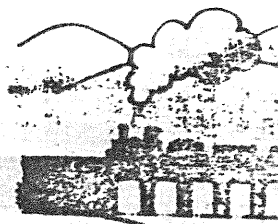


CHILDREN'S DAY

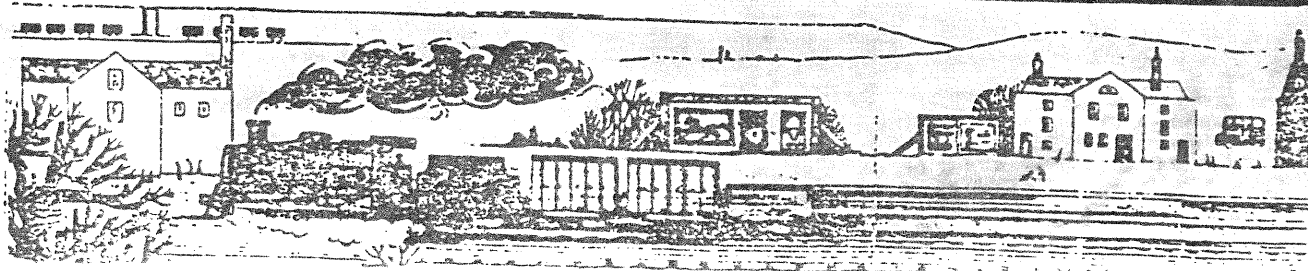
SCHEDULE

May 15th, 1987

O. V. Jewitt School



	Yellow	Blue	White	Green	Orange	
9:00	W I W C H A R ' S W H I S T L E S T O P					9:00
9:25						9:25
9:30	Wiwchar's Whistle Stop	Moody's Crossing	Emmond's Roundhouse	Simpson's Siding	Grice's Grand Central	9:30
10:10						10:10
10:15	Moody's Crossing	Emmond's Roundhouse	Simpson's Siding	Grice's Grand Central	Wiwchar's Whistle Stop	10:15
10:55						10:55
11:00	R E C E S S					11:00
11:15						11:15
11:15	Emmond's Roundhouse	Simpson's Siding	Grice's Grand Central	Wiwchar's Whistle Stop	Moody's Crossing	11:15
12:00	L U N C H H O U R					12:00
1:00						1:00
1:00	Simpson's Siding	Grice's Grand Central	Wiwchar's Whistle Stop	Moody's Crossing	Emmond's Roundhouse	1:00
2:00	MOVE IT ALL TO WIWCHAR'S WHISTLE STOP!					2:00
2:15	R E C E S S					2:15
2:15						2:15
2:30	ONCE OVER LIGHTLY AT WIWCHAR'S WHISTLE STOP!!					2:30
2:30						2:30
3:00	ALL ABOARD!!! at Wiwchar's Whistle Stop!!!					3:00
3:00						3:00
3:30						3:30



Participants in 1987 "Children's Day"

St. Adolphe School
St. Adolphe, Man.
ROA1So

Claudette McDonald
Kellie Ann Kreitz
Kari Lynn McGowan
Tera-Lynne Freidrich
Heather Pemisie

Royal School
450 Laxdal Road
Winnipeg, Man.

Joanne Salay
Jody Gagliardi
Tyson Buors
Jamie Krutkevich
Jennifer Shier
Jenny Wildeman

Ralph Maybank School
420 Donnelly St.
Winnipeg, Man
R3T OS4

Brenda Harvey
April Morlidge
Adam Rout
Cheryl Lone
Jennifer Broeska

Victor Mager School
81 Beliveau
Winnipeg, Man.

Kim Davis
Mikki Henden
Lyndon Nygaard

Riverton Elementary
Riverton, Man.

Bevin Kornelson
Kristi Popowich
Jenny Johnson

Roseisle & Sperling
Roseisle, Man
Sperling, Man

Francine Adelman
Maury Freisen
Karen Lewko

Bonnycastle School
1100 Chancellor Drive
Winnipeg, Man

Cyndy Stewart
Helsa Chow
Sheralyn Wareing
Jennifer Kelly
Pamela Kenyon
Tara Moser

St. Avila School
633 Patricia Ave.
Winnipeg Man.

Karen Cooper
Shawna Motherall
Natalie Rizhalla
Jill Baczynsky

Viscount Alexander
810 Waterford
Winnipeg, Man.

Maureen Monson
Andrea Harrison
Dorelle Matthews
Amy Potter
Anne Loveridge
Spencer Miniely

Carman Elementary
Carman, Manitoba
ROG OEO

Cindy Broeska
Scott Eastveld
Tara Lenton
Kara Wiebe
Coreen Hart
Grant Kennedy
Lee Roth

Lavalee School
505 St. Anne's Road
Winnipeg, Man

Lorelie Bosma
Angela Reimer
Jessica Sandhu
Patricia Tiltman

Beaverlodge School
6691 Rannock
Winnipeg, Man.
R3R 1Z3

Ed Mann
Marlene Murtonen
Jason Vokey
Shannon Summerfield
Allyson Brown
Brenda Cowieson

Deloraine Elementary
Box 40
Deloraine Man.

Becky Warren
Manky Warren
Penny Teetaert

Darwin Elementary
170 Darwin Street
Winnipeg, Man

Julie Penny
Kory Matthews
Susan Sawchuck
Dale Vencatasamy
Angie Chimko
Crystal Larocque

Stonewall Centennial
Stonewall, Man.
ROC 1Z0

Diane Hamilton
Tanya Eliuk
Kelly Unger
John Gillis
Shelley Nixon
Patty Tomyk

George McDowell School
366 Paddington Road
Winnipeg, Man.
R2n 1R1

Fred Simpson
Jodi Simmons
Martina Dicklich
Leahan Darnley
Tara Reimer
Nicole Seepersad

Bird's Hill School
3950 Raleigh Street
Bird's Hill, Manitoba

Marcelline Moody
Tamara Taylor
Ginger Rozmus
David Grila

Regent. Park
411 Moroz Street
Transcona, Man

Judy Sutton
Kimberly Gozda
Danny Paulusma
Kimberly Mushey
Charity Happychuck
Ryan Sparks

Oakbank Elementary School
Oakbank, Man
R0E 1J0

Paula Jesson
Ainslie Dinwoodie
Karin Falk
Steven Nicholson
Jackie Eshelman
Kelsey Murata

Miami & Roland Schools
Miami, Man

Michelle Pritchard
Arlene orchard
Lisa Cawley
Gary Smart
Tammy Van Wyck (r)

Victor H. L. Wyatt School
485 Meadowood Drive
Winnipeg, Man
R2M 5C1

Gordon Bortoluzzi
Bambi Baldwin
Sandra Kumhyr
Nadia Russell
Shelley Kakish
Sherry Phillips

Winnipeg Beach School
Box 130
Winnipeg Beach, Manitoba
R0C 3G0

Pauline Loewen
Heather Wishnoweski
Lynsey Connors
Clint Borchurka

Chapman School

Myrna Hagues
Lakshmi Vijayaraghaun
Shireen Rizui
Joanna Wisniewski
Karoline Hahn
Naiddia Butt

St. George School
151 St. George Road
Winnipeg Man.

Anne Jenkins
Lorea Peterson
Conan Chagnon
Michelle Whitney
Deanna Vermette
Leane Veness

Joan Linklater- Chairperson
Morag Laing- Facilities
Peggy Emmond- Clinicians, Program
Karen Cooper- Secretary
Dianne Sjoberg- Participants

Lynn Grice
Marcelline Moody
Peggy Emmond
Fred Simpson
Ruth Wiwchar

Clare Coleman
Calla Isaak

Introduction

solo - set
 close - use map
 and they
 it shaped
 me -
 p -
 G
 moo lips
 get good
 tone
 (v.2)
 posture
 diction
 SX
 KX
 AX
 BX

BX



(v.3)



see if kid
 can hear
 it pick it
 out. *electro only*

V

All a - board!

G

(v.2)
 SX
 AX

BX



1. set-up in pent G-c's
 2. mmmmm warm up

12 add F#

3. warm up do
 we know 4. warm up mmmmm pat

1. Train is a - com - in', oh, yes! Train is a - com - in', oh, yes!

right close *oh, yes!* *repeat*

get a ticket oh yes
Train is a steam
see that steam ah

chug chug chug a
chug chug chug

pro; choo choo

(v.2)
 SX
 AX
 BX

(v.3)

2. step to right hand side
 right hand side
 eye for train
 left hand side

Train is a com - in', Train is a - com - in', Train is a - com - in', oh, yes!

R R R R
to the left like beginning

G
 (v.2)
 SX
 AX
 BX

(v.3)

ask kids how ending should be - what end on?

A 2. Poem + mov't - Carry inst's

THE ENGINE DRIVER

3. interlude to spots

B 4. Start at my direction - stop - some poem

1. 5. Poem + mov't.

The train goes running along the line,

Jicketty-can, jicketty-can,

I ^{want} wish it were mine, I ^{accent} wish it were mine,

Jicketty-can, jicketty-can,

→ The Engine Driver stands in front -

→ He makes it run, he makes it shunt;

Out of the town, ^{leader from bridge}

Out of the town,

Over the hill,

Over the down,

Under the bridges,

Across the lea,

Over the bridges

And down to the sea, ^{stretch}

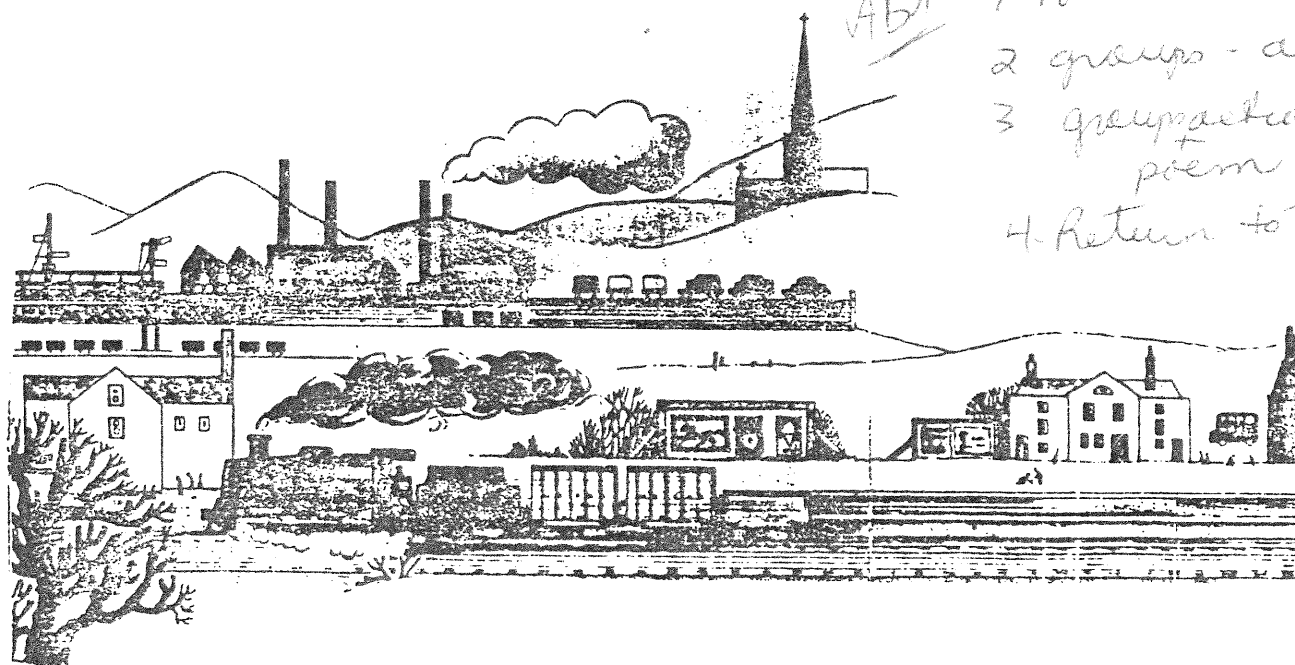
With a jicketty-can, jicketty-can,

Jicketty-jicketty-jicketty-can,

Jicketty-can, jicketty-can...

*jicketty clack
sal on floor
leg out*

*choo- 6 Beats
Whistle 12.*

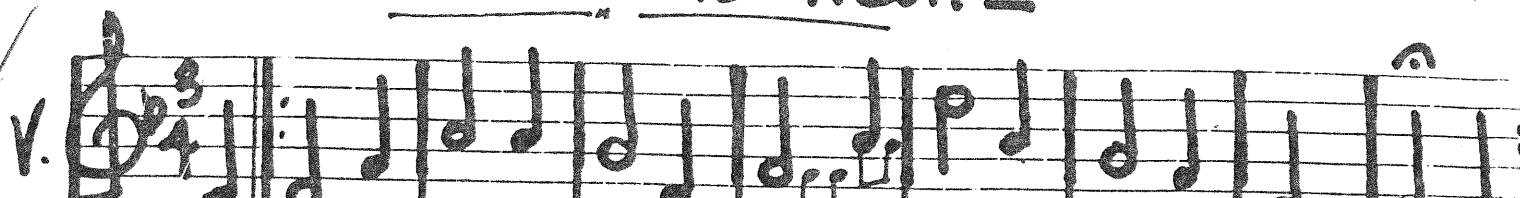


AB4

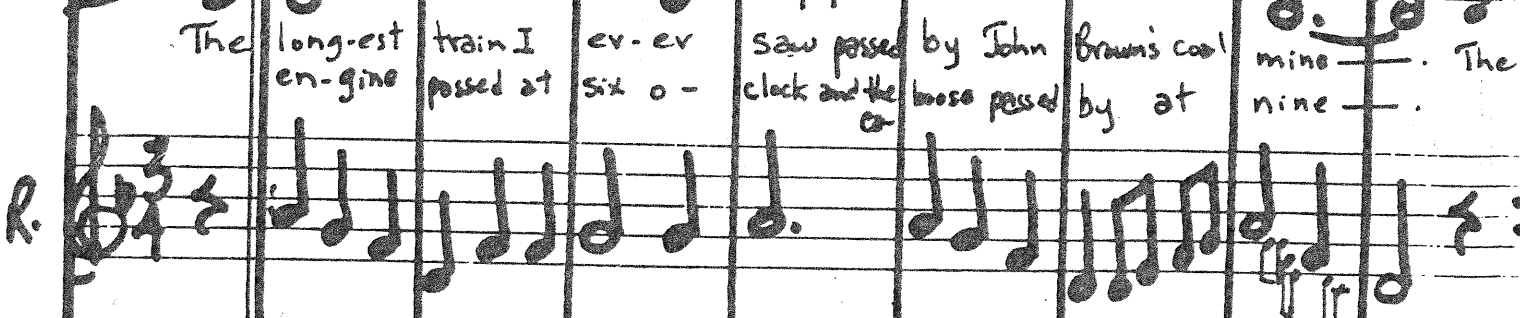
1. Poem mov't
2. groups - action
3. group actions poem
4. Return to track

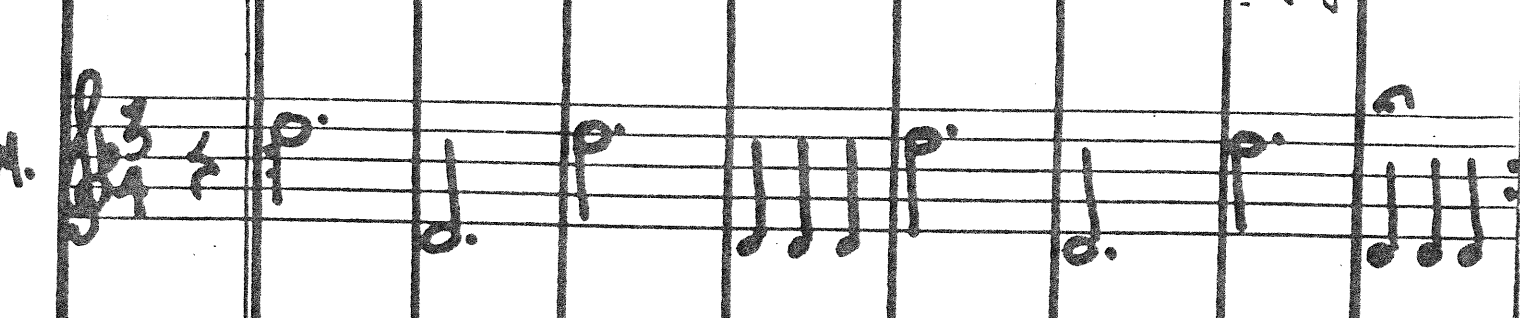
One Some Train

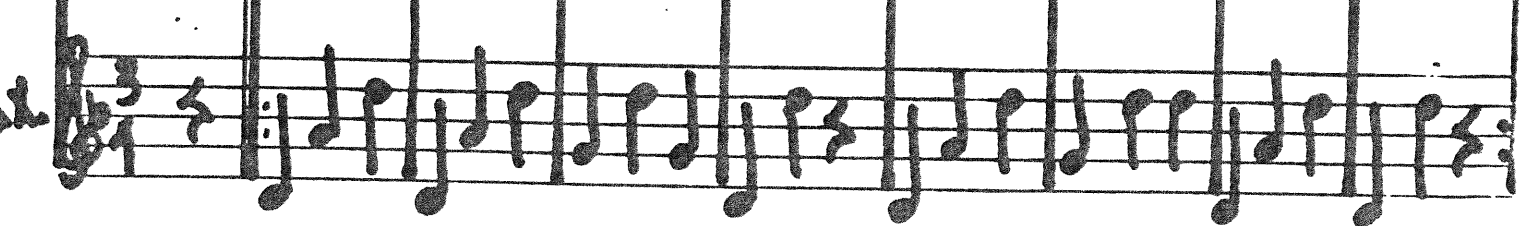
T.

V. 

The long-est train I ev-er saw passed by John Brown's cool mine. The
en-gine passed at six o'clock and the loose passed by at nine.

R. 

A.M. 

SL 

Sing the recorder part so "high" it

(A)

Little Mexican Train

2nd
time
only

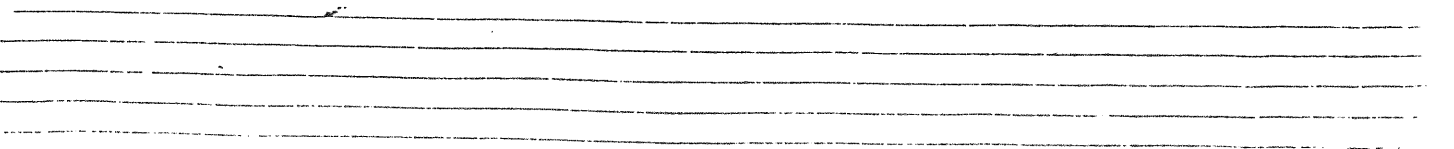
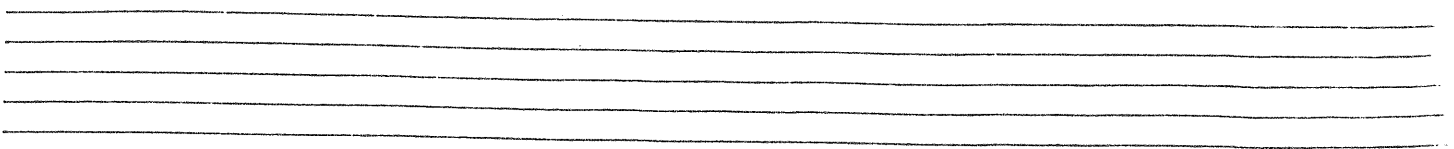
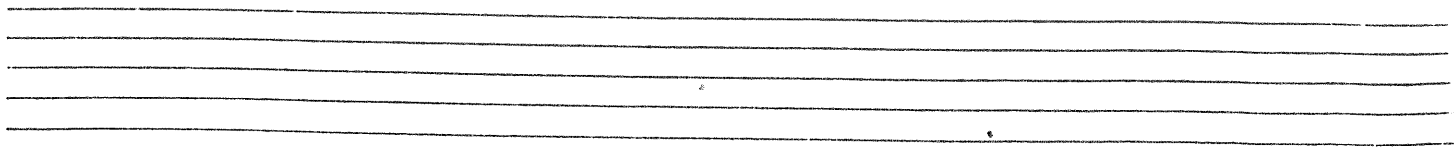
Simontas + senior

Buenos Dinos Con restaurant

2nd
time
only

2nd
time
only

2nd
time
only



Little Mexican Train

Handwritten musical score for "Little Mexican Train". The score is written on five staves, each with a different instrument or voice part. The key signature is one sharp (F#) and the time signature is 4/4. The score is divided into four measures.

Staff 1: G. (Guitar)
 Notes: G4 (half), G4 (half), A4 (quarter), B4 (quarter), C5 (quarter), B4 (quarter), A4 (quarter), G4 (half).

Staff 2: A.X. (Acoustic Xylophone)
 Notes: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), D5 (quarter), C5 (quarter), B4 (quarter), A4 (quarter).

Staff 3: A.M. (Acoustic Maracas)
 Notes: G4 (half), G4 (half), A4 (quarter), B4 (quarter), C5 (quarter), B4 (quarter), A4 (quarter), G4 (half).

Staff 4: D.X. (Drum Xylophone)
 Notes: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), D5 (quarter), C5 (quarter), B4 (quarter), A4 (quarter).

Staff 5: Timp. (Tambourine)
 Notes: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), D5 (quarter), C5 (quarter), B4 (quarter), A4 (quarter).

Lyrics:
 #1 at Ma Ma a round e Come to Ma Ma Rest to round
 wipe down shoe
 Red Hot Hot Hot Taco Co Sauce

1. Hand Drum (fingernails scraping drum head)

P P | P P | P P | P P | P P P P | P P P P | P P P P | P P P P | etc.

+ whistle (rec.)

2. Cowbell

Σ Σ Σ Σ ::

3. Snare Drum

Σ Σ Σ Σ ::

4. Tamb. + T. Bl.

P P P ::

Mexican Mexican Tacos

2. Maracas

Σ Σ Σ Σ ::

3. Bongos

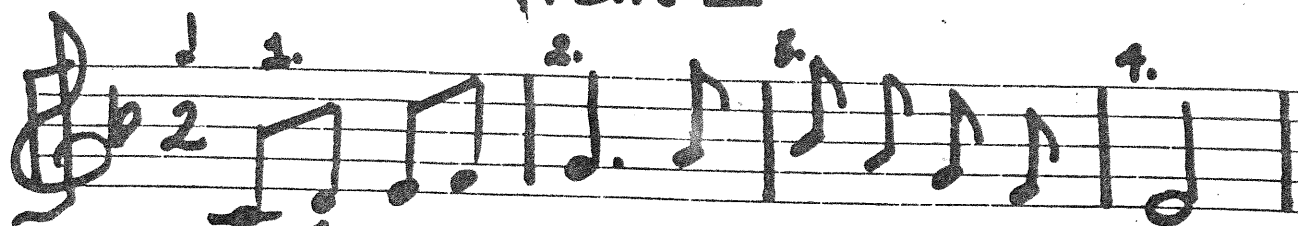
Σ Σ Σ Σ ::

chili pepper Hot Tamale Sauce

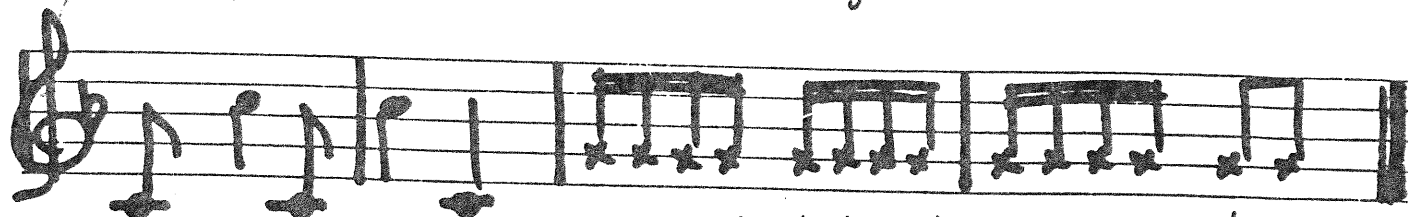
Chili peppers

Real Hot 2x
TACO SAUCE

The Train —



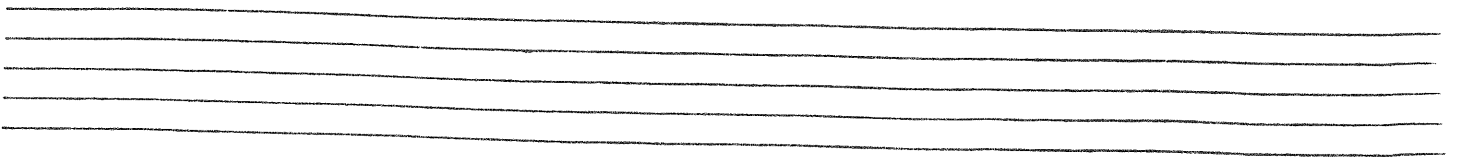
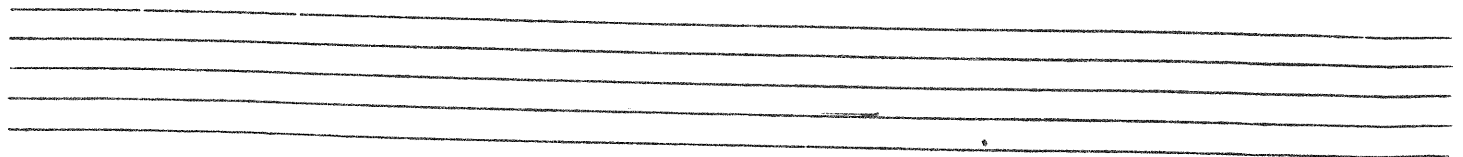
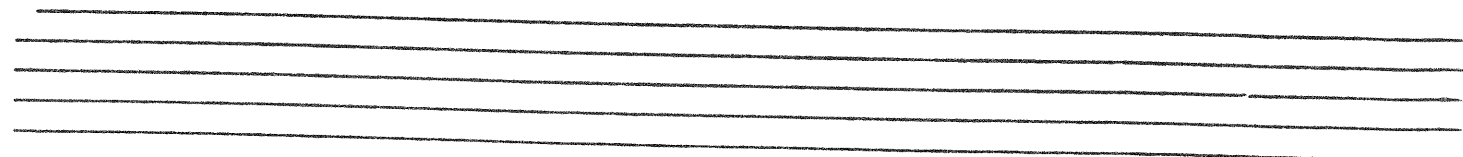
Oo - ee oo-ee oo — The train goes down the track — !



oo - ee, oo- ee, oo. Chooka chooka chooka chooka Chooka chooka Choo-choo



oo



SOMEBODY'S KNOCKING

J.B.

Somebody's knocking at your door. Somebody's knocking at your door.

SG
AG

AM

WB

BX

Oh Why don't you answer? Somebody's knocking at your door.

SG
AG

AM

WB

BX

CANOE SONG

J.B.

My paddle's Keen & bright, Flashing with silver, Follow the wild geese flight, Dip dip & swing

SG-AG

AM

BM

Old House

Am. Folk A. Stein

old house, tear it down. who's gonna help me? Tear it down. Bring me a hammer, Tear it down

Phryg
II
Phryg
I

Bring me a saw, Tear it down. Next thing you bring me, Is a wrecking ma- chine, Tear it down!

TRAIN'S OFF THE TRACK

JB

On the train's off the track and I can't get it back, and I can't get a letter to my home

Tone clusters - F pentatonic

Am SM

JB
du, go

Bx

To my home To my home And I can't get a letter to my home

AG SG

Am SX

Bm

Scottish Lullaby

Septish - A. Steen

HUNTING SONG--Intermediate Grade Lesson

Objectives: To develop awareness of beat and rhythm patterns in $\frac{6}{8}$, to develop understanding of phrase, to develop extended vocal range, to practice singing I-V harmony.

Lesson process:

1. Walk while T. plays beat, rhythms. Listen to each phrase, walk length of each.
2. Describe rhythmic qualities, melodic qualities of each phrase--which one is most different from the others? How?
3. Gallop phrases 1, 2, and 4. Create a different movement for phrase 3.
4. Perform above in 4 groups.
5. Write rhythm patterns on the board--T. starts, students finish.
6. Prepare for introduction and/or coda with melodic material from the song. (I-V)
7. Learn words and tune using echo imitation, inner hearing, and imaging.
8. Perform in 4 parts.
9. Final form (to be developed) includes canon sung in 4 parts, movement, introduction and/or coda, and (possibly) some element of drama.

Hunting Song

ROCKY MOUNTAIN HIGH

Verce

Rocky Mountain Rocky Mountain Rocky Mountain High

SG-AG

BX

When you're on that Rocky Mountain, Hang your head and cry

Refrain

Do Do Do Do Do remember me Do Do Do Do Do remember me

SX

BX

A FLY AND A FLEA

A fly and a flea got caught in a flea, They said to each other "What shall we do?"

SG-AG

AX

SX

BX

And the fly "let's flee" said the flea "let's fly" And they flew through a flaw in the flea

vs.

Oh, Dear!

Oh, dear, what can the mat-ter be? Dear, Dear, what can the mat-ter be?

Oh, what can the mat-ter be, oh, my dear? what can the mat-ter be, oh, my dear?

voice

AX

Oh, dear, what can the mat-ter be? John-gy's so long at the fair.

What can the mat-ter be, oh, my dear? John-ny's so long at the fair!

"Change, Lemons"

Orange-les
lemons say the
bells of St.
Clements, You

click

BM

ave me 5
farthings, say the
bells of St.
Martin's

BM

Ah poor bird

Ah, poor bird, take your flight. Up above the sor-row of this dark night.

Amx
Wind chime - h. dr.

Handwritten musical score for 'Ah poor bird'. It features four staves. The top staff is a vocal line with lyrics 'Ah, poor bird, take your flight. Up above the sor-row of this dark night.' The second staff is a piano accompaniment. The third staff is a wind chime part marked 'Amx Wind chime - h. dr.' with a wavy line indicating a sustained sound. The bottom staff is a bass line. The key signature has one flat (B-flat) and the time signature is 4/4.

La Cucaracha

Mexican Folk Song A. Stern

La-cu-ca-ra-cha, la-cu-ca-ra-cha, he's a merry little bug, La-cu-ca-ra-cha, la-cu-ca-ra-cha, Scampering across the rug.

or Cricket, scam-per 'cross the rug, Mer-ry, lit-tle, dir-ty bug.

Handwritten musical score for 'La Cucaracha'. It features four staves. The top staff is a vocal line with lyrics 'La-cu-ca-ra-cha, la-cu-ca-ra-cha, he's a merry little bug, La-cu-ca-ra-cha, la-cu-ca-ra-cha, Scampering across the rug.' The second staff is a piano accompaniment. The third staff is a guitar part. The bottom staff is a bass line. The key signature has one flat (B-flat) and the time signature is 3/4.

Body Percussion Piece from Rhythmische Übung by G. Keetman

Notierung des Schnalzens: Schna.

Nur aufwärts gestrichene Häse bedeuten Schnalzen mit beiden Händen.

Auf = und abwärts gestrichene Häse: wechselndes Schnalzen mit rechter Hand (aufwärts gestrichener Hals) und linker Hand (abwärts gestrichener Hals)

68

Schna. 1. 2.

Kla.

Pa.

Sta.

fine

d. a. al fine

Handwritten musical score for 'Body Percussion Piece'. It features four staves. The top staff is a vocal line with lyrics 'La-cu-ca-ra-cha, la-cu-ca-ra-cha, he's a merry little bug, La-cu-ca-ra-cha, la-cu-ca-ra-cha, Scampering across the rug.' The second staff is a piano accompaniment. The third staff is a guitar part. The bottom staff is a bass line. The key signature has one flat (B-flat) and the time signature is 3/4.