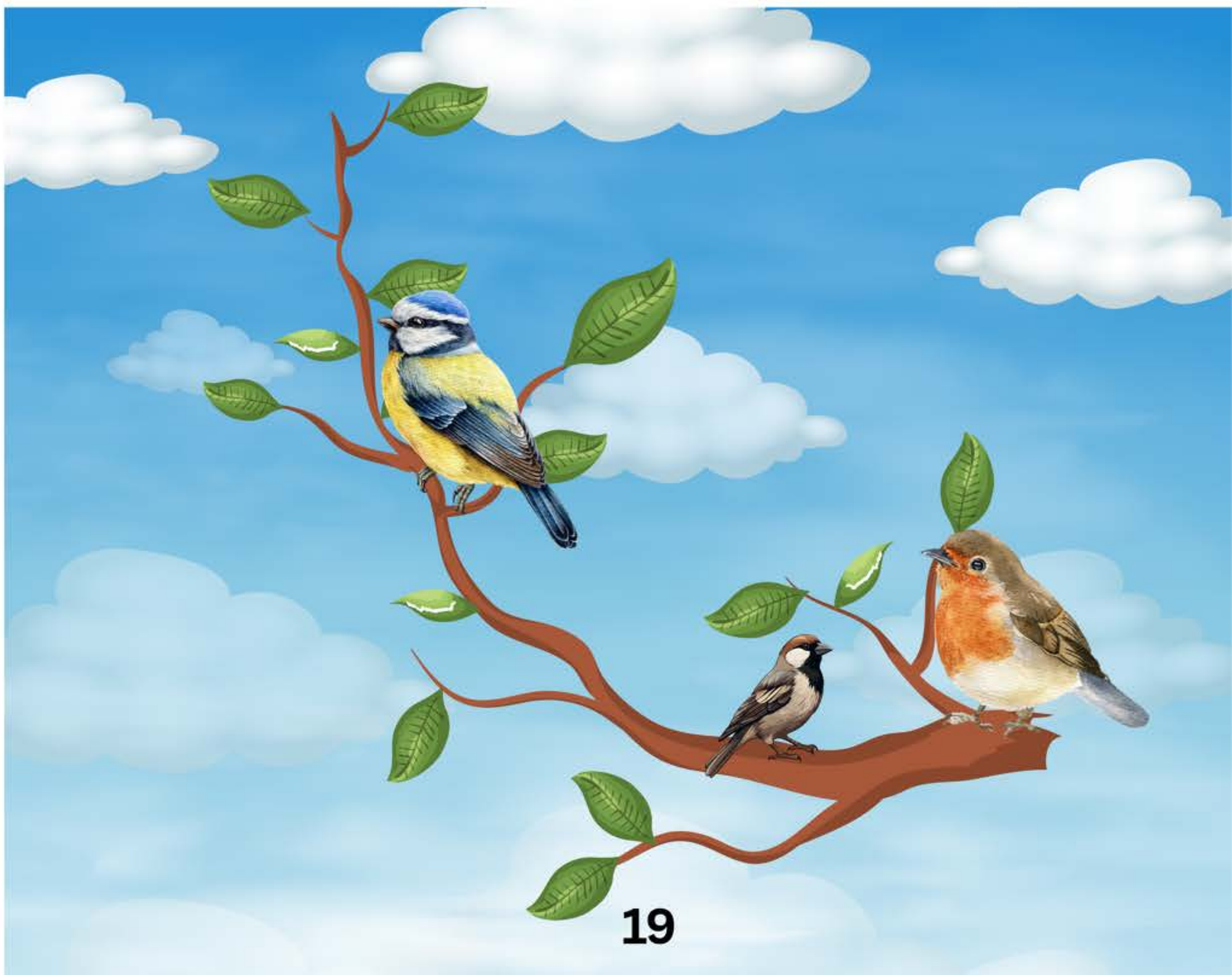
See, see, see, three birds are in the tree.

3  
One can chirp, one can sing, one is just a ti - ny thing.

5  
See, see, see, three birds are in the tree.

The image shows a musical score for the song 'See, see, see' in G major (one sharp) and 4/4 time. It consists of three staves of music. The first staff has a treble clef and a key signature of one sharp (F#). The melody starts with a quarter note G4, followed by a quarter note A4, a quarter note B4, a quarter rest, and a quarter note C5. The lyrics 'See, see, see, three birds are in the tree.' are written below the notes. The second staff begins with a measure rest for three measures, then continues with a melody of quarter notes: G4, A4, B4, C5, B4, A4, G4, F#4, E4, D4, C4. The lyrics 'One can chirp, one can sing, one is just a ti - ny thing.' are written below. The third staff repeats the first staff's melody and lyrics. The score ends with a double bar line.

The children stand in a circle. Three children, the little birds, are chosen to go into the circle to fly around as everyone sings and signs the first two lines. During the last line, everyone should hold hands and lift their arms high to make arches. The little birds fly under the arches to choose three new “birds” and the song is repeated.



# Shake, shake the apple tree

*Traditional*



Shake, shake the ap - ple tree, ap - ples red and ro - sy. Shake, shake the ap - ple tree,



Ap - ples red and ro - sy. One for you, one for me, shake, shake the ap - ple tree.

The children stand in a circle. Two children are in the centre of the circle each with an “apple” (this can be an apple shaker, a bean bag, a cut out picture of an apple). As everyone sings and signs the song, the children in the middle decide who to give the apple to next - it must be two children in the circle standing beside each other. On the final word “tree”, when everyone claps, the two chosen children walk around the outside of the circle in opposite directions to see who can get back to the space first.



# What shall we do in the windy, windy weather?

*Composed for this project*



What	shall	we	do	in	the	win - dy,	win - dy	wea - ther?	We'll
What	shall	we	do	in	the	sun - ny,	sun - ny	wea - ther?	We'll
What	shall	we	do	in	the	stor - my,	stor - my	wea - ther?	We'll
What	shall	we	do	in	the	rain - y,	rain - y	wea - ther?	We'll
What	shall	we	do	in	the	snow - y,	snow - y	wea - ther?	We'll



twirl	a - round	and	swirl	a - round	and	fly	a	kite	to - ge-ther.	
ride	a	bike	and	take	a	hike	and	swim	a - long	to - ge-ther.
run	a - way	and	hide	all	day	and	hud - dle	up	to - ge-ther.	
put	our	mac	and	wel - lies	on	and	jump	in(a)	puddle	to - ge-ther.
build	a	snow - man	big	and	tall	and	all	keep	warm	to - ge-ther.

Sing and sign the above song learning the different verses gradually. Allow the children to show the appropriate movements during the various verses.



# Witchety jamboree

*Traditional*

Wit - che - ty, Jam - bo - ree, Guess what co - lour,  
5 Wit - che - ty, Jam - bo - ree One, Two, Three

The image shows two staves of musical notation in 2/4 time. The first staff contains the first four measures of the song, and the second staff contains the next four measures. The lyrics are written below the notes.

Print a set of coloured hats and put them on the floor at one end of the hall. There are three lines of children representing three teams. At the end of the song the teacher (or a chosen child) says “I choose ...” and then signs the chosen colour. The leaders of each line run to see who is first to find the appropriate coloured hat. Those children then go to the back of the line.





# Songs and games for mid to upper primary



# At last unto the mountains

*Traditional*

1



At last, un - to the moun - tains I'm re - turn - ing, I'm re - turn - ing,



Oh moun - tains of my child - hood, I'm re - turn - ing to thee.

2



Oh my foot - steps go ea - sy, Oh my heart is con - tent.



La - de - i - o, la - de - o, la - de - o la - de - i.

The children stand in a circle with everyone facing a partner.

The first two lines of the song are sung with BSL signing.

During the third line the actions are as follows:

Bar 9: Hold right hands with partner and walk past

Bar 10: Hold left hands with second person and walk past

Bar 11: Hold right hands with third person and walk past

Bar 12: Hold left hands with fourth person and walk past but immediately turn to take the same partner's right hand

Bar 13: Hold right hands with fourth person and walk past

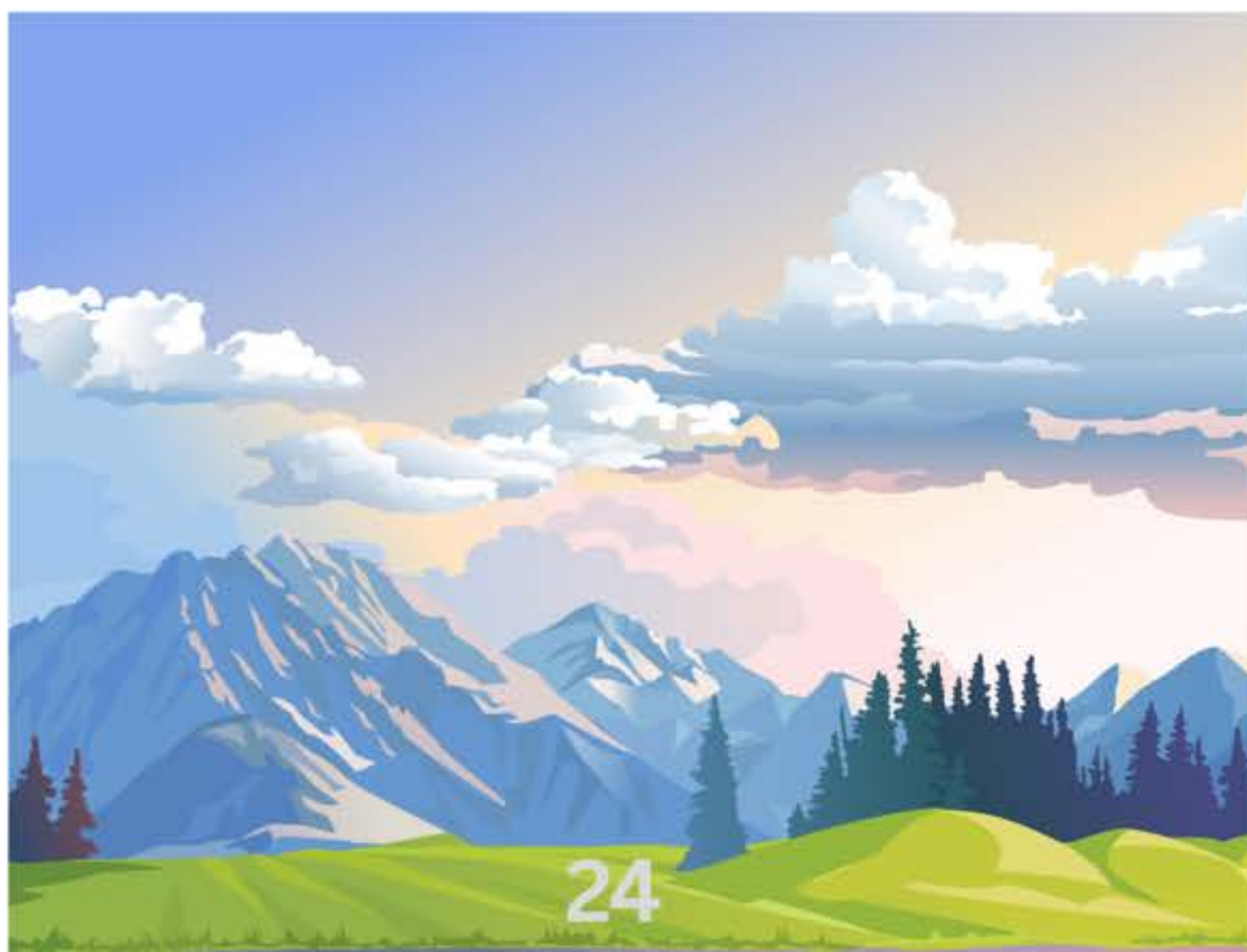
Bar 14: Hold left hands with third person and walk past

Bar 15: Hold right hands with second person and walk past

Bar 16: Hold left hands with first partner and walk past but **DON'T TURN** - be ready to repeat the game going in the opposite direction.

When the song has been sung twice everyone should be back with their original partner.

When the children know the song well, sing it as a canon in two circles. The first circle sings and signs and the second circle start after two lines (where indicated in the music).



# Bells in the steeple

*Traditional*

Bells in the stee - ple so loud - ly they ring.

5  
This is a hol - i - day ding, ding, dong, ding.

The image shows two lines of musical notation in treble clef, key of D major (two sharps), and 3/4 time. The first line contains the lyrics 'Bells in the stee - ple so loud - ly they ring.' The second line, starting with a measure rest, contains the lyrics 'This is a hol - i - day ding, ding, dong, ding.'

The children stand in a circle and show the BSL signing for the first line of the song as on the video.

During the second line a three beat pattern should be maintained by tapping knees, clapping hands then tapping the hands of the people on either side.

When the song is well known the children can be numbered 1,2,1,2 etc around the circle. During the second line, 1's will start the beat pattern first whilst 2's bend over (1's will clap hands with the other 1's). Immediately the 1's bend over and the 2's clap the pattern).

It's also possible to do the game in groups of four as shown: 

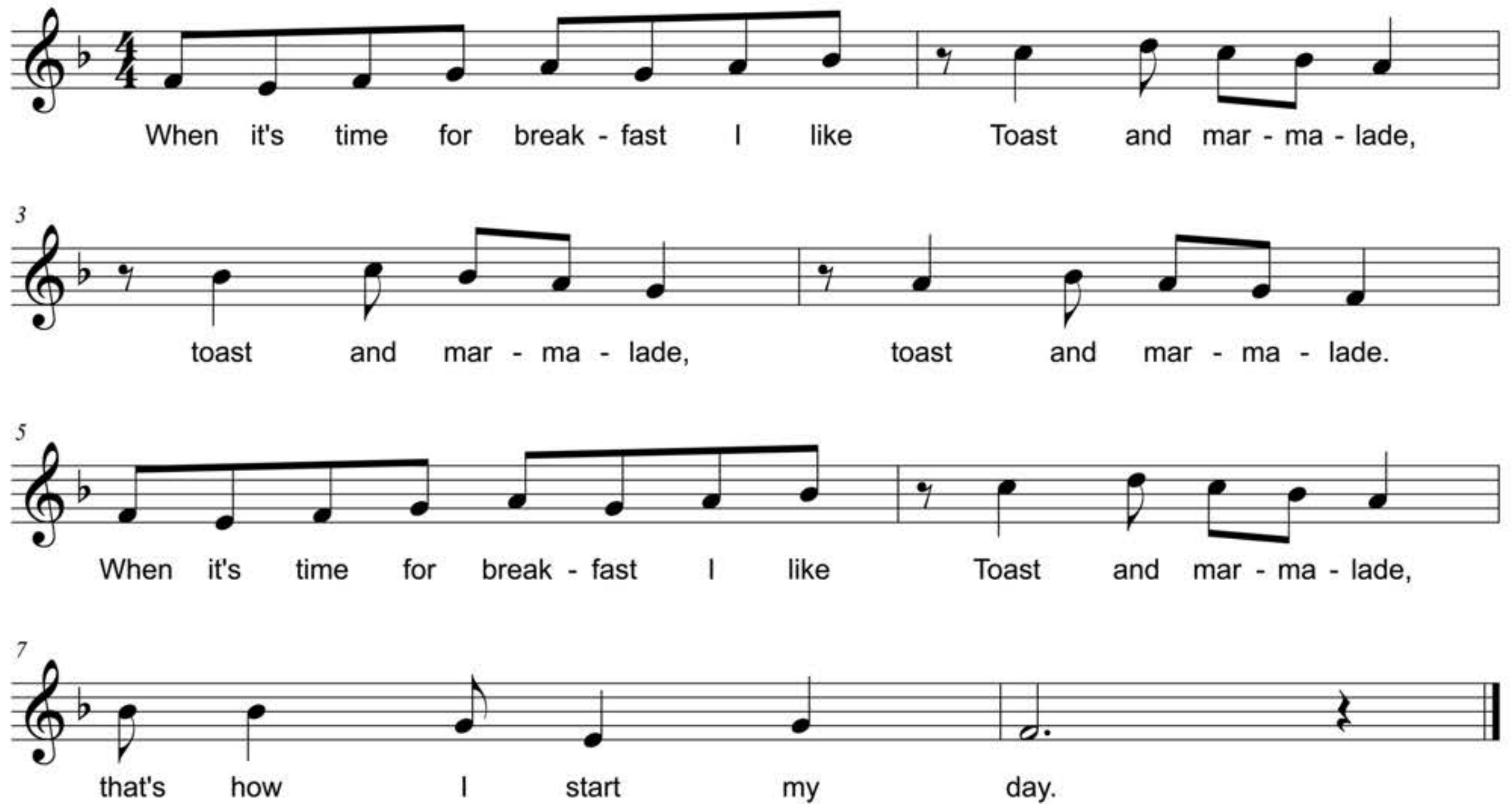
		C	
	A		B
		D	

A and B start and C and D start after one line - so one pair are signing whilst the other pair are clapping.



# Breakfast calypso - 3 partner songs

(Composer Jan Holdstock used with permission)



When it's time for break - fast I like Toast and mar - ma - lade,  
toast and mar - ma - lade, toast and mar - ma - lade.  
When it's time for break - fast I like Toast and mar - ma - lade,  
that's how I start my day.

Stand with a partner. Sign the song once and then play the game as follows.

Four beat pattern as follows:

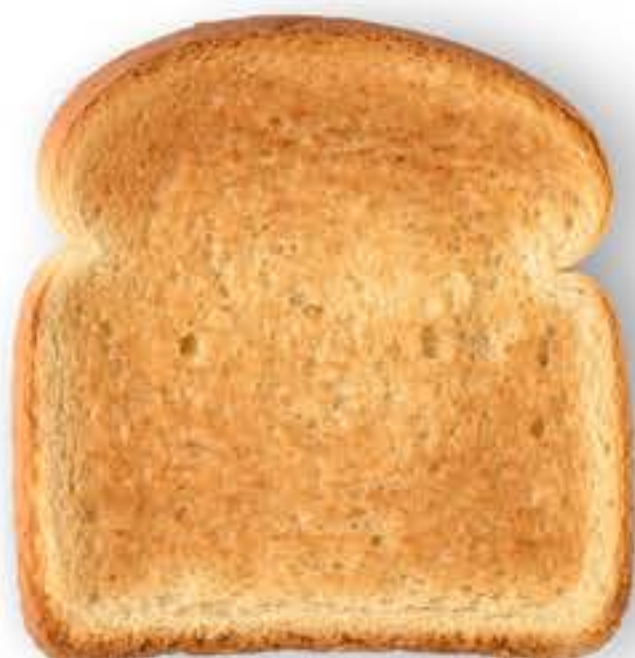
Hold left hand vertically (palm facing) - this is the toast in the toaster

Beat one: LH pops up, Beat two: place LH flat

Beats three and four : with right hand index and middle finger spread marmalade on partner's toast

Next four beats: repeat but with right hand toast and left hand spreading.

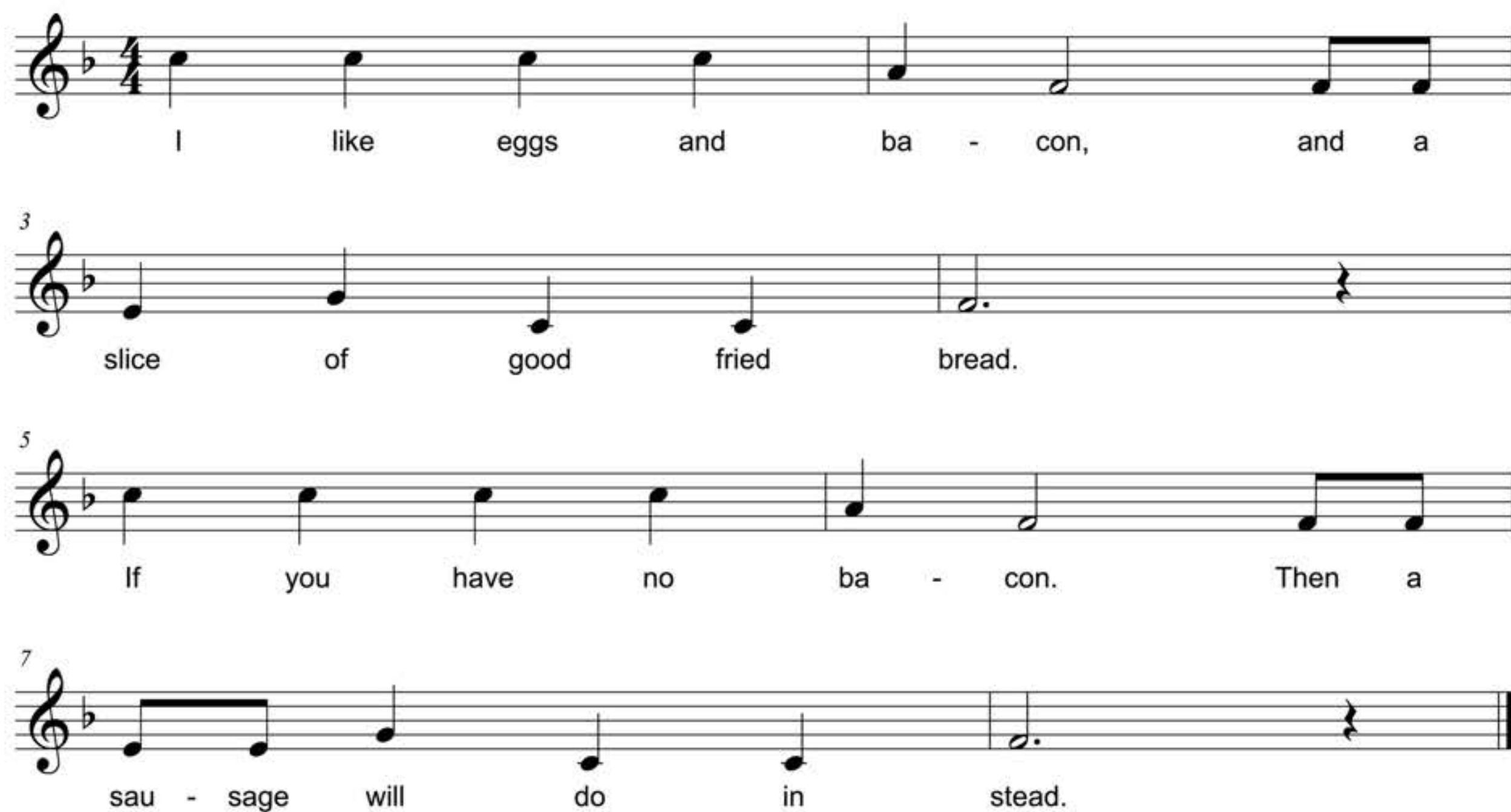
Continue the game throughout alternating hands as above.



Just a cup of tea, that's e - nough for  
 me, that's e - nough for me. (With milk and su - gar).  
 Just a cup of tea, that's e - nough for  
 me, that's e - nough for me.

Sing and sign the song with the appropriate actions.  
 Play the game as follows: Everyone has a partner.  
 Left hand is held out palm facing up and is the saucer.  
 Right hand picks up the cup from partner's saucer and has "a sip" before replacing the cup onto partner's saucer. Then change hands - right hand is the saucer and left hand picks up the cup from partner's saucer, has "a sip" then replaces cup on partner's saucer. This is all done to a four beat pattern as follows:  
 Beat one : Place saucer down, Beat two: Pick up cup  
 Beat three: Take "a sip", Beat four: Place cup back on saucer





I like eggs and ba - con, and a  
 slice of good fried bread.  
 If you have no ba - con. Then a  
 sau - sage will do in stead.

Sing and sign the song with the appropriate BSL signs.

Play the game as follows: Everyone has a partner.

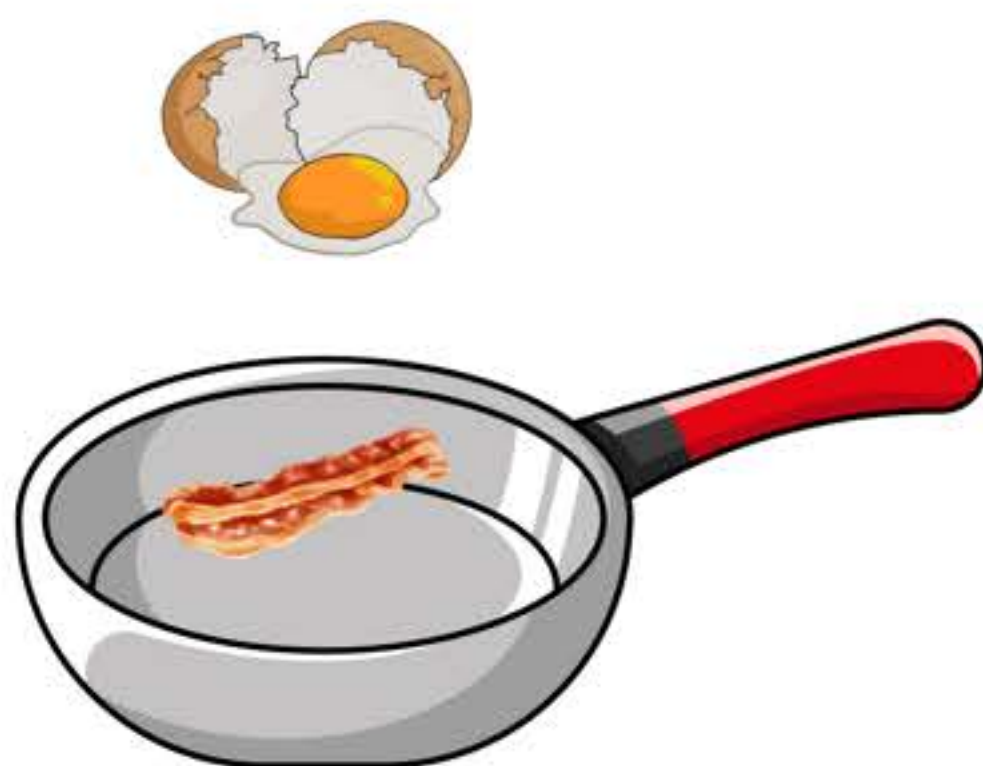
Left hand holds the frypan and right hand chops the top of the egg - everyone is chopping the egg into their partner's frypan. Then swap over right hand holds the frypan and left hand chops the top of the egg.

This will be done to a four beat pattern as follows:

Beats one and two: Left hand holds frypan and index and middle fingers of right hand chop the top of the egg (twice)

Beat three: Left hand flips the egg, Beat four: left hand taps right hand (the egg landing!)

During the next four beats the right hand holds the frypan and the left hand chops the egg. Continue alternating hands throughout.



# Charlie over the ocean

*Traditional*

Char - lie o - ver the o - cean.

3 Char - lie o - ver the sea.

5 Char - lie caught a dol - phin

7 Can't catch me!

The musical score is written on four staves in G major (one sharp) and 6/8 time. The first staff starts with a treble clef and a 6/8 time signature. The lyrics are: 'Char - lie o - ver the o - cean.' The second staff starts with a measure rest and the number '3' above it. The lyrics are: 'Char - lie o - ver the sea.' The third staff starts with a measure rest and the number '5' above it. The lyrics are: 'Char - lie caught a dol - phin'. The fourth staff starts with a measure rest and the number '7' above it. The lyrics are: 'Can't catch me!'.

The children sit in a circle. One child (Charlie) is chosen to be the leader and chooses a picture card from those enclosed. As Charlie walks around the circle, everyone should sing and sign the song. On the final line, Charlie drops the card behind someone who then picks the card up and chases Charlie around the circle to see who gets back to the space first. They must walk and not run. The name of the next child should be used instead of Charlie and the first letter of their name should be signed in the song. Check letters using the enclosed alphabet. The chosen child chooses a different picture card. When the children are confident with the song, one child can sing each line on their own and then everyone repeats each line.



# Did you ever see a lassie?

*Traditional*

Did you e - ver see a las - sie, a las - sie, a las - sie. Did you

5 e - ver see a las - sie go this way and that. Go

9 this way and that way and this way and that way. Did you

13 e - ver see a las - sie go this way and that.

Everyone stands in a circle facing a partner.

“Did you ever see a lassie” - sign and sing

“Go This way and”: (no action on upbeat)clap hands once then clap partners’ hands twice.

“That way and”: turn to partner on the other side and clap own hands once then partner’s hands twice.

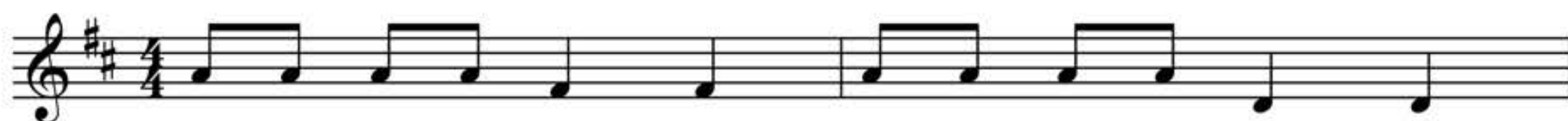
As a more advanced version play the game in two concentric circles. “This way”: clap hands with person diagonally left in the opposite circle, “that way”: clap hands with the person diagonally right in the opposite circle.





# Double, double with variations

*Traditional*



Dou - ble, dou - ble, this, this. Dou - ble, dou - ble, that, that.  
 Rab - bit, rab - bit, frog, frog. Rab - bit, rab - bit, dog, dog.  
 Tur - tle, tur - tle, snail, snail. Tur - tle, tur - tle, whale, whale.  
 Spi - der, spi - der, fly, fly. Spi - der, spi - der, bye - bye.



Dou - ble this, dou - ble that. Dou - ble, dou - ble this, that.  
 Rab - bit frog, rab - bit dog. Rab - bit, rab - bit frog, dog.  
 Tur - tle snail, tur - tle whale. Tur - tle, tur - tle snail, whale.  
 Spi - der fly, spi - der bye. Spi - der, spi - der fly, bye.

In the traditional clapping game (Verse One) everyone has a partner and the actions are as follows:

On the word “Double”: Tap one shoulder then the other

On the word “This”: Clap hands with a partner

On the word “That”: Tap knees

The actions follow the rhythm of the words.

When the children are confident with the song try leaving out some of the words (sing the word using inner hearing but still perform the actions).

Try playing the game in groups of four in the following formation

A		D
	C	
		B

A and B start the singing and the game and then after two beats (after double, double) C and D should start singing and playing the game in canon.



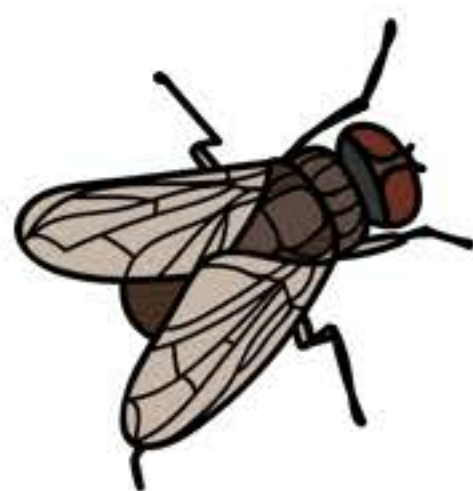
Try with some different words singing  
and signing the words for the animals  
named as follows:



Rabbit, rabbit, frog, frog.  
Rabbit, rabbit, dog, dog.  
Rabbit frog, rabbit, dog.  
Rabbit, rabbit, frog, dog.



Turtle, turtle, snail, snail.  
Turtle, turtle, whale, whale.  
Turtle snail, turtle, whale.  
Turtle, turtle, snail, whale.



Spider, spider, fly, fly.  
Spider, spider, bye - bye.  
Spider fly, spider, bye.  
Spider, spider, fly, bye.

On the word “bye” the spider catches the fly. To add to the fun, play with a partner - one is the spider and one is the fly. On the word “bye” the spider tries to catch the fly.

# Down to the local shop

*Traditional adapted for this project*

Down to the lo - cal shop hop, hop, hop.

3 "What will we buy for tea? Piz - za for you and me"

5 Down to the lo - cal shop hop, hop, hop.

The musical score is written on three staves in G major (one sharp) and 4/4 time. The first staff contains the first line of the song. The second staff, starting with a '3' above it, contains the second line. The third staff, starting with a '5' above it, contains the third line. The lyrics are written below the notes.

The children stand in two lines facing each other - every child must have a partner in the opposite line. During the first two lines of the song, the children sing and sign substituting pizza for other food (suggestions are given in the accompanying picture cards). During the last line of the song, the children hold hands with their partner to make a tunnel and the two children at the top of the lines run down through the tunnel. At the end of the song, the children take two steps to the side so that the lines are back in the starting position.



# Eggs: Partner songs

*Eggs composed L. Geoghegan / Ham and Eggs traditional*

Eggs! How I love a hard boiled egg With the yolk all run-ny

Eggs! Served with sol-diers on the side Boil an egg!

The children stand in a circle. An eight beat pattern is performed throughout as follows: (Left hand is held out palm up as a plate and everyone pretends to pass an egg).

Beat one: With right hand, Place “the egg” onto the left hand of the person on the right (tap their hand)

Beats two, three, four and five (always on the rests in the song): Finger spell E G G S



Beat six and seven: tap right hand on heart twice

Beat eight: “pick up” the egg from own left hand

When the children know the pattern well, add some shaker eggs into the circle.

The children must try to pass the eggs and hold on to them whilst signing.

Eventually the game could be played with everyone having an egg (or paper scrunched into a ball representing an egg). On the final “egg” in the song, everyone should freeze - how many eggs have been dropped!?

For a more complex version - on the final rest, turn right hand over, palm up, to be a plate and the egg passing changes direction.



Ham and eggs, ham and eggs,

I like mine fried nice and brown, I like mine flipped up - side down

Ham and eggs, Ham and eggs,

Flip 'em flop 'em don't you drop 'em Ham Scram - and bled eggs eggs

The children stand in a circle. Two children go into the centre of the circle. They toss the “egg” (beanbag or small ball) to each other during the song keeping a steady beat. If they drop it, then at the end of the song everyone should sing “Scrambled eggs” instead of “Ham and eggs”



# Good morning to you

*Traditional*



Good mor - ning to you. Good mor - ning to you. We're  
all in our pla - ces with sun - shi - ny fa - ces. And  
this is the way to start a new day.

The children stand in a circle with everyone facing a partner. The actions are a combination of BSL and body percussion.

“Good morning”: sign

“To you”: Clap own hands then clap both hands with partner

“We’re all in our places with sun shiny faces”: Sign

“And”: no action

“This is the”: Tap knees, clap own hands, clap both hands with partner

“Way to”: Tap knees, clap own hands, clap both hands with partner

“Start a new day”: Walk past partner, advancing by the right shoulder to meet a new partner ready to start the game again



# I am slowly going crazy

*Traditional lyrics, melody composed for this project.*



1 2

I am slow - ly go - ing cra - zy, 1, 2, 3, 4, 5, 6 Switch.

5 3 4

6, 5, 4, 3, 2, 1, cra - zy go - ing slow - ly am I switch

Sing and sign the song with the text as shown above.

Make up some actions with a partner to show the six numbers e.g.

1. Tap knees
2. Clap hands
3. Clap right hands with partner
4. Clap left hands with partner
5. Clap both hands with partner
6. Clap back of both hands with partner.

Try using different text to sing forwards and backwards e.g. Countries.

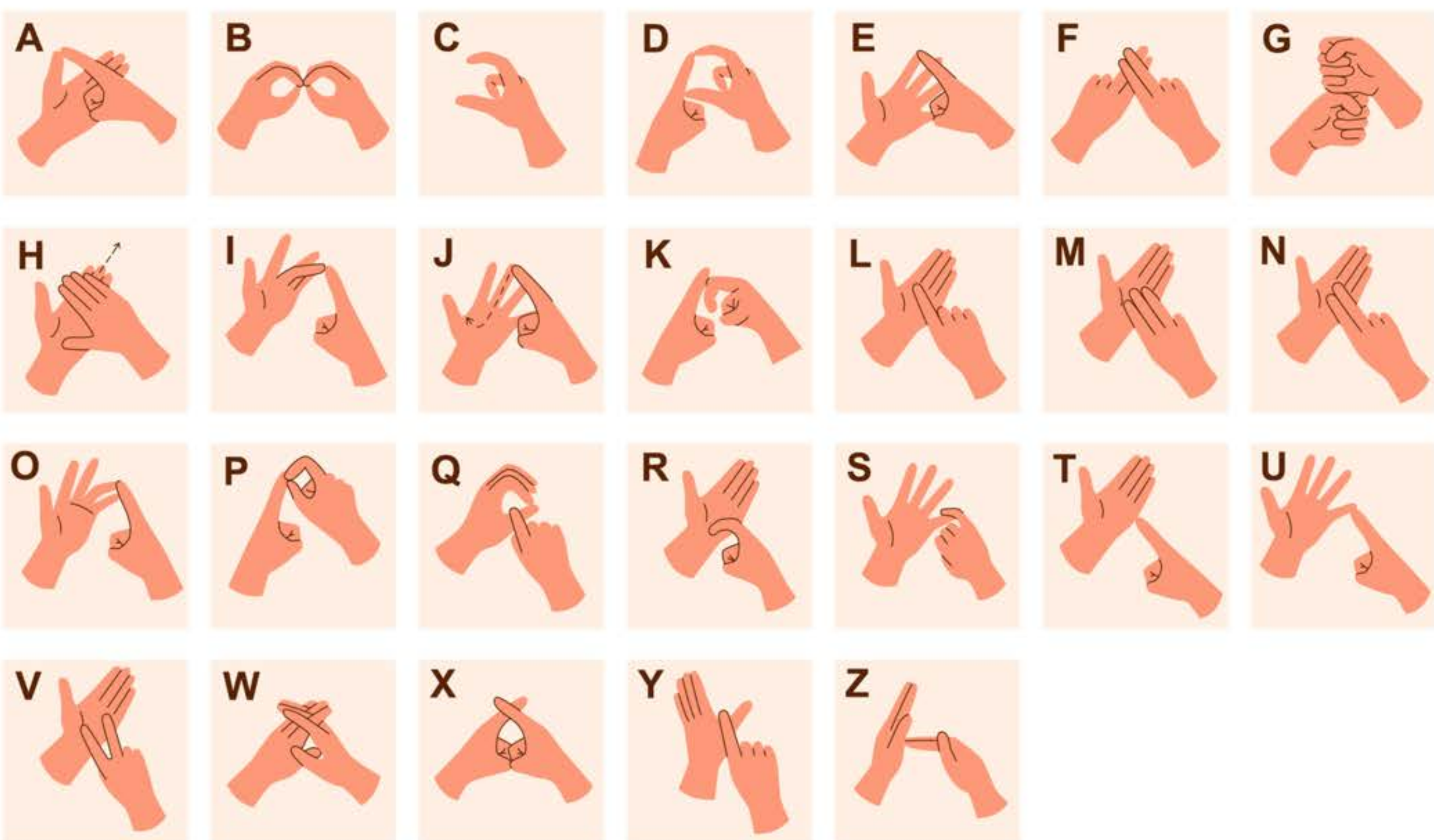
Try singing with groups of letters from the alphabet as shown on the next page. Teach the children in groups of six letters at a time as outlined in the song.



I am slow - ly go - ing cra - zy, A B C D E F switch,  
 I am slow - ly go - ing cra - zy, G H I J K L switch,  
 I am slow - ly go - ing cra - zy M N O P Q R switch,  
 I am slow - ly go - ing cra - zy S T U V (DOUBLE U) switch,  
 I am slow - ly go - ing cra - zy X Y Z last time to switch,



F E D C B A cra - zy go - ing slow - ly am I switch.  
 L K J I H G cra - zy go - ing slow - ly am I switch.  
 R Q P O N M cra - zy go - ing slow - ly am I switch.  
 Double U V U T S cra - zy go - ing slow - ly am i switch.  
 To time last Z Y X cra - zy go - ing slow - ly am I switch.



# Little train

*Traditional*

Musical notation for the song 'Little train' in G major (one sharp) and 2/4 time. The melody is written on a single staff. The lyrics are: Lit - le train, lit - tle train, go - ing up the moun - tain. Lit - tle train, lit - tle train, com - ing down a - gain.

The children stand in a circle. One child is chosen to be the “train driver” and stands outside the circle. Sing and sign as follows:

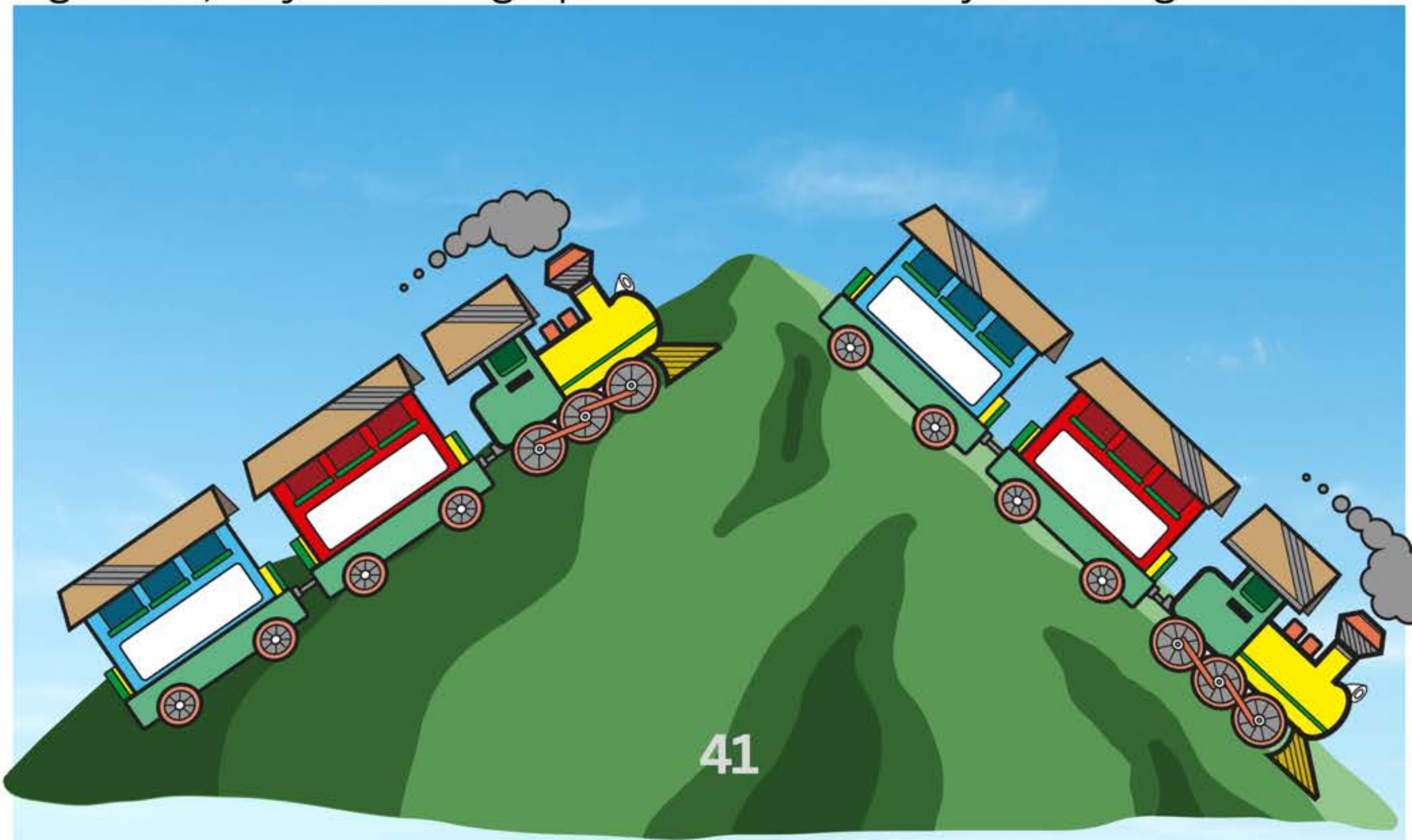
“Little train, little train”: Show the sign for train (keeping a steady beat)

“Going up the mountain”: Both hands climb up whilst singing and hold partner’s hand to make arches.

“Little train, little train”: Sway to the beat

“Coming down again”: Bring arms slowly back down.

The chosen “train driver” can go in and out of the arches as often as they want but must be outside the circle by the end of the song. Another child is chosen to be the “train driver” and the first child becomes the first passenger. The train gets longer and longer as the game progresses. If some of the children don’t make it out of the circle before the arches go down, they are no longer part of the train and rejoin the larger circle.



# My dog is a good dog

Composer: David Lawrence used with permission

My dog is a good dog, Yes he is!

5 My dog is a good dog, Yes he is! For he

9 sits and begs and he stands up tall he chases his tail all a-round the hall.

13 My dog is a good dog, Yes he is!

The musical score is written on a treble clef staff with a key signature of one sharp (F#) and a time signature of 12/8. It consists of four lines of music. The first line (measures 1-4) contains the lyrics 'My dog is a good dog, Yes he is!'. The second line (measures 5-8) contains 'My dog is a good dog, Yes he is! For he'. The third line (measures 9-12) contains 'sits and begs and he stands up tall he chases his tail all a-round the hall.'. The fourth line (measures 13-16) contains 'My dog is a good dog, Yes he is!' and ends with a double bar line.

Sing and sign the song as shown on the video.

When the song is well known add the next verse

“My dog is a good, good dog” then “My dog is a good, good, good dog”

Alternatively if you have two dogs you might sing

“My dogs they are good, good dogs”



# Oh dearie me!

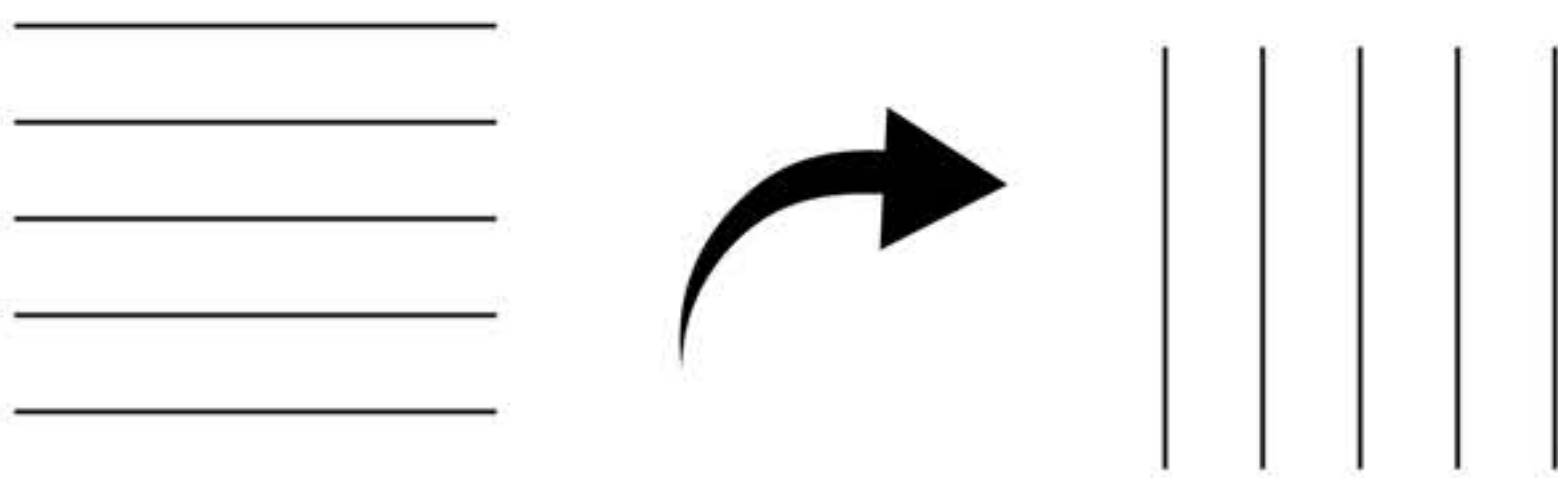
*Traditional*

Oh dear - ie me! Ma mam - mie caught a flea. She  
salt - ed it and pep - pered it An' had it for her tea!

The image shows two staves of musical notation in G major (one sharp) and 6/8 time. The first staff contains the first two lines of the song, and the second staff contains the remaining two lines. The lyrics are written below the notes.

The children should stand in four or five lines of around five people (one row behind the other) holding hands. One child is chosen to be the chaser (“Mammie” or “Daddie”) and the other is the “flea”. The object of the game is for “Mammie” or “Daddie” to catch the flea. Before the song starts, the flea should be in the middle of the grid and the chaser on the outside of the grid. Both flea and chaser can run in and out of the lines but cannot break through hands that are joined. On every rest in the song, the lines turn 90 degrees (the children drop hands and take a 90 degree turn to the right holding hands with the “vertical line”).

The song is sung twice to allow the chaser to catch the flea. Then a new pair are chosen.



# Who stole my chicken and my hen?

*Traditional*

Who stole my chick - en and my hen?

Who stole my chick - en and my hen?

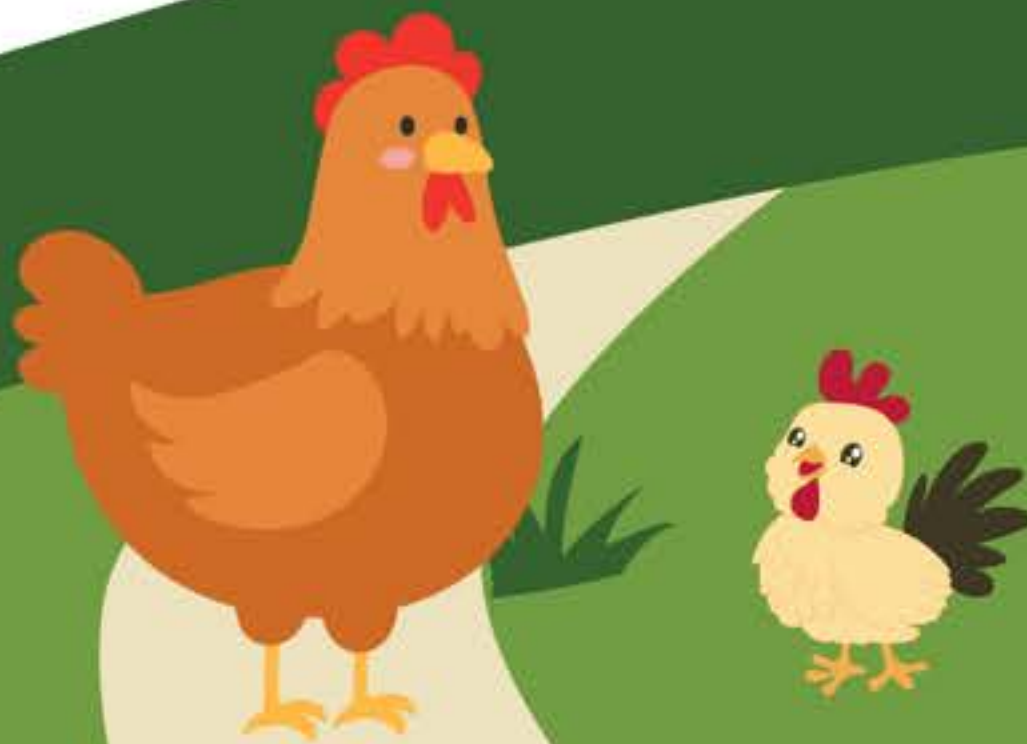
Who stole my chick - en? Who stole my hen?

Who stole my chick - en and my hen?

The musical score consists of four staves of music in G major (one sharp) and common time. The lyrics are written below the notes. The first staff is a full line of music. The second staff is a shorter line. The third staff contains two lines of music with a gap between them. The fourth staff is a full line of music.

The children should sit in a circle. Two children are given a chicken and a hen toy to hide. There is a guesser sitting in the middle of the circle.

Everyone should sing and sign the song and then at the end put their hands behind their back. The chicken and hen are then discretely given to two new children (the hiders can pretend to give it away as well as actually give it to someone). The guesser should say who has the chicken and the hen.



# Who, why, why and who?

Composed for this project.

Who, why, why and who? These are the quest - ions that I'm ask - ing you.

5  
Where, which, which and where? Don't know the an - swers it just is - n't fair.

9  
When, what, what and when? Still have - n't solved it let's do it a - gain!

13  
How will this e - ver end? Please make it stop or I'll go round the bend.

The musical score is written on a single treble clef staff in the key of D major (one sharp). It consists of four lines of music, each with a starting measure number (1, 5, 9, 13). The lyrics are written below the notes. The melody is simple and repetitive, using a mix of quarter and eighth notes.

This song was written simply to help children learn the signs for the question words who, why, where, which, when, what and how.



## **CONTENT: Songs and Rhymes for Younger Children**

- Busy bumble bee: Page 4**  
**Can you see an elephant? Page 5**  
**Chocolate, chocolate, chocolate: Page 6**  
**Chop, chop, choppity chop: Page 7**  
**Five fingers: Page 8**  
**Here comes a bluebird: Page 9**  
**Here is the sea: Page 10**  
**Hot potato: Page 11**  
**Hungry little mouse: Page 12**  
**If you look at me: Page 13**  
**Katie Bairdie: Pages 14 - 15**  
**Little bird: Page 16**  
**My little dog: Page 17**  
**Sally go round the sun: Page 18**  
**See, see, see: Page 19**  
**Shake, shake the apple tree: Page 20**  
**What shall we do in the windy, windy weather? Page 21**  
**Witchety jamboree: Page 22**





## **CONTENT: Songs for mid to upper primary**

- At last unto the mountains: Page 24**  
**Bells in the steeple: Page 25**  
**Breakfast calypso: Pages 26 to 28**  
(When it's time for breakfast: Page 26)  
(Just a cup of tea: Page 27)  
(I like eggs and bacon: Page 28)  
**Charlie over the ocean: Page 29**  
**Did you ever see a lassie: Page 30**  
**Double, double with variations: Pages 31 to 34**  
**Down to the local shop: Page 35**  
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(Eggs: Page 36)  
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**Good morning to you: Page 38**  
**I am slowly going crazy: Pages 39 and 40**  
**Little train: Page 41**  
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**Who stole my chicken and my hen? Page 44**  
**Who, why, why and who? Page 45**



# **Sing, sign and play**

**for further information about  
National Youth Choir of Scotland  
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**Created by Lucinda Geoghegan,  
Stephen Heselton and Dr Paul Whittaker OBE**

