Teach Me to Sing!
A Guide to Training Young Singers

6 in SIMPLE STEPS

And the Resources that Make it Fun!
STEP 1
Develop basic singing and listening skills with ECHO SONGS!
It’s the very best way to start primary singers! Demonstrate proper vocal tone and technique, and then invite your students to echo back. What a wonderful way to develop ear training, pitch awareness, rhythmic accuracy, and good vocal habits in young singers!

All of the resources featured below offer handy CDs with professional female and male leaders, so your students can easily echo each song. Chord symbols and suggested classroom activities are also provided.

I Sing, You Sing
41 Echo Songs for Young Singers
By Sally K. Albrecht & Jay Althouse
41 songs in various styles covering the topics of mornings and afternoons, seasons and holidays, hellos and goodbyes, rhymes, scales, solfège, and more!
Book & CD (00-18725) ......................... $44.99
Book (00-18723) ................................. $19.99
SoundTrax CD (Split-Track) (00-18724) .... $34.99

I Sing, You Sing: Holiday Songs
30 Holiday Echo Songs for Young Singers
By Sally K. Albrecht & Jay Althouse
Features patriotic holidays, Earth Day, Cinco de Mayo, Halloween, Thanksgiving, Christmas, Hanukkah, and more! Includes a reproducible December holidays program with connecting rhyming verse.
Book & CD (00-21215) ......................... $44.99
Book (00-21213) ................................. $14.99
SoundTrax CD (00-21214) .................... $34.99

I Sing, You Sing, Too!
30 Echo Songs for Young Singers
By Sally K. Albrecht & Jay Althouse
These 30 echo songs encompass a wide variety of subjects, including seasons and holidays, homonyms, solfège, yodeling, growing up, and more!
Book & CD (00-28854) ......................... $44.99
Book (00-28852) ................................. $19.99
SoundTrax CD (00-28853) .................... $34.99
16. I SING, YOU SING

Moderately

\[ \text{Eb} \]
\[ \text{I sing, you sing. I sing, you sing.} \]

\[ 3 \text{ Bb7} \]
\[ \text{Listen as I sing to you. Listen as I sing to you.} \]

\[ 5 \text{ Eb} \]
\[ \text{I sing, you sing. I sing, you sing.} \]

\[ 7 \text{ Bb7 Eb} \]
\[ \text{Sing with me, I’ll sing with you. Sing with me, I’ll sing with you.} \]
17. JINGLE, JINGLE, JINGLE BELLS

“Russian” feel

Cm


G Cm G Cm

Hear the sleigh bells ringing. Hear the sleigh bells ringing.

G Cm G Cm Fine

Hear the children singing. Hear the children singing.

Fm Cm Fm

Jingle, jingle, ride the sleigh. Jingle, jingle, ride the sleigh.

G Cm G Cm

Through the ice and through the snow. Through the ice and through the snow.

Fm Cm Fm Cm

Jingle, jingle, all the way. Jingle, jingle, all the way.

D7 G D7 G D.S. al Fine

Ev’rywhere you go, go, go! Ev’rywhere you go, go, go!

* handclaps
2. BY THE SEA

Ragtime 2-beat \( \frac{\text{j}}{=} \text{ca. 126} \)

There is so much to see____ by the sea. There is

so much to see____ by the sea. Ev'ry tern takes a turn____

____ flying free. Ev'ry tern takes a turn____ flying free.

I can peer____ I can peer out on the pier,____

out on the pier, to see what waits____ there for me.

____ to see what waits____ there for me. There is so much to hear____

____ standing here. There is so much to hear____ standing here.

It's the pret-ti-est scene____ I have seen. It's the pret-ti-est scene____

____ I have seen. I'm al-low-ed____ I'm al-low-ed

____ to yell a-loud, to yell a-loud, “There is so much to see____

____ by the sea!” “There is so much to see____ by the sea!”
STEP 2

Now that we’ve got the basics, let’s sing in UNISON!

Singing together can be so much fun, especially when the songs are age-appropriate. Start young voices on simple melodies set in comfortable vocal ranges, and gradually introduce challenges as musical objectives are met. Remember, students will learn so much through lyrics, so be sure to choose repertoire that inspires, educates, and entertains!

Kids on the Move!

16 “Get Up and Go” Songs for Young Singers

By Sally K. Albrecht & Jay Althouse

From the tango to the twist, you simply can’t stand still while singing these rhythmically rousing songs. Energize your classroom and experience the joy of music from the inside out. Movement suggestions and reproducible lyric sheets are included.

Book & CD (00-23931) .................................. $49.99
Book (00-23929) .................................... $24.99
SoundTrax CD (00-23930) ............................ $34.99

Everyday Songs

A Song for Every Day of the Week and Every Month of the Year

By Sally K. Albrecht

A dynamic collection of 20 songs to use every day of the year! Create an instant program by combining the “month songs” or the “day songs.” Reproducible lyric sheets and monthly “music” calendars are included.

Book & CD (00-14034) .................................. $49.99
Book (00-11576) .................................... $19.99
SoundTrax CD (00-14033) ............................ $39.99

All That I Can Be

15 Unison Songs to Build Character and Integrity in Young People

By Sally K. Albrecht & Jay Althouse

Set in a wide variety of musical styles, these songs feature special texts that reinforce character-building concepts like teamwork, punctuality, friendship, respect, and telling the truth. May be sung separately or together as a program. Winner of a Parent’s Guide Award. Includes reproducible student pages.

Book & CD (00-21152) .................................. $44.99
Book (00-21150) .................................... $24.99
SoundTrax CD (00-21151) ............................ $39.99
From *Kids on the Move!*

1. **KIDS ON THE MOVE!**
   
   Words and Music by
   
   **SALLY K. ALBRECHT** and **JAY ALTHOUSE**

   With a driving beat (♩ = ca. 138)

   [Musical notation]

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15. MONDAY MORNIN’ BLUES

Lazy blues (d = ca. 80) (\( \frac{3}{4} \) = \( \frac{2}{4} \))

When you can’t get it together and there’s

lousy weather, you’ve got Monday mornin’ blues... When your dog

eats your homework and the school-bus won’t work, you’ve got Monday mornin’ blues...
It's so hard to wake up smil-in' when your head is incomplete. But your brain says, "Keep on try-in'. Get up on your feet!"

Monday morn'in' blues.

Slowly

Monday morn'in' blues.
1. ALL THAT I CAN BE

With excitement (♩ = ca. 144)

Take a look at me, for I have found the key. Yes,
If you'll be my friend, then we can start a trend. There's

this I guarantee, my friend, I'll be all that I can be.
no need to pretend, my friend, I'll be all that I can be.

Kind, respectful, and true, good friends with all of you.
Count on me to be there. I'm always willing to share.

loyal through and through, my friend; I'll be all that I can be.
honest and I'm fair, my friend; I'll be all that I can be.

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10
All that I can be, someone you can count on

faithfully. All that I can be.

All that I can be, someone you can count on

faithfully. All that I can be.

I can be. All that I can be!

Key Words: kind, respectful, true, caring, loyal, friendship, sharing, fulfilled, integrity.
STEP 3

Develop vocal independence by singing ROUNDS & CANONS!

There’s no better way to introduce part-singing than by performing a round. Be sure to thoroughly learn the melody in unison first, and then divide students into sections. Many rounds can be sung in two, three, and even four parts. Be creative and flexible, allowing students to take turns leading or following in canon.

'Round We Go!
40 New Rounds with Activities for Young Singers
By Elizabeth Gilpatrick
A collection of 40 original rounds for many occasions—seasonal rounds, “greeting” rounds, “parting” rounds, and just plain fun-to-sing rounds. They range from light to serious, short to long, and from two to four or more parts. Each round includes helpful teaching suggestions and activities.

Book (00-7993) ................................................ $6.99

Singing Round the Year
33 Rounds for Every Occasion
By Robert de Frece
This comprehensive collection of 33 rounds includes songs for all seasons and all occasions including Black History Month, Groundhog Day, Valentine’s Day, Earth Day, Mother’s and Father’s Days, Halloween, Thanksgiving, Hanukkah, Christmas, and more!

Book & CD (00-0567B) .................................. $19.99

Sing with Me! Learn with Me!
41 New Rounds, Partner Songs, Short Songs, and Speech Ensembles for Young Singers
By Elizabeth Gilpatrick
Elementary classroom music teachers will find an abundance of fun, practical, informative, and useful songs in Sing with Me! Learn with Me! The imaginative songs focus on academic areas such as health, science, history, geography, friendship, and music. Suggestions for performance and activities are included for each selection.

Book (00-20092) ............................................ $24.99
SING ALLELU

With a steady beat

Sing alle- lu, alle- lu, alle- lu- ia.

Sing alle- lu, alle- lu, alle- lu- ia.

Sing, sing, sing alle- lu, a-

men.

4-PART
USE: GENERAL

- Have students clap the rhythm of this song. Perform it by clapping it as a round.

- Alternatively, students can tap thighs with hands, or step their rhythms, in place, alternating feet.

- Work toward pure vowel sounds:
  Allelu = ah · leh · loo
  Short i in sing (not “seeng”)
  Short e (“eh”) in amen

- Students can play the rhythm of this song on a drum.
WELCOME THE DAY

By Robert de Frece

1. Sing a song to welcome the day.

2. Birds are singing showing the way.

3. I am very happy to say I'm

4. lucky to be living today!

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2. **JOYFUL MAY WE COME**

**ROUND/SHORT SONG**

**ACADEMIC AREA: GENERAL**

Not too fast (\( \text{\#} = \text{ca. 96} \))

\[
\begin{align*}
C & \quad G^7 \\
\text{Joy-ful may we come} & \quad \text{and joy-ful may we stay, and} \\
G^7 & \quad C \\
\text{joy-ful may we leave again at clos-} & \quad \text{ing of the day.}
\end{align*}
\]

- Classroom teachers may invite children to sing this song for parents at a back-to-school night presentation.
- Make this song a regular one to sing at the beginning, middle, and end of the school day. As with all rounds, Orff instruments can be helpful for keeping the group together, but are not essential for good singing.
- Use this song as a processional and recessional for a more formal music program.
- If the children have an opportunity to go to an outdoor education facility, sing this and other rounds at an evening program.
- Performance suggestion: Layer in the ostinati accompaniment. Sing twice in unison before singing as a round. Sing it as a round in four parts. Each voice sings the melody twice, allowing each part to end on its own. It may feel better to let the accompaniment continue for one more round before ending the song.

**INSTRUMENTS: (PAGE 91)**

Not too fast

[Staff notation for instruments]

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STEP 4
PARTNER SONGS pair two complimentary melodies!

After students have had success singing single melodies in canon, they are ready to sing partner songs. These highly effective teaching songs ensure vocal independence as two tunes are overlapped. Repeat each song three times; sing the familiar melody first, the new melodic partner second, and then combine them for easy-to-achieve counterpoint.

Partners!
10 Terrific Partner Songs for Young Singers
Arranged, with new Words and Music, by Mary Donnelly & George L. O. Strid

This fun-filled collection provides a wide variety of accessible music for concerts all year long. Includes reproducible student pages. Titles: America, Of Thee I Sing! (with “America, the Beautiful”) • A Distant Shore (with “The Water Is Wide”) • Off to the Races (with “Camptown Races”) • On the Railroad (with “I’ve Been Workin’ on the Railroad”) • Sleep, My Child (with “All Through the Night”) • Snow Is Falling Still (with “Still, Still, Still”) • Some Folks Do (with “Some Folks”) • Song of Peace (with “Dona Nobis Pacem”) • Tell the News! (with “Go Tell It on the Mountain”) • A Winter Carol (with “The Huron Carol”).

Book & CD (00-33220) ............................................ $59.99
Book (00-33218) ..................................................... $29.99
Enhanced SoundTrax CD (00-33219) ......................... $39.99

Grab A Partner!
12 Terrific Partner Songs for Young Singers
Arranged, with new Words and Music, by Sally K. Albrecht & Jay Althouse

Each of these partner songs utilizes a well-known melody. Reproducible song sheets and appropriate staging suggestions are included. Titles: A Broadway Song (with “Give My Regards to Broadway”) • Which Ball Game? (with “Take Me Out to the Ball Game”) • Sing of the Spring (with “Now Is the Month of Maying”) • How I Love My America (with “America, the Beautiful”) • ‘Round the Mountain (with “She’ll Be Comin’ ‘Round the Mountain”) • Angels Watchin’ (with “All Night, All Day”) • Get That Fly! (with “Shoo, Fly”) • Come By Here (with “Kum Ba Ya”) • Dance Around the Room (with “Zum Gali Gali”) • Gettin’ Ready for Santa Claus (with “Up on the Housetop”) • Heavenly Peace (with “Silent Night”) • Goin’ to the Races (with “Camptown Races”).

Book & CD (00-20174) ............................................. $59.99
Book (00-20172) ..................................................... $29.99
SoundTrax CD (00-20173) ........................................ $39.99

Pop Partners
10 Tremendous Partner Songs for Young Singers
Arranged, with new Words and Music, by Sally K. Albrecht

This collection features well-known songs that will never go out of style, reproducible song sheets, and easy-to teach staging suggestions. Titles: All I Want for Christmas Is My Two Front Teeth • Bye Bye Blackbird • Frosty the Snowman • Jingle Bell Rock • Shake, Rattle and Roll • Singin’ in the Rain • Splish, Splash • Strike Up the Band! • Toot Toot Tootsie (Goo’bye) • When You’re Smiling.

Book & CD (00-31232) ............................................ $59.99
Book (00-31230) ..................................................... $29.99
Enhanced SoundTrax CD (00-31231) ......................... $39.99
From Partners!

6. SNOW IS FALLING STILL
(A Partner Song with “Still, Still, Still”)

Arranged, with new Words and Music, by
MARY DONNELLY and GEORGE L. O. STRID

Traditional Carol

PART I
Gently (\( \frac{4}{4} \) = ca. 88-96)

PART II

1st time: PART I only
2nd time: PART II only
3rd time: Sing both parts

\( \text{mf} \)

\( \text{mf} \)

Still, still, still

\( \text{mf} \)

Still, still, still, as the

\( \text{mf} \)

Still, still, still, as the snow gently falls all around.

\( \text{mf} \)

Softly the snowflakes fall to the ground.

\( \text{mf} \)

Softly the snowflakes fall to the ground. They never make a sound.

\( \text{mf} \)

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From **Grab a Partner!**

1. **A BROADWAY SONG**
   (Give My Regards to Broadway)

   *Arranged, with new words and music, by SALLY K. ALBRECHT and JAY ALTHouse*

   **by GEORGE M. COHAN**

   **Broadway 2-beat**
   (Divide singers into 4 groups)

   **Group 1**
   **Group 2**
   **Group 3**
   **Group 4**

   **Lower “hat” to audience**

   **Group 4**
   **Group 3**
   **Group 2**
   **Group 1**

   1st time: **PART I** only, 2nd time: **PART II** only, 3rd time: Sing both parts

   **PART I**
   R fist to chest
   Pan flat R palm across from L to R
   Give my regards to Broadway.
   Re-
   Shake jazz hands up from shoulders
   Conduct 4 pattern
   Lift up the curtain, strike up the band.

   **PART II**
   L fist to chest
   Pan flat L palms across from R to L
   Tell all the mem - ber me to Her - ald Square.
   Pop clap over L shoulder
   Tilt clap
   Low bounce 6x

   Turn on the spot - light, give us a hand.

   **17 Low bounce 6x**

   **18 Stand with both thumbs in chest**

   gang at Forty - Second Street that I will soon be

   Broadway, we won’t stop un - til we reach the

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Drop open palms front

there.

Whisper of how I'm yearning

Push R index up high

Fold arms front and pulse 2x

very top!

I've waited too long, not any more.

I'm walking in through the back stage door.

Give my regards to old Broadway, and say that

Broadway is where I belong.

I'll be there, there long.

singing a Broadway song.

* Final pose (3rd time) - mime putting hat on, or throw a kiss w/R hand to the audience, or big final pose (w/front rows down on knees, center rows w/hands out and top rows w/hands up).

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5. SHAKE, RATTLE AND ROLL

Arranged, with new Words and Music, by
SALLY K. ALBRECHT

Words and Music by
CHARLES E. CALHOUN

Hot swing (≈ ca. 160)

PART 1

ALL: Fold arms front as if mad, heel pops 4x.

PART 2

1st time: PART 1 only
2nd time: PART if only
3rd time: Sing both parts
Point R index out

out from that kitchen and rattle those pots and pans....
Lean R whisks on waist

Who’s that cookin’ in my kitchen.
Get out! Get out!

PART 3

Fold arms front, heel pops 4x

Get out from that kitchen and rattle those pots and pans...
Lean L whisks on waist

Get out! Get out! Who’s that cookin’ in my kitchen?

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Fold arms front while pops 4x

Roll arms low to high 4x

Well, roll my breakfast, 'cause

Get out! Get out! Get out! Get out! Roll my breakfast, 'cause

I'm a hungry man.

I said I'm a hungry man.

I said

ALL DO MOVEMENT ON OWN TEXT:

Jazz hands shimmer above on "shake"

Clap hands front 3x on "rattle"

Roll arms front quickly on "roll"

-shake, rattle and roll. I said shake, rattle and roll. I said

-shake, shake, rattle and roll. I said shake, shake, rattle and roll. I said

You

-shake, shake, rattle and roll. I said shake, shake, rattle and roll. You

Never do nothin' to save your doggone soul. Get out!

Never do nothin' to save your doggone soul. Get out!
STEP 5
It’s never too early to integrate RHYTHM & MUSIC READING ACTIVITIES into your curriculum!

We know that learning styles vary, so it’s important to teach and reinforce musical concepts in a variety of ways. For rhythmic reading, try clapping, tapping, chanting, and playing classroom instruments. For music reading, incorporate regular practice and drill to develop musicianship.

Let’s Have a Musical Rhythm Band
15 Unique Studies and Arrangements for Rhythmic Reading, featuring Music of the Masters
By Phoebe Diller
Play rhythm band instruments along with the music of famous classical composers! Parts are included for bells, triangle, tambourine, sticks, wood block, claves, castanets, drums, and cymbals. Features full scores of the music as well as reproducible student rhythm parts, rhythm keys, and practice exercises.

Book & CD (00-21155) ............................................. $34.99
Book (00-21153) ..................................................... $19.99
Accompaniment CD (00-21154) .............................. $19.99

Schoolhouse Raps
8 Educational and Energetic Speech Choir Raps
By Sally K. Albrecht & Melinda B. Smith
This innovative collection of eight speech choir “raps” will turn your students on to rhythmic reading. These teaching raps encompass a variety of subjects, making them ideal for interdisciplinary study. Your Math, Science, History, and English teachers will thank you! What a perfect way to integrate music with classroom study. Includes reproducible student sheets.

Book & CD (00-18740) ............................................. $44.99

Ready to Read Music
Sequential Lessons in Music Reading Readiness
By Jay Althouse
Don’t ask your students to read music until they are “ready to read music.” This 100% reproducible book is packed with four sequential units of eight lessons each, all designed to prepare your students to read music. Most of the lessons are followed by a page of exercises, ideal for student assessment. And, as a bonus, there are page after page of large, reproducible music symbols . . . great for bulletin boards and flash card learning.

Book (00-21835) ..................................................... $26.99

Music Fun 101
101 Reproducible Music Games and Puzzles
By Sue Albrecht Johnson
Alphagrams, Matching Puzzles, Crosswords, Name That Tune, Musical Sudokus, Word Searches, Mazes, and more! Use as a supplement to a topic or unit, an extra credit exercise, or a homework assignment. Perfect for substitute teachers, this clever, educational, and 100% reproducible publication is fantastic fun for everyone. Answer keys are included.

Book (00-28861) ..................................................... $29.99
1. Minuet

J. S. BACH

Bells & Triangle
Tambouring
Sticks, Wood Block & Claves
Drums & Cymbals

Allegretto

2. Jazz Version

Allegretto

NOTE: Children's arrangement is the same for both versions.
3. MEET THE SYMPHONY RAP

by SALLY K. ALBRECHT

Not too fast (♩ = ca. 120)
"Fifth Symphony" - Beethoven

Come on, let's meet the four families that make up the members of a symphony.

Brass, wood-winds, percussion and strings, workin' together, makin'

"Trumpet Voluntary" - Clarke

music's their thing!

The brass family is made of metal,

played by blowin' air through a cup or a funnel.

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Meet the Symphony Rap - (2)

21
Hear the trumpets, tubas and trombones,

23
French horns have a simply mellow tone.

25 "Dance of the Reed-Flutes" - Tchaikovsky

WOODWINDS
Woodwinds are tubes with holes that open and close, like

31 flutes and clarinets and oboes. Don’t forget bassoons and saxophones. All but flutes have reeds which

34 
vi-brate when they’re blown.

36 "In the Hall of the Mountain King" - Grieg

PERCUSSION

Percussion instruments you
UNIT 3
Pitch

LESSON 7 Naming Key Signatures

The flats or sharps in a key signature follow a pattern. Here’s the pattern for sharp key signatures:

1st # on F  
Key of G

2nd # on C  
Key of D

3rd # on G  
Key of A

4th # on D  
Key of E

Here’s the pattern for flat key signatures:

1st b on B  
Key of F

2nd b on E  
Key of Bb

3rd b on A  
Key of Eb

4th b on D  
Key of Ab

There can be as many as seven flats or sharps in a key signature, but you’ll rarely see more than four. For this book, we’ll use no more than four.

Every key signature is named after a note (and every note has a key signature). A piece of music is said to be in the “key of G” or the “key of Bb” and so forth. We’ve labeled the key signature names for the eight keys shown above. Here’s how to identify key signatures.

For sharp key signatures, find the last sharp in the key signature. Then count up to the next line or space. That note is the name of the key signature.

For flat key signatures, find the last flat in the key signature. Think of this as “four,” then count down the lines and spaces of the staff to “one.” The note on “one” is the name for the key signature.

What if a piece of music has no key signature...no sharps or flats after the clef sign? Music with no key signature is the key of C.
LESSON 7 REVIEW

Naming Key Signatures

Identify the following key signatures. Write the correct name of each key signature on the line provided.

1. \[\text{Key Signature} \]
   \[\text{Key of G} \]

2. \[\text{Key Signature} \]
   \[\text{Key of A} \]

3. \[\text{Key Signature} \]
4. \[\text{Key Signature} \]

In the box, write the correct sharps for the following sharp key signatures.

1. \[\text{Key Signature} \]
   \[\text{Key of G} \]

2. \[\text{Key Signature} \]
   \[\text{Key of A} \]

In the box, write the correct flats for the following flat key signatures.

1. \[\text{Key Signature} \]
   \[\text{Key of Bb} \]

2. \[\text{Key Signature} \]
   \[\text{Key of F} \]

---

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PUZZLE #58: TREBLE CLEF CROSSWORD 1

Identify the correct letter name of each treble clef note, then write the word in the appropriate place on the puzzle.

ACROSS
1. D
5. G
6. A
9. C
11. E
12. F
13. H
14. J
15. B
16. D
19. G

DOWN
2. E
3. F
4. G
7. H
8. I
10. J
18. K
17. L
16. M
15. N

NAME
STEP 6
After all of your hard work, you are ready to sing BEGINNING 2-PART SONGS.

Introduce intermediate singers to the beauty of choral singing with repertoire designed for success. The most achievable 2-part “harmony” features independent counterlines, echoing phrases, or musical lines that move in opposite directions with plenty of distance from one voice part to another. Singing in parallel thirds and sixths requires greater aural skill, but is an appropriate challenge in the development of choral singers.

**Children of the World**
Folk Songs and Fun Facts from Many Lands, Arranged for Beginning 2-Part Voices
Compiled and Edited by Andy Beck & Brian Fisher
These authentic folk songs from around the globe create an amazing international field trip through nine countries on four continents. Information on the Fun Fact pages provides a fascinating look at world cultures and doubles as flexible narration for a 30-minute multicultural music program. The Book is 100% reproducible, and the Enhanced SoundTrax CD includes reproducible PDF files of student song sheets and Fun Fact pages.

- **Book & CD** (00-31193) .................................. $59.99
- **Book** (00-31191) .......................................... $29.99
- **Enhanced SoundTrax CD** (00-31192) .............. $39.99

**It Takes Two!**
8 Beginning 2-Part Songs
By Sally K. Albrecht & Jay Althouse
Cross the bridge from unison to 2-part singing with *It Takes Two!* This irresistible songbook contains songs for both seasonal and general use. Includes simple and logical staging suggestions, as well as reproducible student pages.

- **Book & CD** (00-23098) .................................. $59.99
- **Book** (00-23096) .......................................... $29.99
- **SoundTrax CD** (00-23097) ............................. $34.99

**Jingle Bell Jukebox**
A Presentation of Holiday Hits Arranged for 2-Part Voices
Arranged by Sally K. Albrecht, Jay Althouse, Andy Beck, Jeff Funk, Jill Gallina, & Greg Gilpin, with an optional script by Andy Beck & Brian Fisher
Program any or all of these 2-part arrangements of popular seasonal tunes individually, as a concert set, or as a simply staged musical (using the optional soda-shop-setting script). The Book is 100% reproducible, and the Enhanced SoundTrax CD includes reproducible PDF files of the student song sheets. Complete choreography included!
Titles: *Jingle Bell Jukebox* • *Frosty Hand Jive* • *It’s the Most Wonderful Time of the Year* • *Jingle Bells Rock!* • *Let It Snow! Let It Snow! Let It Snow!* • *You’re a Mean One, Mr. Grinch* • *Sleigh Ride* • *Santa’s On His Way Medley* • *Comin’ Up Christmas Time.*

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- **Enhanced SoundTrax CD** (00-34712) .............. $44.99
9. ALOUETTE

French-Canadian Folk Song

Arranged, with English words, by Andy Beck

With gusto (\( \dot{\text{x}} = \text{ca. 120} \))

PART I

\[ \text{A - lou - et - te,} \]

PART II

\[ \text{A - lou - et - te,} \]

\[ \text{gentille A - lou - et - te, A - lou - et - te,} \]

\[ \text{gentille A - lou - et - te, A - lou - et - te,} \]

\[ \text{je te plu - me - rai. A - lou - et - te,} \]

\[ \text{je te plu - me - rai. A - lou - et - te,} \]

PRONUNCIATION GUIDE

Alouette = Ah-loo-weh-tuh

gentille = zay-teel (z as in “azure,” nasalise “aw”)

je te plumerai = zu teh ploo-meht-ray (zu as in “azure,” flip the “r” in “ray”)

NOTE: This song tells the story of a poor little lark who will have all of its feathers plucked out.
Alouette,

gen-tille Alouette, Alouette,

je te plumerai.

je te plumerai.

This is what it's all about; I will pluck the feathers out

This is what it's all about; I will pluck the feathers out

Add an additional repeat each time, singing the verses in reverse order.

1. from your head, like I said!
2. from your wing, hear me sing!
3. from your nose, to your toes!

1. from your head, like I said!
2. from your wing, hear me sing!
3. from your nose, to your toes!

D.S. to measure 5 two times, proceed to 36 the third time

Oh,
From It Takes Two!

7. LET FREEDOM RING!

Words and Music by JAY ALTHOUSE

Divide into 4 groups, sections, or rows. Pop clap:

1. Pan L flat palm across from R to L
2. Double arm circle pan facing L

Hold open stance w/hands behind back

Lift

Lower slowly

We sailed from distant shores across the
But all have found new lives along the

came from many nations with nothing but a dream,
Some have just arrived here and some are native born.

We found a mighty country with liberty its theme, Now we
For we are all Americans who seek a brighter morn, as we

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1. Power pose w/R fist up, L holding R elbow. R to jazz hand, drop
   Cymbal clap* in 4 groups:
   2. Reach out in any direction
   Grab and bring in

live in the land of the free. Let freedom ring for America, our
reach for our dreams every day.

live in the land of the free. Let freedom ring for America, our

3. R fist above
   Open and drop front

country great and strong. United as one we shall stand. And to a

country great and strong. United as one we shall stand. And to a

March in place w/elbows high w/opposite arm front

nation of liberty we sing this song. Let freedom ring throughout the

nation of liberty we sing this song. Let freedom ring throughout the

Pop clap in 4 groups

1. 2 3 4 1 2 3 4 1 2 3 4
decres.

land. decres.

land.

* R passes across L palm and up, like a cymbal crash.

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2. FROSTY HAND JIVE

Words and Music by STEVE NELSON and JACK ROLLINS

Arranged by JILL GALLINA

Based on “Frosty the Snowman”

Fast two (d = ca. 100) Pat legs 2xs Clap 2xs Continue pattern through m. 14

\[ \begin{align*}
\text{F,} & \quad \text{I said \ F - R,} \\
\text{I said \ F - R - O,} & \quad \text{I said \ F - R - O - S,}
\end{align*} \]

Shimmer RH up/LH at R elbow Shimmer LH up/RH at L elbow

\[ \begin{align*}
\text{F - R - O - S - T - Y! Do-in’ the Frost - y hand jive.}
\end{align*} \]

Swing-snap (arms down, then snap at shoulders) 3xs

\[ \begin{align*}
\text{Frost - y, the snow - man, he was a jol - ly hap - py soul,} \\
\text{Frost - y, the snow - man, he knew the sun was hot that day,}
\end{align*} \]

Swing arms down, clap, clap Continue pattern through m. 32

\[ \begin{align*}
\text{with a corn - cob pipe \ and a but - ton nose \ and two} \\
\text{so he said, ‘Let’s run \ and we’ll have some fun \ now, be -}
\end{align*} \]

\[ \begin{align*}
\text{eyes made out of coal \ Fresh - y, the snow - man, he is a} \\
\text{fore I melt away.’}
\end{align*} \]

\[ \begin{align*}
\text{fair - y tale they say, he was made of snow \ but the} \\
\text{broom - stick in his hand \ run - nin’ here and there \ all a -}
\end{align*} \]

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Children know that he came to life one day.

There round the square, sayin’, “Catch me if you can.”

He must have been some magic in that old silk hat they found. For

led them down the streets of town right to the traffic cop. He

Stand with index up

1. Disco (R index up R, down L, repeat)
2. Listen w/RH at R ear, then push R jazz hand front

when they placed it on his head he began to dance around.
only paused a moment when he heard him holier, “Stop!”

If singing: Scissors (R over L 2xs, L over R 2xs)
If rest: Hold low

PART I only

Hitchhike (R thumb 2xs, L thumb 2xs)

Hold low

Man, that Frosty sure is tough.

Frosty’s headin’ out of town

PART II only

Watch that Frosty strut his stuff

Just too hot to stick around

Continue pattern through m. 56

PART I only

But

Frosty’s havin’ lots of fun

He’ll be back here by and by

PART II only

‘Cause

keep him out of the blazin’ sun

Frosty is a real cool guy!

R fist over L fist, hammer 2xs L fist over R fist, hammer 2xs “Look” R to L w/L hand above eye

Thumpety thump, thumpety thump, thump. Look at Frosty go, Frosty.
Additional Recommended Resources

**Unison Songbooks**

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*First!* 14 Songs About Inventive, Interesting, & Innovative People  
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*It's a Zoo Out There!* 27 Songs About Animals A to Z  
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*Movin’ in the Right Direction!* 7 Songs to Build Character & Integrity in Young People  
*North Pole Dairies* Collected Christmas Chronicles for Unison & 2-Part Voices  
*Of Thee I Sing!* A Celebration of America’s Music for 2-Part Choirs  
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