

specialneedsinmusic.com
Beautiful Songs Audio CD
Song Lyrics and Work Sheets for Parents and Teachers

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Songs with an asterik (*) are found on both the **specialneedsinmusic.com**
“Beautiful Songs” Audio CD and “Instructional” Audio CD

Preface for Song Lyrics

- For many students, singing on syllables is a wonderful accomplishment.
- It is fun for students to count up the number of words or syllables they have sung.
- The CD's and worksheets are designed with this purpose in mind.
- Sometimes it is necessary to read the bottom of the song lyric worksheet to the student. You may also need to break down the steps of counting out the number of words or syllables that have been sung. Drawing a "Smile Face" or putting a sticker on the worksheet is a fun way to complete the lesson.
- Some students may find it enjoyable to sing these songs to others; for example, younger children or senior citizens. ****The songs may be included in a vocational training program as well.****
- Many of these songs can be used to enrich science, social studies and language arts lessons. It is helpful to have a picture dictionary available while learning these songs

Sing a Song
American Folk Song

Beautiful Songs Track 1
Instructional CD Track 27

Sing a song to start the day
La, la, la, la, la, la, la
Sing a song of work and play
La, la, la, la, la, la, la
Play will come when work is done
La, la, la, la, la, la, la
Sing a song of having fun
La, la, la, la, la, la, la

This is a great song for classroom management (along with "Shoo Fly").

It also brings students out of their shells through cheerful vocalizations.

The simplicity of the la, la, la's enables instant participation and immediate success for many students.

Music Exercise: Sing the descending arpeggio on the syllable la. Explain to the students that this is how an arpeggio going down sounds. Have the students sing a downward arpeggio.

Good Morning Song

Folk Song

Beautiful Songs Track 2

I'm calling good morning
Good morning to you
This bright sunny morning
How do you do?

(Sing the verse again and sing "Quite well are you"
instead of "How do you do?" each time)

I'm calling good morning
Good morning to you
This dark cloudy morning
How do you do?

I'm calling good morning
Good morning to you
This dark rainy morning
How do you do?

Students can use visual aids such as pictures showing various weather conditions. A piece of paper can be folded into three parts in order to show three different weather scenes. Students can also circle the correct weather condition for the day on the whiteboard.

Music Exercise

Sing the words; "good morning" . Explain that the syllable "morn" sounds stronger than the other syllables and that this is called an accent. Draw an accent for the students under the syllable "morn". Let them sing the words 'good morning' again after telling them "Pay attention to the accent".

So Early in the Morning
English Folk Song

Beautiful Songs Track 3

The sun is rising out of bed
And in the east the sky is red
Then up and wake each sleepy head
So early in the morning
T'is shame to dream the hours away
When all the world is bright with day
And nature calls to work and play
So early in the morning

This song can be used by art and classroom teachers as the basis for imaginative sketches, paintings, murals, or drawings. It is important that the sun be shown rising in the east.

The song can easily be divided into four scenes by associating every two lines with a work of art. Teachers and parents can also help students develop their communication skills by asking questions that can use verbal answers, gesturing or pointing to symbols and colors.

Questions might include:

1. Have you ever seen the sun rise?
2. What color is the sky during a sunrise?
3. What do you do when you wake up in the morning.
(i.e. I brush my teeth, I wash my face, I wait for the school bus etc.)

The Sun is Up
Kaila Rochelle

Beautiful Songs Track 4
Instructional CD Track 16

The sun is up
It's time for singing
The sun is up
It's time for joy
The sun is up
It's time for singing
The sun is up
It's time for joy

Sun up
Time for singing
Sun up
Time for joy
Sun up
Time for singing
Sun up
Time for joy

This song is successful for many levels of functioning. Lower functioning students in particular love to point up or hold up a paper sun to the words "sun up". It is fun to paste a big yellow sun made from construction paper onto a paper plate. Some students have the musical ability to sing the words "sun up" repeatedly as an accompaniment to the first verse.

Music Exercise

Sing the perfect 4th to the words "sun up" as they are sung in the second part of the song. Explain to the students that there are four steps by singing one step at a time on the word sun . Have the students sing "sun up" and then ask them if they have sung a perfect fourth.

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Weather Signs
English Folk Song

Beautiful Songs Track 5

If the evenings red
And the morning's gray
It's a sign of a bonny, bonny day
If the evenings gray
And the mornings red
The ewe and the lamb will go wet to bed

This song can be used by art teachers and classroom teachers to show two similar scenes using different colors for the sky. It is a fun challenge to associate the red with a pretty day and the gray with a rainy day. Students can learn that the word "bonny" is an expression used by the British to mean pretty. Some students enjoy pointing to pictures of lambs.

Music Exercise

Have students sing on the syllable ba. Have them clap whenever they sing the accents.

Shoo Fly!
American Folk Song

Beautiful Songs Track 6
Instructional CD Track 26

Shoo fly, don't bother me
Shoo fly, don't bother me
Shoo fly, don't bother me
I belong to somebody

I feel, I feel, I feel like a morning star
I feel. I feel, I feel like a morning star
I feel. I feel, I feel like a morning star
I feel, I feel, I feel like a morning star, oh

Other stanzas to follow "Shoo Fly" include

I feel like a big sunflower
I feel like a singing bird
I feel like a music note

"Shoo Fly" is one of the most popular songs in this collection. Students enjoy the gesture of shooing the fly away. They also enjoy holding a star, paper sunflower or bird. The repetition of the phrase "I feel" encourages students to sing.

Students can also make up their own lyrics by putting in their own ending to the phrase "I feel like a _____."

The teacher or parent can also make up their own description of how they feel (i.e. "I feel like a bouncing ball").

Tick Tock

Pierrepont, Lowell

Beautiful Songs Track 7

Tick, tock, tick, tock
Listen to the busy clock
Tick, tock, tick, tock
Just about to strike

One, two, three, four, five, six, seven, eight, nine, ten,
eleven, twelve.

Students love the pendulum like motion of this song. They enjoy counting to twelve using a big picture of a clock. Students may use a clock with hands that move (perhaps made from construction paper) to associate with the time in the song lyric.

Teachers and parents can ask students questions regarding activities related to time. Some examples of this might include:

1. What time do you usually wake up?
2. What time do you usually catch the bus?
3. What time does school start?
4. What time do you usually eat lunch?

Students can answer verbally, write out the corresponding numbers, point or nod.

Music Exercise

Students can play repeated A flat notes or repeated A flat and E flat notes on the piano with the recording.

Little Brother Dance With Me
E. Humperdinck

Beautiful Songs Track 8

Little brother dance with me
Both your hands in mine you see
One, two, three
One , two three
Round about so merrily

With your foot a tap, tap, tap
And your hands a clap, clap, clap
One, two, three
One, two, three
Round about so merrily

Students enjoy following the directions in this song They gesture one, two, three, as they sing. They also enjoy tapping, clapping and dancing in a spin during this song.

Music Exercise

Write out the words tap, tap, tap. Under each tap write a quarter note. Then write a quarter rest following the quarter notes. This phrase can be used to teach the concept that each quarter note is one beat and that the one beat of silence is written out as a quarter note rest. Do the same for the words clap, clap, clap.

Shoes
Old Song

Beautiful Songs Track 9
Instructional CD Track 40

Windows full of shoes
Oh what fun to choose
Shiny black to wear to parties
Plainer ones for days like Monday
Sturdy good new shoes

Students love to sing this song and point to their shoes. The song repeats on the syllable "ba". Students with severe speech challenges can possibly participate. It is important to focus one to one attention on students when trying to get results with syllable singing.

Echo
Grieg/Cain

Beautiful Songs Track 10

Echo where are you
Oh tell me why you hide?
Tell me why you hide?
Far up the mountain
Where misty clouds abide
Misty clouds abide

Echo you mock me
No matter what I say
Matter what I say
Echo you tease me
And so I'll say good day
So I'll say good day

The concept of an echo can be introduced as follows;

An echo is like a mirror of sound. First you hear a sound, and then you hear it again a little bit later and a little bit softer. The teacher or parent can use the word "Hello" to demonstrate this by first saying hello in a loud voice and then repeating it in a soft voice. Pictures of mountains can be used to show where echoes are frequently heard.

This song can be used to teach the difference between the dynamics piano and pianissimo.

Teachers or parents can divide students up into two groups. The first group sings:

"Oh, tell me why you hide?" the first time the line is heard. The second group sings

"Oh, tell me why you hide?" (the echo part) in softer voices.

The same strategy is used for "And so I'll say good day".

Groups can take turns playing the part of the echo.

Tic-e-Toc
Italian Folk Song

Beautiful Songs Track 11
Instructional CD Track 28

Tic-e-tic-a-Toc
My zither ringing
Tic-e-tic-a-Toc
To sounds of singing
No, no, no, no, no,
All else may leave me
Comrades still are zither and I

Tra, la, la, la, la, la, la, la, la
Tra, la, la, la, la, la, la, la
Tic-e-tic- a-Toc

Tic-e-tic-a-Toc
Then forth we're faring
Tic-e-tic-a-Toc
No frown we're wearing
No, no, no, no, no
For fear is folly
Made for music are zither and I

Students enjoy singing or saying the tic-e-tic-e- toc syllables and the tra, la, la, syllables. It is fun to stroll around pretending to pluck a small harp as another student holds up a sign that says tic-e-tic-a-toc and tra, la, la, la, la.

Music Exercise

Tic-e-tic-a-toc is useful for teaching 6/8 time. Students can out six beats per measure as they listen to the recording.

Mr. Rabbit
American Spiritual

Beautiful Songs Track 12
Instructional CD Track 36

Mr. Rabbit, Mr. Rabbit
Your ears mighty long
Yes my lord, they were put on wrong
Every little soul must shine, shine
Every little soul must shine, shine, shine

Mr. Rabbit, Mr. Rabbit, your coat mighty gray
Yes, my lord it was put on that way
Every little soul must shine, shine
Every little soul must shine, shine, shine

Mr. Rabbit, Mr. Rabbit
Your tail mighty white
Yes, my lord and I'm getting out of sight
Every little soul must shine, shine
Every little soul must shine, shine, shine

This song provides an opportunity to explain that a folk song is a song that is passed on from generation to generation. We sometimes do not know the name of the person who wrote the song. "Shoo fly" is also a folk song.

Music Exercise

Students can play an open G string on a violin in repeated notes for the first two stanzas of Mr. Rabbit. When the song modulates in the third stanza they can play an A flat by placing the index finger on the G string. Students could also do the same on the G string of a guitar (the A flat is on the first fret of the G string).

She's Feeding the Cat
Kaila Rochelle

Beautiful Songs Track 13
Instructional CD Track 35

She's feeding the cat
Feeding the cat
Feeding the cat every day
She's feeding the cat
Feeding the cat
The cat is meowing away

Some students like to sound this out on the piano. They love to hold up pictures of cats.

Music Exercise

“She's Feeding the Cat” is an excellent song to which students can improvise on syllables. Students can also talk about their pets. Humane education can be incorporated into the lesson. Students can learn about The Humane Society and other animal advocacy organizations.

Squirrel Town
Anonymous

Beautiful Songs Track 14

Oh come let us go to the woodlands
Away over meadows we'll roam
Oh come let us go to the woodlands
Where squirrels have built their homes
Chip, chip, chip, chip
Chippy chat, chat
Surely he's saying good morning sir
Chip, chip, chip, chip
Chippy, chat, chat
I wish you good morning sir

Students with speech challenges tend to enjoy the chip, chip, chat syllables. The syncopated rhythm is also intriguing for students to sing on the syllables.

In a Hickory Nut
Pierrepont/Lowell

Beautiful Songs Track 15

A wee little worm in a hickory nut
Sang happy as he could be
Oh, I live in the heart of the whole round world
And it all belongs to me

This song can be sung and acted out in a comic way. It can also be performed using a sock puppet and by creating a hickory nut from construction paper or oak tag. The song also contains syllable singing.

Music Focus

This song is a good example of legato. Legato can be explained as “connecting the notes together” as they are sung.

Butterfly Song
Samuel Drake

Beautiful Songs Track 16
Instructional CD Track 30

If you watch a lovely butterfly
Some lovely summer day
It will spread it's wings and flutter by
Then lightly float away

Never catch a lovely butterfly
Don't try to make it stay
Let it spread it's wings and flutter by
Then lightly float away

This song is fun to sing and dance with cut out butterflies of various sizes and designs. Again, the syllable singing provides a chance for students with severe speech challenges to participate. Syllable singing provides a chance for students to recognize phonic sounds that are written out.

Twilight Bells
French Folk Song

Beautiful Songs Track 19
Instructional CD Track 41

Twilight bells are softly ringing
Ding, dong, ding, dong
Sleepy songs we all are singing
Sing, song, sing, song

Students can accompany the descending scale to the song on the xylophone or piano. Students can be divided into two groups; those who sing the verse and those who give the ding, dong and sing song response. Chimes may be added for a beautiful effect.

Fog
J. Lillian Vanderveer

Beautiful Songs Track 20

Fog, fog, soft and white
How can you hide the world from sight
Fog, fog, all around
How can you creep and make no sound

This song needs to be sung quietly. It is a good song to illustrate the concept of "piano" and "pianissimo". These terms which designate the dynamics soft and very soft are represented by the symbols p and pp.

Waves Wentworth/Fey

Beautiful Songs Track 21

Falling, rising, falling, rising
Ocean waves forever go
Now the stormy clouds are forming
Wilder now the waters go
Now the golden sun is sinking
All is quiet here below

This song is easily gestured. Making a collage of the scenes described in this song and having students show the corresponding picture to the lyrics is another activity that promotes literacy. Arm movements can correlate to the rising and falling of the sea.

Music Exercise

The meter in “Waves” modulates from 2/4 to 6/8 in the third stanza. Teachers can illustrate the meter changes by writing the rhythmic values on the board and having the students clap.

The South Wind
Dykema/Roe

Beautiful Songs Track 22
Instructional CD Track 33

Blow, blow thou soft wind
Fragrant with balm
Blow from the south land
Home of the palm
Birds in the tree top
Drowsily peep
Blow, blow thou south wind
Rock them to sleep

Blow thou at sunrise
Drive gloom away
Bring peace and heart's ease
All through the day
When day is over
Stay in thy flight
Guard us in slumber all through the night

It is good practice to precede this song with warm up ascending arpeggios.

Little Wind
Roseman/Fey

Beautiful Songs Track 23

Little wind, little wind
Blow on the hill top
Little wind, little wind
Blow on the plain
Little wind, little wind
Blow in the sunshine
Little wind, little wind
Blow out the rain

Little wind, little wind
Blow on the tree top
Little wind, little wind
Blow on the flower
Little wind, little wind
Blow off the cloud top
Little wind, little wind
Blow out the shower

This song is well suited for making a collage or drawing the various scenes described.

Music Exercise
Students can gesture pianissimo while conducting.

The Milky Way

Beautiful Songs Track 24

Many million miles above us
So they say
Shines a host of stars they call the milky way
Watch on a pleasant night
And see there a path of white
The milky way
So they say

Now and then I wonder if the stars each day
Get their cream and butter from the milky way
Still I just can not see how, because why?
They have no cow
The milky way, so they say

Students can use the internet to find pictures of the cosmos that may be used to associate with the song lyrics. They can also make up a story about how the milky way got it's name.

Sing Mozart
Mozart/Kaila

Beautiful Songs Track 25

Sing Mozart and you'll feel all right
Sing Mozart every day and night

It is an achievement to sing the rondo theme every time it appears. Students can try to count the number of times the above theme returns.

Merry Music
Alpine Folk Song

Beautiful Songs Track 26
Instructional CD Track 29

Me, sol, do, me, sol
Fa, la, la
Makes a little song to sing
Me, sol, do, me, sol
Fa, la, la
Makes a song about the spring

Do, me, sol, fa, me, re
That keeps the tune bright all day

Me, sol, do, me, sol
Fa, la, la
Makes a little song to sing

This song can be introduced by having students sing the scale on do, re, me, fa, sol, la, ti, do as they view the corresponding notation. Students can try to point to the note as they sing it.

Rogers and Hammersteins “Do-a-Deer” is a nice compliment to “Merry Music”