

Sandy's Children's Songs

[Sandy Grant] – [Violin]

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Braindump re Sandy's children's songs

Background

I have been working as a casual with children aged 0-6 years in long daycare for over 5 years. I sing nursery rhymes and other children's songs as part of my interaction with the children.

My songs mostly began spontaneously, using existing tunes in my head, in 2008. I have sung these to children in 5 centres and had favourable responses. Some songs involve simple actions.

I am neither a trained singer, nor a musician. I could sing the songs on the recordings, but am not attached to this idea. One song needs male, female and group voices.

Relevance

My songs reflect everyday childcare situations such as

- Reassuring children/giving them a sense of time
- Giving instructions (children listen when they are sung!)
- Empowering children (based on observations of their issues)
- Improving literacy, numeracy, musicality, health, exercise; developing fine & gross motor skills
- Entertainment

Additionally, the Australian childcare industry has introduced the National Quality Framework/Early Years Learning Framework in 2012 with an emphasis on children Being, Belonging and Becoming. I believe my songs contribute to children's development in these areas.

Vision

"Publish" the songs in audio, print, and maybe video in a simple, yet professional manner (think "Playschool")

- For children (reasons above)
- As a teaching resource in childcare
- As a teaching/learning resource for English as a second language
- To promote a better tomorrow

Method of "publishing"

We briefly discussed various options including

- Distribution by Australian organizations who service childcare organizations through training, publications, music, toys, etc
- You-tube video
- I-tunes download
- Website – PDF of instructions
- Combination of the above

Resources/Costs

I understand you, Wayne, can provide musicians (including yourself); are able to record sound and/or video; and can upload to internet.

I have limited financial resources, so would need to agree a budget, and do things cost-effectively.

Scope/Remuneration

The focus is on getting it widely distributed and used at an affordable price.

The internet would enable this to be worldwide. (e.g. a friend in Argentina, who teaches English as a second language, is already interested)

Whilst the object is not primarily to make money from it

- I don't want someone else to use it and make money from it without getting any financial benefit myself
- People tend to respect and use things more when they pay for it rather than getting it for free
- I believe there should be an energy exchange of some sort

I am not seeking to get "something for nothing" from you/other musicians involved. I feel that you should be reimbursed for any costs, and benefit from any money made.

Charity

I am happy for money raised to go to charity. My preference would be children's charity & literacy.

I will have to investigate further how this can be done.

[At some point I would like to have my own self-funded, sustainable charitable foundation which empowers people, particularly young Australians. I have some ideas for this, including involving my creative pursuits of dancing, books, children's stories, guided meditations, poetry, card design, inspiration ... and songs? None of these are published commercially at this time.]

Copyright

I would want to ensure that there is no breach of copyright with the tunes. All the song lyrics are original (though not sure about the Swimming song – if it is a development of an existing song.)

Material Available

I have the lyrics written. The actions for Counting and Swimming songs are in my head. I have made some notes on the relevance of each to the National Quality Framework, i.e. skills/benefits.

Songs

<i>Child tested</i>	<i>Song</i>	<i>Tune</i>	<i>Demo actions</i>
Yes	Counting to 20	Twinkle little star	Yes
Yes	Cover your nose/mouth	Yellow brick road (Wizard of Oz)	?
No	Empowerment (I am strong)	Hungry, Hungry *	No
No	Friends (pronouns)	?	No
Yes	Hat on	Frere Jacques	No
Yes	I can do it	Frere Jacques	No
Yes	Mummies and daddies are coming soon	Here we go round the mulberry bush	No
Yes	Please and thank you	Frere Jacques	No
Yes	Swimming	?	Yes
No	Words and feelings	Three blind mice	No
No	Exercise song	?	Yes

* Hungry, hungry is from Playschool's John Hamblin between 1970-1999 and is from The Super Supper March by Dr Seuss. Not sure if this is also the name of the tune.

Some songs are only 6 lines long (but could be repeated).

Next Steps

- Make demo recording for you to hear
- Distribute these notes to people who may be interested in being involved in the project
- Meet to discuss further

Counting to 10 in Spanish/English Song

Counting to 10 in Spanish/English Song

Tempo: $\text{♩} = 120$

Chords: C, F, G⁷, C

Vocals:
 U - no, dos, tres Cua-tro, cin-co, seis Si - e - te, o - cho, nue-ve, Di - ez, di - ez, di - ez.

5
 C, F, G⁷, C

Vocals:
 One, two, three Four, five six Se - ven, eight, nine Ten, ten, ten.

Instrumentation:
 Vln: pizz.
 W.B.
 Tri.

Detailed description: This musical score is for a song titled 'Counting to 10 in Spanish/English Song'. It is written in 4/4 time with a tempo of 120 beats per minute. The key signature is C major. The score is divided into two systems. The first system contains the first four measures of music, with lyrics in Spanish: 'U - no, dos, tres Cua-tro, cin-co, seis Si - e - te, o - cho, nue-ve, Di - ez, di - ez, di - ez.' The second system contains measures 5 through 8, with lyrics in English: 'One, two, three Four, five six Se - ven, eight, nine Ten, ten, ten.' The instrumental parts include Violin (pizzicato), Wood Bass (W.B.), and Triangle (Tri.). Chords are indicated above the vocal line: C, F, G7, and C.

Counting to 20

Counting to 20

1
 G, C, G, C, G, D⁷, G

Vocals:
 One, two, three, four, five, six, se - ven, eight, nine, ten, one more makes e - lev - en.

9
 G, C, G, D⁷, G, C, G, D⁷

Vocals:
 Twelve, thir - teen, four - teen, fif - teen, six - teen, se - ven-teen, eight - een, nine - teen,

17
 G, C, G, C, G, D⁷, G

Vocals:
 One more now makes num - ber twen-ty. Ten & ten to - geth - er makes twen-ty.

Detailed description: This musical score is for a song titled 'Counting to 20'. It is written in 2/4 time with a key signature of one sharp (F#). The score is divided into three systems. The first system contains measures 1 through 6, with lyrics: 'One, two, three, four, five, six, se - ven, eight, nine, ten, one more makes e - lev - en.' The second system contains measures 9 through 14, with lyrics: 'Twelve, thir - teen, four - teen, fif - teen, six - teen, se - ven-teen, eight - een, nine - teen,'. The third system contains measures 17 through 22, with lyrics: 'One more now makes num - ber twen-ty. Ten & ten to - geth - er makes twen-ty.' The instrumental part is a single melodic line in treble clef. Chords are indicated above the vocal line: G, C, G, C, G, D7, G in the first system; G, C, G, D7, G, C, G, D7 in the second system; and G, C, G, C, G, D7, G in the third system.

Cover your nose

1 G D7 G (ar- choo!) G D7 G (ar- choo!)

Co - ver your nose when you sneeze, Co - ver your nose when you sneeze,

pizz.

Vln

5 G D A7 D (ar- choo!)

Co - ver your nose, cov - er your nose, co - ver your nose when you sneeze, And

arco.

Vln

9 C G (Cough, cough!) D7 Em (Cough, cough!)

co - ver your mouth when you cough, co - ver your mouth when you cough,

pizz.

Vln

13 D G C D D7 G (Cough, cough!)

Co - ver your mouth, co - ver your mouth co - ver your mouth when you cough. We

arco.

Vln

17 G C G G C G D7 G Em

don't want all your germs, on oth - er boys and girls. So, co - ver your nose,

Vln

22 C G G D7 G

co - ver your mouth, when you sneeze and cough.

Vln

Dinosaur Rap

1 $\text{♩} = 180$ G G (everyone) G G (everyone)

My name is Di-no I used to "roar", When I was a-live as a di-no-"saur".

6 G G (everyone) F

All that's left of me these days, is a "pile of bones", on dis-play. My

10 F G G G G F F G G

skel-e-ton is all that you can see. In fact, it's true, you can see through me. They dug me up, bone by bone, from

16 G G F F G G G G

un-der the ground where I was found. They put me to-geth-er piece by piece. It was har-der than a gi-ant

21 F F G G G G

jig-saw puz-zle. It's fi-nal-ly done as you can see. Now they need to find some

25 F F G G G G F F G G

friends for me. It may take a while but that's o-kay. I was-n't real-ly do-ing much, an-y-way!

Empowerment Song

(Tune: Playschool's 'Hungry, hungry, I am hungry')

1 $\text{♩} = 130$ G D7 G D7 G D7 G D7

I am strong and fit and health - y I eat lots of fruit and veg - es. ____

pizz.

5 G D7 G D7 G D7 G D7 G

Wa - ter is my fav - 'rite drink My brain needs wa - ter to help it think.

I am very, very clever
I know what is right and wrong
I can choose to do the right thing
I teach others by what I do.

I am very, very lucky
Lots of friends to play with me
We share time and toys together
Everybody is my friend.

I am very, very grateful
I have everything that I need
I help others, they help me
That's the way the world should be.

I am very, very happy
I make others happy too
When I smile I feel much better
Other people start smiling too.

I am very, very brave
I try new things every day
Sometimes I may need to practice
I know everything will be okay.

I feel good about myself
I'm the best that I can be
I know I'm a special person
I'm so happy to be me.

Friends

1 $\text{♩} = 140$ C G C G C D7 G

I am a boy, my name is _____ I like my - self yes, I like me.

I am a girl,
My name is _____
I like myself,
Yes, I like me.

You are a girl,
You like yourself.
Your name is _____
I like you too.

My friend is a girl,
Her name is _____
She likes himself
I like her too.

You are all friends
You like yourselves
You like me and
I like you.

You are a boy,
You like yourself.
Your name is _____
I like you too.

My friend is a boy,
His name is _____
He likes himself
I like him too.

We are all friends
We like ourselves
We like friends and
Friends like us.

They are all friends
They like themselves
They like me and
I like them.

Hat On

(Tune: Frere Jacques)

1 $\text{♩} = 140$ G D7 G G D7 G G D7 G G D7 G

Hel - lo _____ Hel - lo _____ Where's your hat? Where's your hat?

5 G D7 G G D7 G G D7 G G D7 G

Need to put it on please, Need to put it on please, Thank you ve - ry much. Thank you ve - ry much.

Please and Thank You

(Tune: Frere Jacques)

1 G D⁷ G G D⁷ G G D⁷ G G D⁷ G

Please and Thank you, Please and Thank you, That's what we say, That's what we say,

H.

Tri.

Detailed description: This system contains the first four measures of the song. The vocal line (top staff) has lyrics: 'Please and Thank you, Please and Thank you, That's what we say, That's what we say,'. The guitar line (middle staff) has rests for the first two measures and then plays a melody. The triangle line (bottom staff) has rests for the first two measures and then plays a rhythmic pattern.

5 G D⁷ G G D⁷ G G D⁷ G G D⁷ G

Please when you want it, Thank you when you get it, Thank you ve - ry much. Thank you ve - ry much.

H.

Tri.

Detailed description: This system contains the next four measures. The vocal line (top staff) has lyrics: 'Please when you want it, Thank you when you get it, Thank you ve - ry much. Thank you ve - ry much.' The guitar line (middle staff) continues the melody. The triangle line (bottom staff) continues the rhythmic pattern.

I can do it

(Tune: Frere Jacques)

1 G D⁷ G G D⁷ G G D⁷ G G D⁷ G

I can do it, I can do it, Yes I can, Yes I can,

Detailed description: This system contains the first four measures. The vocal line (top staff) has lyrics: 'I can do it, I can do it, Yes I can, Yes I can,'. The guitar line (middle staff) has rests for the first two measures and then plays a melody. The triangle line (bottom staff) has rests for the first two measures and then plays a rhythmic pattern.

5 G D⁷ G G D⁷ G G D⁷ G G D⁷ G

I know I can do it, I know I can do it, When I try, When I try.

Detailed description: This system contains the next four measures. The vocal line (top staff) has lyrics: 'I know I can do it, I know I can do it, When I try, When I try.' The guitar line (middle staff) continues the melody. The triangle line (bottom staff) continues the rhythmic pattern.

The Exercise Song

1 G $\text{♩}=160$ C G C G C G C G C

Blink your eyes. O - pen, shut, O - pen, shut, O - pen, shut, O - pen your eyes. Move them

6 G C G C G C G C G C G D⁷ G

down then up, down then up. Move your eyes, round and round, Look at the sky then look at the ground.

12 G C G C G C G D⁷ G G C G C G C G D⁷ G

Gent-ly move your head a-round. Lift it up then move it down. Slow-ly look, to one side, Hold it there and count to five.

20 (everyone) G C G C G C G D⁷ G (everyone)

1, 2, 3, 4, 5. Slow-ly look to the oth-er side. Hold it there and count to five. 1, 2, 3, 4, 5.

28 G C G C G C G D⁷ G G C G C

Time to life your shoul-ders up. Hold them there, now let them drop. Life your shoul-ders up a - gain.

pizz.

34 G C G D⁷ G G C G C G C G D⁷ G

Hold them there, now down a - gain. Lift your arms up ve - ry high. Stretch your fin-gers to the sky.

40 G C G C G C G D⁷ G G C G C

Time to let your arms hang down. Then bend o-ver and touch the ground. Lift your arms as high as you can.

46 (everyone) G C G D⁷ G G C G C

High-er! High-er! High-er now! Let them down and touch the ground. Stand up tall, keep your back straight.

Vln

pizz.

52 G C G D⁷ G G C G C G C G D⁷ G

Hands on hips as you ro-tate. Turn to the left, turn to the right. Back to the left, and a - gain to the right.

58 G C G C G C G D⁷ G G C G C

Bend your knees go Down, then up. Down, then up. Down, then up. Shake your hands, roll them a-round,

64 G C G D⁷ G G C G C G C N.C.

give your-self a hug then turn a-round. Shake your feet, All a-round. Now sit down qui-et-ly with - out a sound.

Vln

pizz.

Mummies & Daddies are coming soon (Tune: Here we go round the Mulberry Bush)

1 **G** **A** C D⁷ G

Mum-mies and dad-dies are com-ing soon, com-ing soon, com-ing soon. Mum-mies and Dad-dies are com-ing soon, they're arco.

Vln

7 D⁷ G **B** G C D⁷ G

com-ing to take you a - way. But first we're go-ing to have a play, first we're go-ing to have a play, first we're go-ing to

Vln

14 D⁷ G G C G G C G

have a play, be - fore we have morn - ing tea. And af - ter morn-ing tea, and af - ter morn-ing tea, We'll

Vln

21 G C D⁷ G G C D⁷ G

have a-noth-er play, we'll have a-noth-er play, we'll have a-noth-er play, Be - fore we have our lunch. And

Vln

29 **C** G C G G C G G C D⁷

af-ter we've had our lunch, af-ter we've had our lunch, We'll have a sleep or rest time, we'll have a sleep or

Vln

36 G G C D⁷ G G C G

rest time, we'll have a sleep or rest time, be - fore we have af-ter-noon tea. And af - ter af-ter-noon tea., and

Vln

43 G C G G C D⁷ G G C

af-ter af-ter-noon tea. We'll have a-noth-er play then we'll have a-noth-er play then, we'll have a-noth-er play and then,

Vln

51 **D** G C D⁷ G

Mum-mies and dad-dies are com-ing soon, com-ing soon, com-ing soon. Mum-mies and Dad-dies are com-ing soon, they're

Vln

57 D⁷ G G C D⁷

com-ing to take you a - way. They're com-ing to take you a - way (ha hah) They're com-ing to take you a - way. They're

Vln

63 **E** G D⁷ G G

com-ing to take you a - way, (ha hah) They're com-ing to take you home. They're com-ing to take you home (ha hah) They're

Vln

69 C D⁷ G

com - ing to take you home. At the end of the day you can - not stay, the

Vln

73 C D⁷ C D D⁷ G

teach - ers go home and you can't be a - lone. And that is why you have to go home!

Vln

The Swimming Song

1 $\text{♩} = 110$

Swim - ming, swim - ming, in my swim-ming pool. Swim - ming, swim - ming, in my swim-ming pool.
 Back - stroke, back - stroke, Back - stroke, back - stroke,
 Breast - stroke, breast - stroke, Breast - stroke, breast - stroke,
 Butter - fly, butter - fly, Butter - fly, butter - fly,

Tri

5

Kick, kick, kick, kick, kick, kick, kick. Kick, kick, kick, kick, kick, kick, kick. Kick, kick, kick, kick, kick, kick, kick.

Tri

8

Kick, kick, kick, kick, kick, kick, kick. Kick, kick, kick, kick, kick, kick, kick. Kick, kick, kick, kick, kick, kick, kick.

Tri

Words & Feelings

(Tune: Three Blind Mice)

$\text{♩} = 100$

1 G D⁷ G G D⁷ G G D⁷ G G D⁷ G

I have words. I have words. I use my words. I use my words. I

5 G D⁷ G G D⁷ G G D⁷ G

use them to tell you what's hap-pened to me. I use them to tell you what I need. I

7 G D⁷ G G D⁷ G

use them to tell you how I feel. I have words.

9 $\text{♩} = 60$
 Gm D7 Gm Gm D7 Gm Gm D7 Gm Gm D7 Gm
 I feel sad. I feel sad. It makes me cry. It makes me cry. I'm

13 Gm Dm Gm Gm Dm Gm
 sad when you don't want to play with me. I'm sad when you stay a - way from me. I'm

15 Gm Dm Gm Gm D7 Gm
 sad when you say you're not my friend. I feel sad.

17 $\text{♩} = 110$
 G D7 G G D7 G G D7 G G D7 G
 I feel hap - py! I feel hap - py! It makes me smile. It makes me smile. I'm

21 G D7 G D7 G G D7 G
 hap - py when you play with me. I'm hap - py when you stay near me. Im

23 G D7 G G D7 G
 hap - py when you say you're my friend. I feel ha - py!