

As the music plays

A cumulative song in which a new action is introduced in each verse.

1. Clap your hands as the music plays,
Clap your hands as the music plays,
Clap your hands as the music plays
And we'll sing the song again.
2. Tap your knees as the music plays,
Tap your knees as the music plays,
Tap your knees as the music plays
And clap your hands as the music plays
And we'll sing the song again.
3. Nod your head as the music plays,
Nod your head as the music plays,
Nod your head as the music plays
And tap your knees as the music plays
And clap your hands as the music plays
And we'll sing the song again.
4. Stamp your feet as the music plays,
Stamp your feet as the music plays,
Stamp your feet as the music plays
And nod your head as the music plays
And tap your knees as the music plays
And clap your hands as the music plays
(last time)
And that's the end of the song.

Steady beat

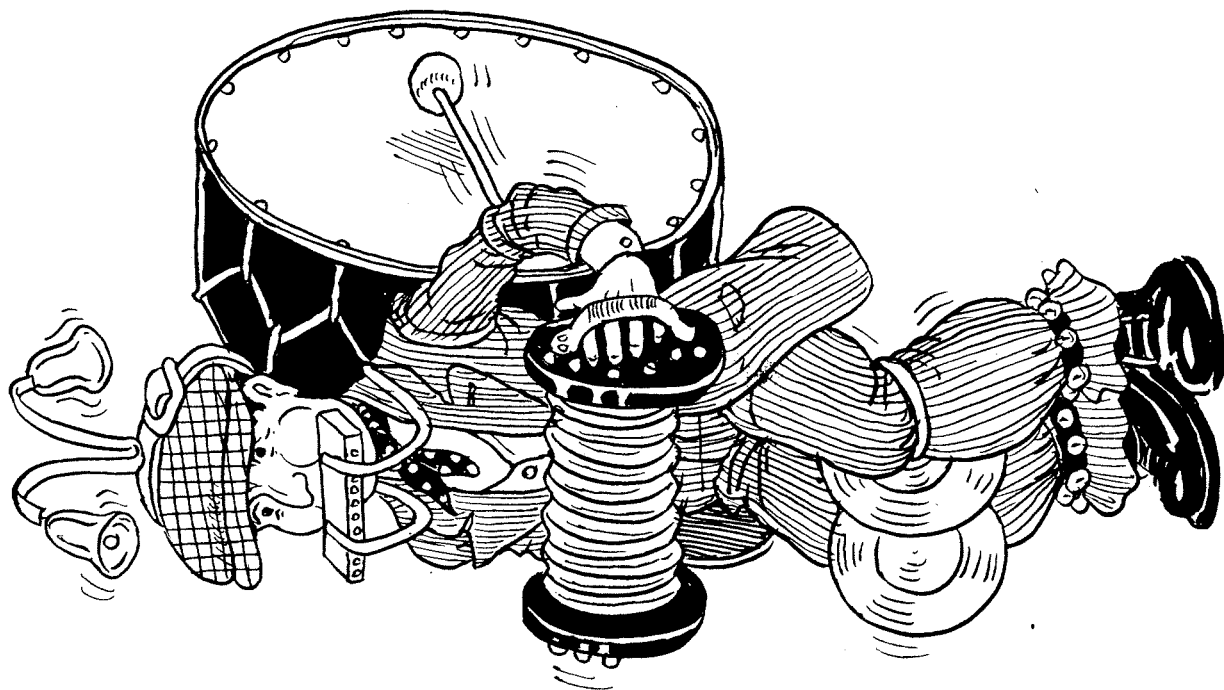
Use this introduction for every verse.

1. Clap your hands as the

mu - sic plays... Clap your hands as the mu - sic plays...

Clap your hands as the mu-sic plays... and we'll sing the song a - gain...

As the music plays



etc.

2. Tap your knees as the mu - sic plays.-- Tap your knees as the
3. Nod your head as the mu - sic plays.-- Nod your head as the

9

D7

C7

Repeat these 2 bars in verse 3
and repeat them twice in verse 4 etc.

mu - sic plays.-- tap your knees-- as the mu - sic plays-- and
mu - sic plays.-- Nod your head-- as the mu - sic plays-- and

12

D7

last time to Coda

clap your hands as the mu - sic plays-- and we'll sing the song a - gain.--

15

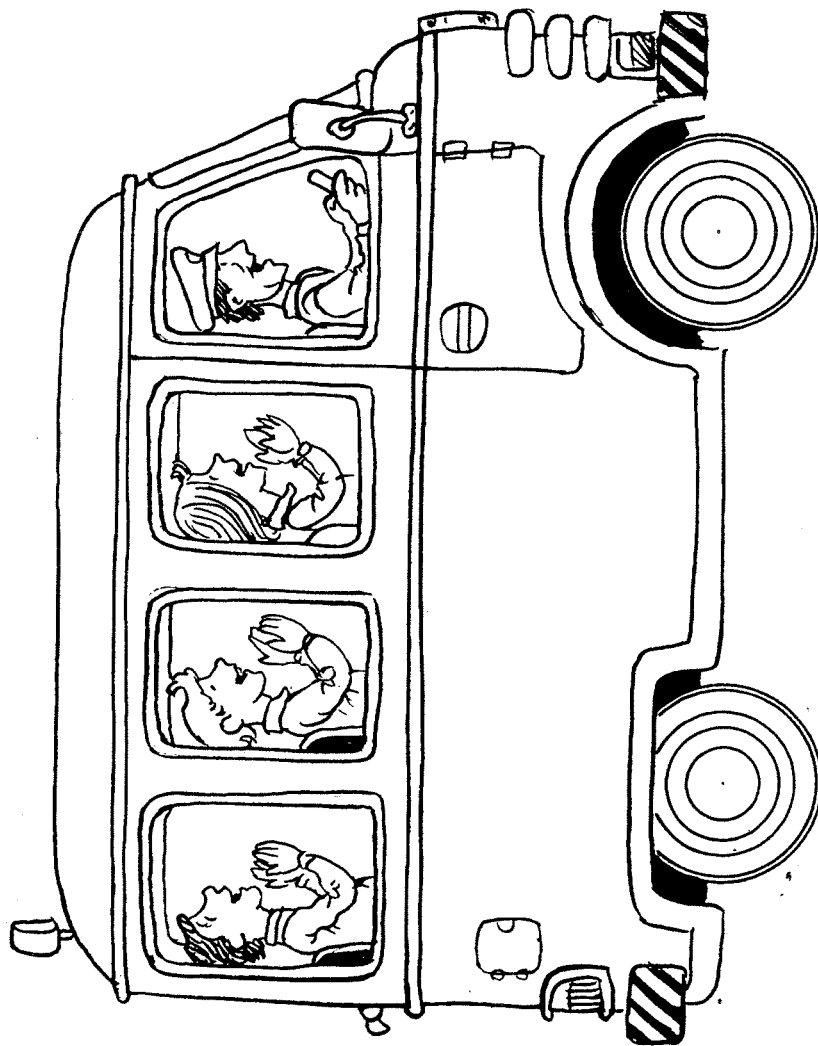
F#7 Bm7 E7 C7 D

A11

♩ CODA

mu - sic plays — and that's the end — of the song.

The musical score is written on two staves. The top staff is in treble clef and the bottom staff is in bass clef. The key signature has two sharps (F# and C#). The score includes a CODA section at the beginning. The lyrics are: 'mu - sic plays — and that's the end — of the song.' The score includes a measure number 19 in a circle. Chord symbols E7, Bb7, A11, and D are written below the bottom staff.



You will need

Percussion (any instruments) if you want.

How it works

In verse 1, clap hands for the first 6 bars.

In verse 2, tap knees for the first 6 bars, (9–14) then clap hands for 2 bars (15 & 16)

In verse 3, nod heads for the first 6 bars, (9–14) then tap knees for 2 bars, (13 & 14) then clap hands for 2 bars. (15 & 16) etc.

Other ideas

Try it with percussion:

1. Play the drum as the music plays . . .
2. Play the tambourine as the music plays . . . and play the drum as the music plays . . . etc.

Loud and soft

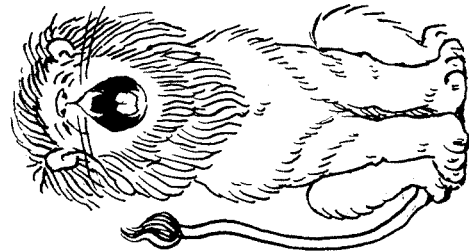
Use this song to illustrate contrasts in music – loud and soft, fast and slow, long and short, high and low, metal and wood etc.

1. I've got a drum in my hand.
I'm going to join in the music band.
I can play loud and I can play soft;
Listen to the drums in the band.

2. I've got some cymbals in my hand.
I'm going to join in the music band.
I can play loud and I can play soft;
Listen to the cymbals in the band.

3. I've got a guiro in my hand.
I'm going to join in the music band.
I can play fast and I can play slow;
Listen to the guiros in the band.

4. I've got a xylophone in my hand.
I'm going to join in the music band.
I can play high and I can play low;
Listen to the xylophones in the band.



Cheeky! but not too fast

Repeat these 2 bars between verses till ready – if you like

my hand. I'm going to join in the music band.

I can play loud and I can play soft; Listen to the drums in the band.

Loud and soft

You will need

Enough percussion for everyone to play.
Tuned instruments if you sing 'high and low'

Blown instruments if you sing 'long and short'

Varied timbres if you sing 'metal and wood' etc.

(On tuned instruments stick to the notes of the pentatonic scale: C D E G A)
How it works

Sing the song, changing the words and rhythm if necessary.

I've got some cym-bals in my hand

Lis - ten to the cym-bals in the band

or

We've got some in-stru-ments in our hands

Use the last 8 bars to play in contrasting ways:

4 bars loud, 4 bars soft.

Or 2 bars pp, 2 bars ff, 2 bars pp, 2 bars ff.

Or 4 bars minims, 4 bars semiquavers etc.
Agree beforehand on the formula you will use, and help your players by doing the same on the piano.

The musical score is written for a band and percussion. It consists of two systems of staves. The first system has a treble clef staff for the band, followed by a grand staff (treble and bass clefs) for the percussion. The second system has a treble clef staff for the band, followed by a grand staff for the percussion. The percussion part includes a 'perc. ends' section with a 'perc. ends' label. The score includes various musical notations such as notes, rests, and dynamic markings. The key signature is C major, and the time signature is 4/4. The score is divided into sections labeled 'band.' and 'perc. ends'. The percussion part includes a 'perc. ends' section with a 'perc. ends' label. The score includes various musical notations such as notes, rests, and dynamic markings. The key signature is C major, and the time signature is 4/4. The score is divided into sections labeled 'band.' and 'perc. ends'.

Words and music: Jill Darby

2 Granny brought her trumpet and she gave it a toot
She played her very favourite tune and *it was a great one*,
She swung her trumpet in the air, she played it high and low,
The neighbours started coming in to hear the music show.

Chorus

3 Eric walked into the room and he joined the band
He brought his washboard in to play and *it was a great one*,
He put a thimble on his thumb and gave it all he had
Our dog ran underneath the chair, the music drove him mad.

4 Philip brought his drum-kit and he started to play
Drummed a paradiddle, then, and *it was a great one*,
He twirled his drumsticks round and round and threw them in the air
He crashed the cymbal very loud, he didn't seem to care.

Chorus

5 And when the party finished all the neighbours went home,
And everyone who came along said *it was a great one*,
Grandpa closed the piano-lid and sent the dog to bed,
Granny put her trumpet down and turned to him and said:

Chorus

Final Chorus:

'Everybody had a good time, don't you think we could have another party soon?' Grandpa said 'We should!'

19 Be still and know

1. Be still and know that I am God, be

D A⁷ D

still and know that I am God, be

G E A

still and know that I am God.

D A⁷ D

2. In you, O Lord, I put my trust,
in you, O Lord, I put my trust,
in you, O Lord, I put my trust.

Words: unknown, based on Psalm 46
Music: unknown, arr. Alan Ridout

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Can you tell me what the boys do,
Can you tell me what they do?
All the boys are (dancing),
And (Johnny) can dance too.

(Johnny) can (dance) in a great big ring,
A great big ring,
A great big ring,
(Johnny) can (dance) in a great big ring,
Like all the other boys.

One child or an adult sings the first verse and the other children suggest some action, e.g. hopping, skipping, marching, in the third line and the name of one child in the group in the fourth line. For the second verse the chosen child does the chosen action all round the ring, while the others sing the second verse to the tune of the 'Mulberry Bush'.

Can you tell me what the boys do, can you tell me
what they do? All the boys are
(danc - ing), and (John - ny) can dance too.

What shall we do when we all go out,
All go out, all go out,
What shall we do when we all go out,
All go out to play?

We shall play with a skipping rope, etc.
We shall play with a whip and top, etc.
We shall ride our tricycles, etc.

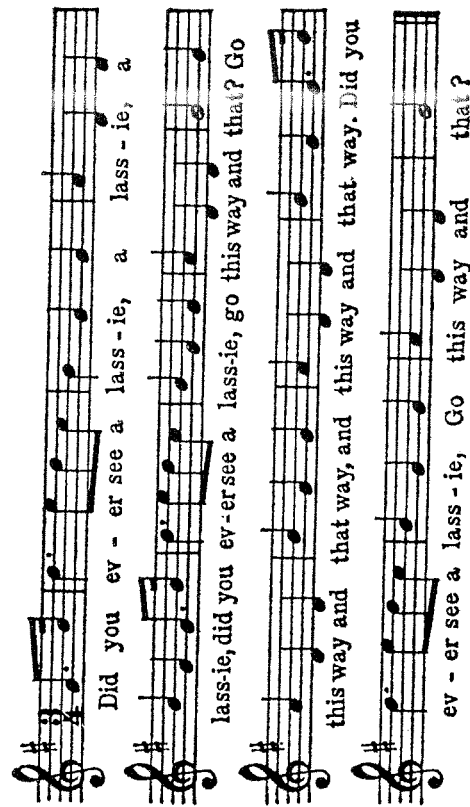
Children can suggest different items and suitable actions.

What shall we do when we all go out, all go out,
what shall we do when we all go out, all go out to play?

Did you ever see a lassie (laddie),
A lassie, a lassie,
Did you ever see a lassie
Go this way and that?

Go this way and that way,
And this way and that way.
Did you ever see a lassie
Go this way and that?

During the first verse one child dances alone in the ring making some distinctive action. During the second verse all the others imitate what he did. Another child then goes into the middle to be the lassie or the laddie.



Did you ev - er see a lass - ie, a lass - ie, a
lassie, did you ev - er see a lassie, go this way and that? Go
this way and that way, and this way and that way. Did you
ev - er see a lass - ie, Go this way and that?

We all clap hands together,
We all clap hands together,
We all clap hands together,
As children like to do.

Other verses:

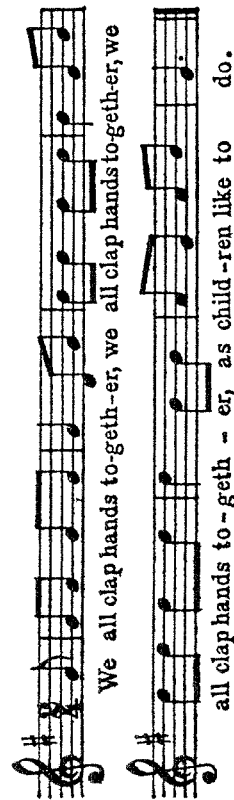
We all stand up together, etc.

We all sit down together, etc.

We all stamp feet together, etc.

We all turn round together, etc.

Children like to make suggestions of their own, and the words may have to be fitted in quickly on one note.



We all clap hands to - geth - er, we all clap hands to - geth - er, we
all clap hands to - geth - er, as child - ren like to do.

As I was walking down the street,
 Heigh-ho, heigh-ho, heigh-ho,
 A little friend I chanced to meet,
 Heigh-ho, heigh-ho, heigh-ho!
 Jiggety jig and away we go,
 Away we go, away we go,
 Jiggety jig and away we go,
 Heigh-ho, heigh-ho, heigh-ho!

*Children skip round the room alone, then join hands
 with a friend and skip holding hands.*

As I was walking down the street, heigh-ho, heigh-ho, heigh-ho; a
 little friend I chanced to meet, heigh-ho, heigh-ho, heigh-ho!

Jig - ge - ty jig and a - way we go, a -
 way we go, a - way we go, jig - ge - ty jig and a -
 way we go, heigh - ho, heigh - ho, heigh - ho!

Slip one and two,

Children join hands in a circle and take two sliding steps to the left.

Jump three and four,

Make two little jumps. Drop hands.

Turn around swiftly

Turn round once.

And sit upon the floor.

Sit on the floor with legs crossed.

Clap one and two,

Clap twice.

Nod three and four,

Nod twice.

Jump up again

Jump up.

And be ready for more.

Join hands again ready for the next time.

Slip one and two, jump three and four,
 turn a-round swiftly and sit up on the floor. Clap one and two,
 nod three and four, jump up a-gain and be ready for more.

Oh, we can play on the big bass drum,
And this is the music to it;
Boom, boom, boom goes the big bass drum,
And that's the way we do it.

Oh, we can play on the triangle, etc.
(Tang, tang, tang)

Oh, we can play on the castanets, etc.
(Clack, clack, clack)

The children sit down on the floor and pretend to play each instrument as it is included. They will suggest many more. On the last time it is sung they can each choose an instrument for themselves and make all the different noises at the same time.

Oh, - we can play on the big bass drum, and
this is the mu - sic to it; boom, boom, boom, goes the
big bass drum, and that's the way we do it.

Old Roger is dead and he lies in his grave,
Lies in his grave, lies in his grave.
Old Roger is dead and he lies in his grave,
Heigh ho, lies in his grave.

Other verses:
They planted an apple tree over his head, etc.

The apples grew ripe and they all tumbled down, etc.

There came an old woman a-picking them up, etc.

Old Roger got up and he gave her a poke, etc.

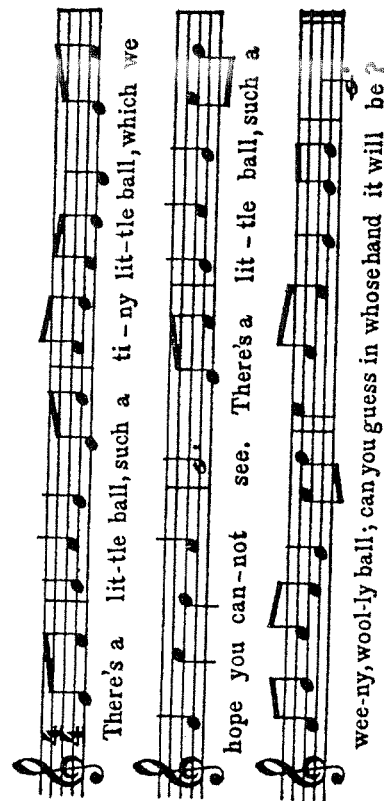
This made the old woman go hippety-hop, etc.

*One child lies in the centre of the ring of children who walk round as they sing.
For apple trees, raise arms above the head.
For apples tumbling, drop fingers with a wriggling movement.
One child then pretends to pick up the apples and put them in her apron.
Roger gets up and pokes her.
The old woman hops all round the ring.*

Old Rog-er is dead and he lies in his grave,
lies in his grave, lies in his grave. Old Rog-er is dead and he
lies in his grave, heigh - ho, lies in his grave.

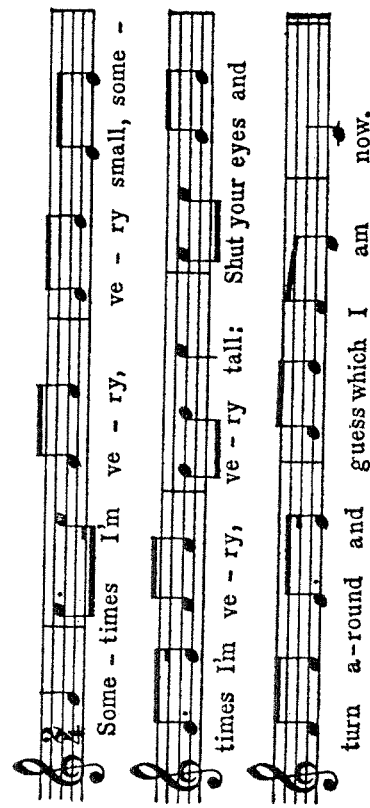
There's a little ball, such a tiny little ball,
Which we hope you cannot see.
There's a little ball, such a weeny, woolly ball;
Can you guess in whose hand it will be?

One child hides his eyes in the middle of the ring and at the end of the verse he opens his eyes and tries to guess who is holding the ball.



Sometimes I'm very, very small,
Sometimes I'm very, very tall:
Shut your eyes and turn around
And guess which I am now.

This may be played with two or more children. One child covers his eyes while the others sing and has to guess whether they are standing tall or crouching down at the end of the song. If he guesses right he has another turn.



There was a princess long ago,
Long ago, long ago,
There was a princess long ago,
Long ago.
And she lived in a big high tower, etc.
One day a fairy waved her wand, etc.
The princess slept for a hundred years,
A great big forest grew around, etc.
A gallant prince came riding by, etc.
He took his sword and cut it down, etc.
He took her hand to wake her up, etc.
So everybody's happy now, etc.

1st verse: The 'princess' stands in the centre of the ring of children.
2nd verse: The children raise their joined hands to make the tower.
3rd verse: One child chosen as the fairy waves her arm over the princess.
4th verse: The princess lies down and closes her eyes.
5th verse: The children wave their arms as trees.
6th verse: One child chosen as the prince gallops round the outside of the ring.
7th verse: He pretends to cut down the trees.
8th verse: He wakes up the princess.
9th verse: Children skip round clapping their hands.

There was a princ - ess long a - go,
 long a - go, long a - go, there was a princ - ess
 long a - go, long a - go.

Round and round the village,
Round and round the village,
Round and round the village,
As we have done before.

In and out the windows, etc.

Take yourself a partner, etc.

Bow (curtsey) before you leave her (him), etc.

1st verse: One child skips round outside the ring of children.
2nd verse: He then skips in and out under their raised arms.
3rd verse: He takes a partner and dances with her in the ring.
4th verse: He bows to her then rejoins the ring. She then repeats the game.
Use the traditional tune.