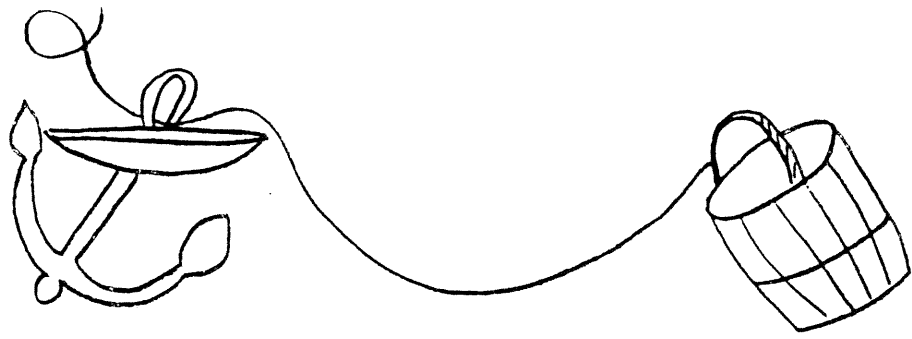




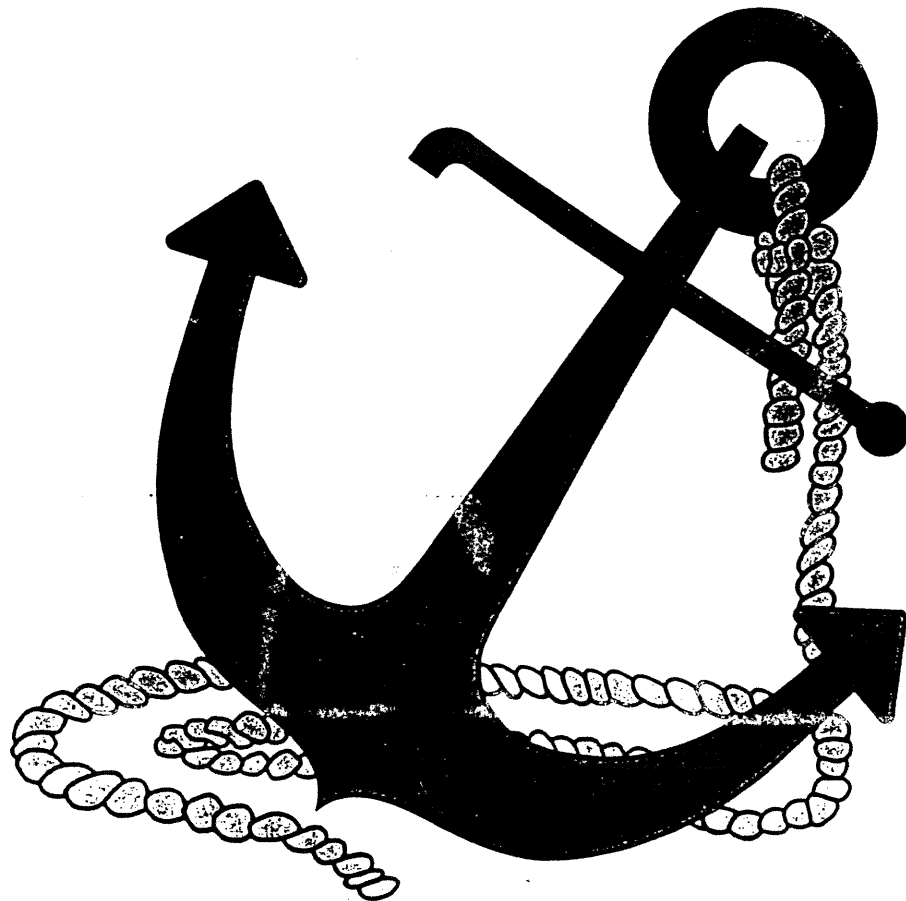
ORFF CHILDREN'S DAY



SEA SHANTIES



MAY 3, 1996



CHILDREN'S DAY SCHEDULE

May 3, 1996

Fort Garry United Church

Time:	RED	BLUE	GREEN	YELLOW	PURPLE
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8:50 - 9:00

OPENING SESSION (Upper Hall)

9:05 - 9:55	Sailor Sjoberg's Ship	Captain Kinsman's Crew	Rolling Reynold's Wreck	Gallant Gordon's Galley	Swinging Simpson's Showboat
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9:55 - 10:45	Swinging Simpson's Showboat	Sailor Sjoberg's Ship	Captain Kinsman's Crew	Rolling Reynold's Wreck	Gallant Gordon's Galley
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10:45 - 11:00

RECESS AND SNACK (Front Foyer)

11:05 - 11:55	Gallant Gordon's Galley	Swinging Simpson's Showboat	Sailor Sjoberg's Ship	Captain Kinsman's Crew	Rolling Reynold's Wreck
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11:55 - 12:40

LUNCH (Lower Hall)

12:45 - 1:35	Rolling Reynold's Wreck	Gallant Gordon's Galley	Swinging Simpson's Showboat	Sailor Sjoberg's Ship	Captain Kinsman's Crew
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1:35 - 2:35	Captain Kinsman's Crew	Rolling Reynold's Wreck	Gallant Gordon's Galley	Swinging Simpson's Showboat	Sailor Sjoberg's Ship
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2:35 - 2:50

RECESS

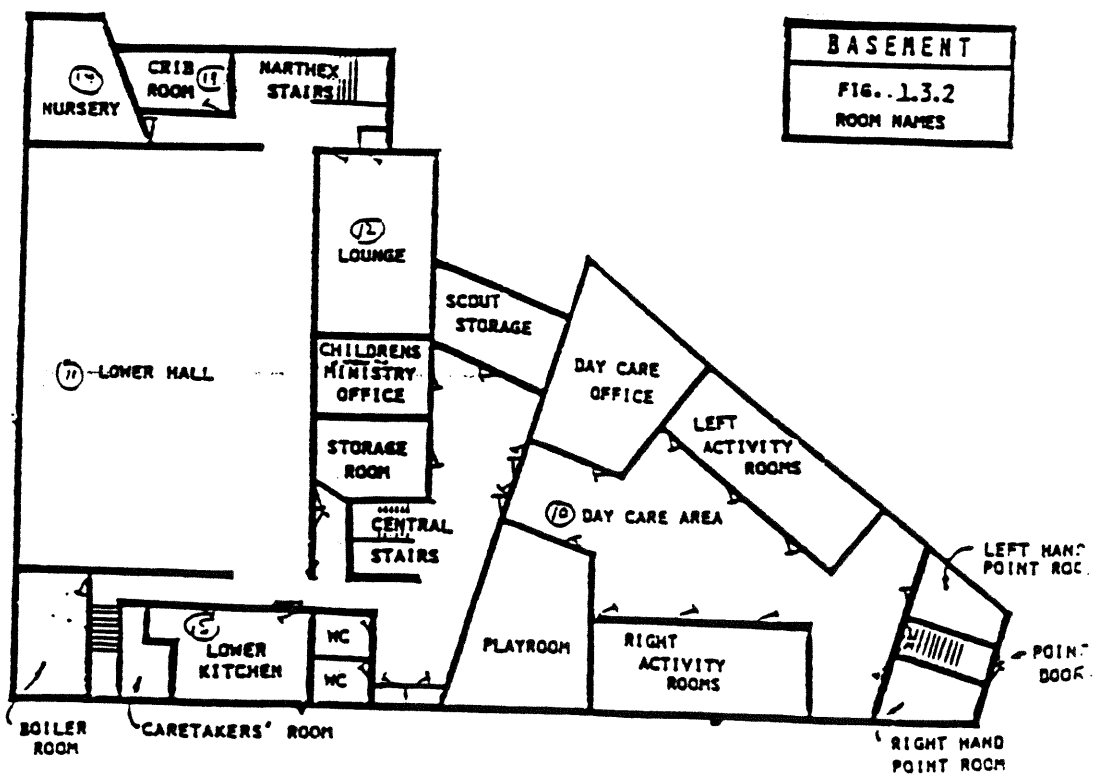
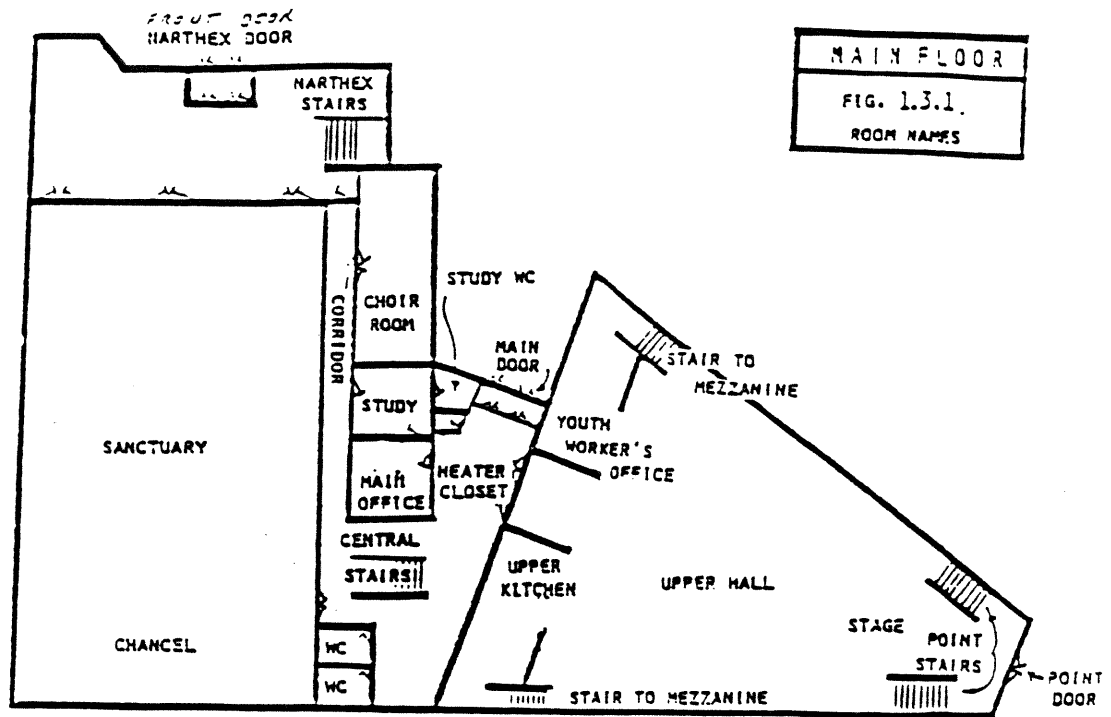
2:50 - 3:30

SHARING SESSION (Upper Hall)

The clinicians are located in the following rooms (see map included):

Gallant Gordon's Galley - Choir Room
 Captain Kinsman's Crew - Upper Hall
 Rolling Reynold's Wreck - Sanctuary
 Swinging Simpson's Showboat - Lounge
 Sailor Sjoberg's Ship - Lower Hall





KATHIE GORDON



Hello! My name is Kathie Gordon and I will be teaching your recorder session today. I grew up in Winnipeg, and learned to play the piano and the recorder when I was in elementary school. I started to play the clarinet in Grade 7, and kept busy juggling band, choir and sports in high school.

I went to Brandon University to study music, and now I teach K-6 music at Waverly Park School in Brandon. My husband teaches music at Brandon University, and I have two children, Patrick (8) and Emma (5).

I am excited to be working with such a talented group of Grade 5 students, and hope that you have a memorable, musical day!

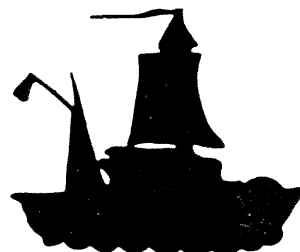
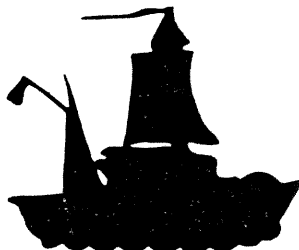
CATHY KINSMAN



Hi! My name is Cathy Kinsman, and I'm so excited about being here to make music with you today. I have been teaching elementary school music for 8 years starting in Morden, Manitoba, moving to Burnaby, British Columbia, and finally in Winnipeg at Dr. D.W. Penner School in St. Vital.

Like many of you I'm sure, my music training began with the piano. My Grandmother used to come for Sunday dinner and give me a "wee lesson", as she said. There has always been music in my home, especially at large family gatherings. Instruments such as the violin, mouth organ (harmonica), guitar, piano and melodian (small accordian) were commonly heard.

As my piano playing improved, Grandma felt it was time for formal lessons. So..., at the age of seven I drove everyone crazy practicing my technique (scales) at 7:00 a.m. We once had a babysitter that asked if I could play "far, far away". I asked if that was a name of a song and she said "No"! I didn't get her joke at first; needless to say, my piano playing has come a long way since then.



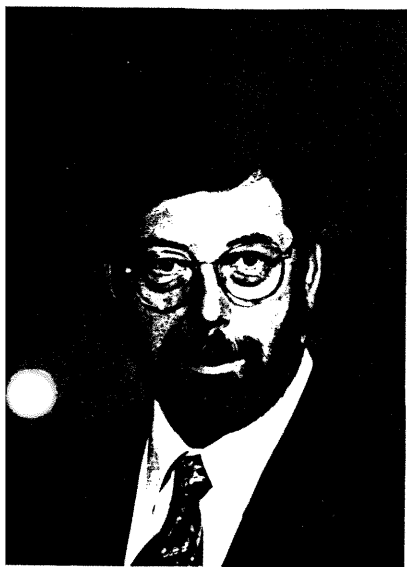


I now have 2 children: William (6) and Stephanie (3), both who love music, and a husband (Tom) who is a Golf Professional. Currently, I am a volunteer choir director at Dr. D.W. Penner with a fun group of 25 boys. I also sing in the Fort Garry United Church choir. I love working with kids and teaching in the Orff way. I continue to substitute in music classrooms in St. Vital.

I hope you all have a great time today - get ready to "Haul on the Bowline"!



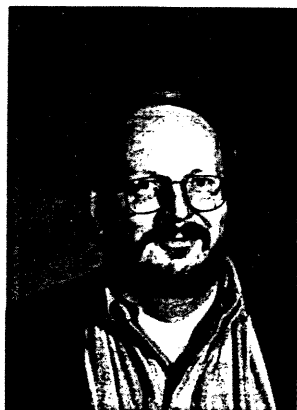
ED REYNOLDS



Hello! My name is Ed Reynolds and I will be your Choral teacher for today. I teach Grades 1 - 5 at Lakewood elementary School and Grades 6 - 8 at Ness Middle School, both in St. James here in Winnipeg. I have two daughters who just recently graduated from High School and who are both studying music now. I have sung or studied many types of choral music - first when I was in school and later when I studied music at university.

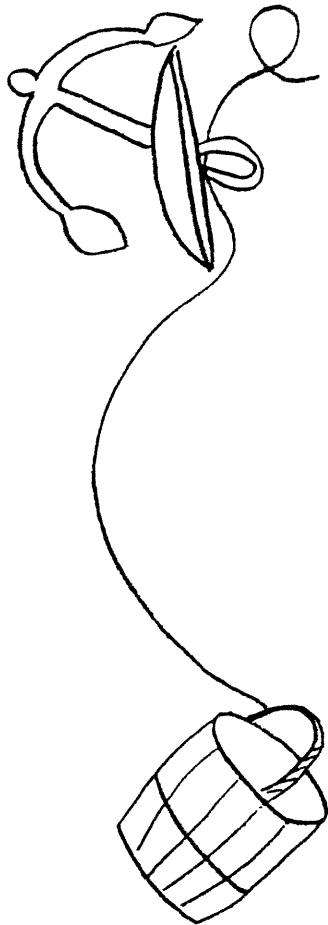
My happiest times came when I was singing in a school or church choir. That is something that I still enjoy doing today as well as conducting many different age groups of choirs - both young and old. Today I hope that you will enjoy all the Sea Shanties that you are learning and continue to grow in your love for music!

FRED SIMPSON



Hi! My name is Fred Simpson. I was born and raised in Winnipeg. When I was younger I studied voice privately and competed in the Winnipeg Music Festival. After I graduated from the University of Manitoba with two degrees in Science, I decided to go into Education and become a teacher. I have taught music for 21 years in St. Vital.

I enjoy singing and have been in a number of Rainbow Stage and Gilbert and Sullivan Society productions. I am presently the bass soloist at Westminster United Church.



DIANNE SJOBERG

I was born and raised in Minnedosa, Manitoba where I received an eclectic musical education, from singing in my mom's church choir, to playing trumpet in the town band, to taking cello lessons from Malcolm Tait at Brandon University.

At that time, though, my heart was in the gym and I graduated from the University of Manitoba with degrees in Physical Education and Education, after a year stint at Brandon University to certify in Education. When I was asked to teach elementary school music classes, along with Physical Education, I went to St. Paul, Minnesota for three summers to study Carl Orff and Gunhild Keetman's approach to music education for children.

Ever since, I have been involved in music and dance education with children and adults, and really enjoy doing special workshops like the one today. I hope that you have a great time learning new songs and dances today, as well as making new friends!



The Drunken Sailor

1. What shall we do with the drunken sailor?
2. Put him in the long boat 'til he's sober.
3. Pull out the plug and wet him all over.

Final Form

Intro: Wood Block (or Temple Block): 4 measures

Add all barred instruments (W.B. continue)

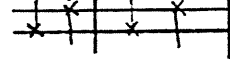
Add all recorders (Sop. I & II and Alto)

Add voice "Yo ho..."

Verse 1: recorder players sing, other instr. continue

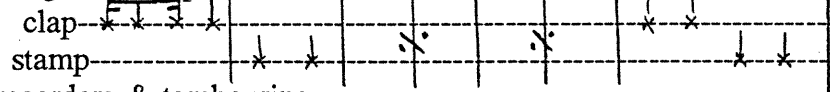
Chorus: recorders & tambourine play every chorus (W.B. stop)

Verse 2: Temple block or tick tock



Chorus: recorders & tambourine

Verse 3: singers body percussion:



Chorus: recorders & tambourine

Coda: 
way hey!

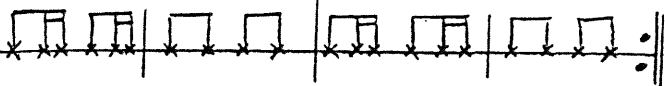


Blow the Man Down

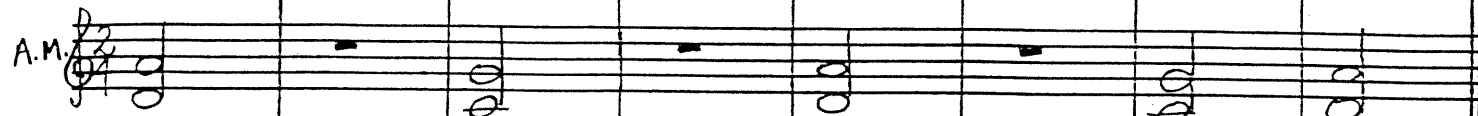
1. I'll sing you a song, a good song of the sea,
To me way, aye, blow the man down,
And trust that you'll join in the chorus with me,
Give me some time to blow the man down.
2. As I was a-walkin' down Paradise Street,
A pretty young damsel I chanced for to meet,
3. She was round in the counter and bluff in the bow,
So I took in all sail and cried, "Way enough now."
4. I hailed her in English, she answered me clear,
"I'm from the Black Arrow bound to the Shakespeare."
5. But as we were going she said unto me,
"There's a spankin' full-rigger just ready for sea."
6. But soon as that packet was clear of the bar,
The mate knocked me down with the end of a spar.
7. And as soon as that packet was out on the sea,
"Twas dev'lish hard treatment of every degree.
8. So I give you fair warning before we belay;
Don't never take heed of what pretty girls say.

The Drunken Sailor

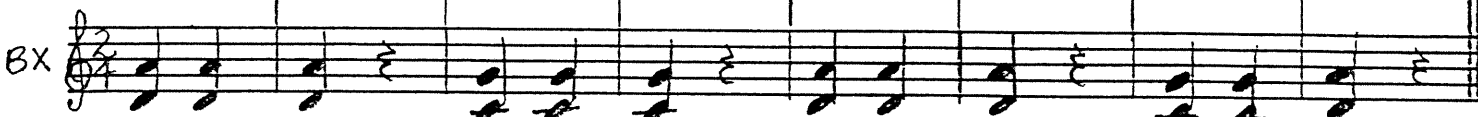
Sea Shanty
arr. H. Rothgarber

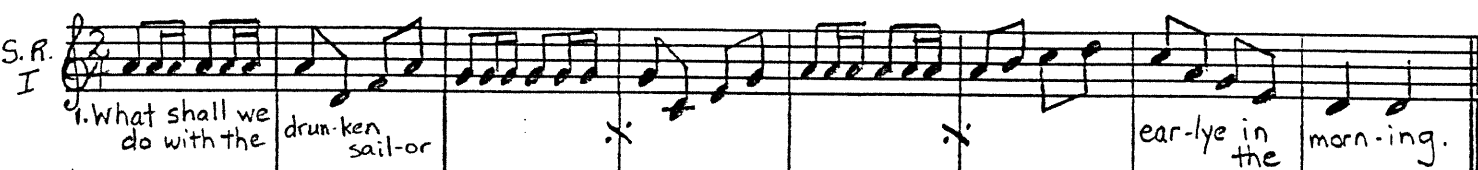
Wood Block 

A.G. 

A.M. 

A.X. 

BX 

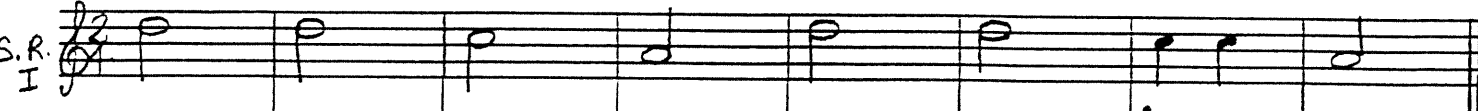
S.R. I 

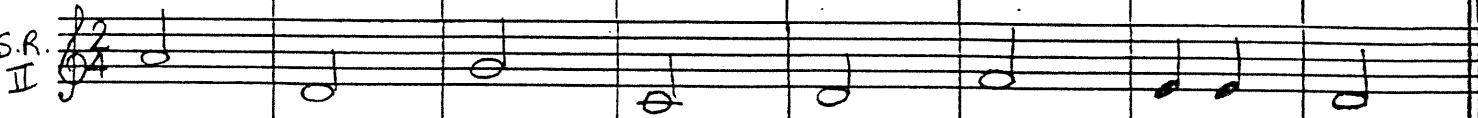
S.R. II 

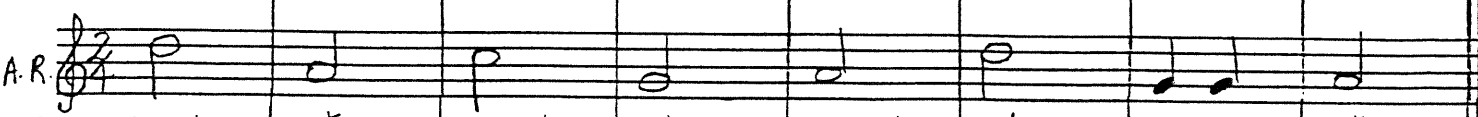
A.R. 

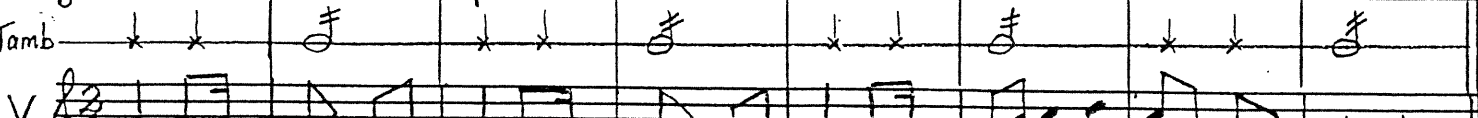
V 

CHORUS:

S.R. I 

S.R. II 

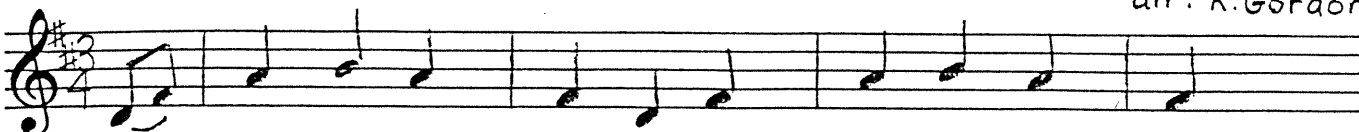
A.R. 

Tamb 

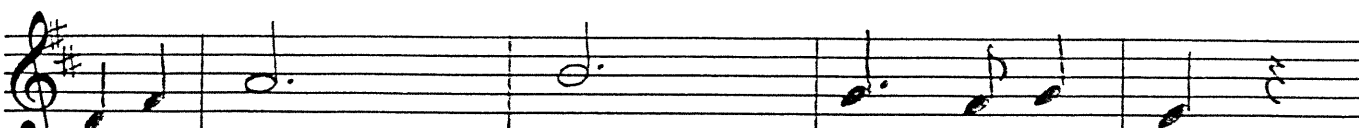
V 

Blow the Man Down

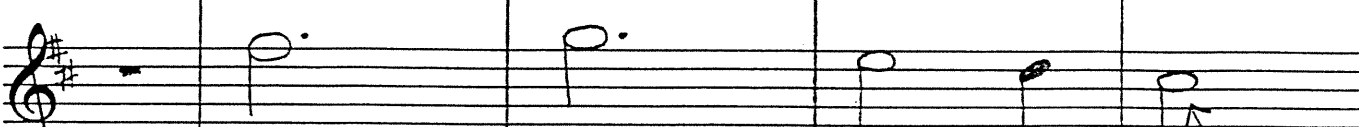
Halyard Shanty
arr. K. Gordon

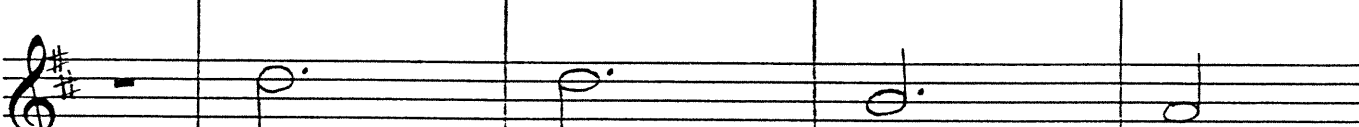
Solo 

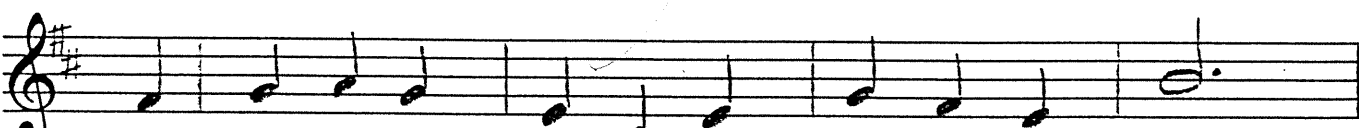
1. I'll sing you a song, a good song of the sea,

S 

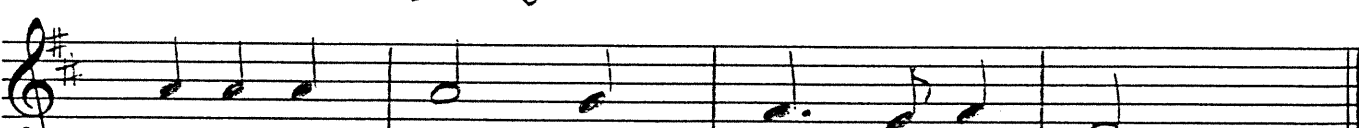
To me way, aye, blow the man down,

A 

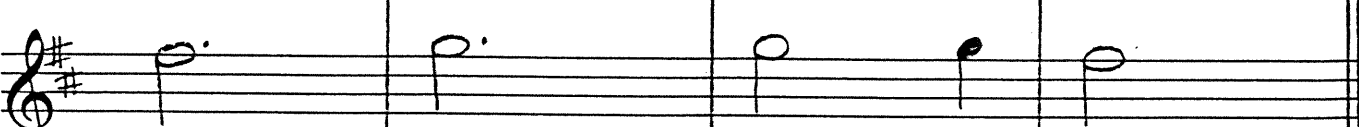
T 

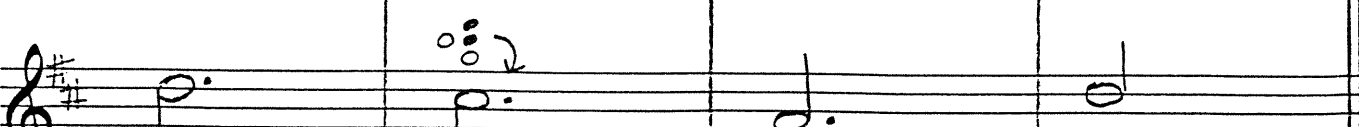
Solo 

And trust that you'll join in the chor-us with me,

S 

Give me some time to blow the man down.

A 

T 



Haul on the Bowline

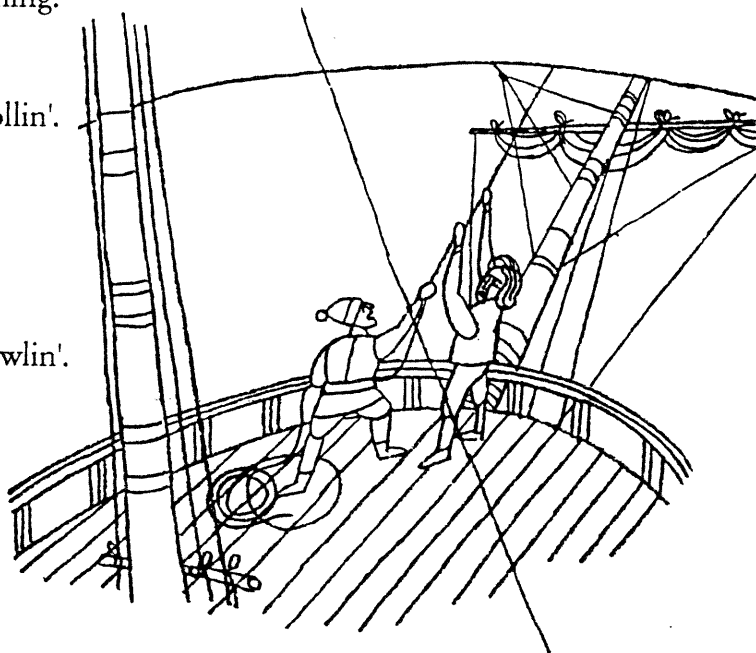
I am very pleased to share with you today one of the oldest of all "Sea Shanties". The bowline was a very important rope on medieval square-rigged vessels. It was attached to the edge of the sail so that the men could haul on it to flatten sails and get the cutting edge into the wind. When sailing ships gained more masts and more sails, the yard-arm could keep them taut and the bowline lost its purpose. However, the shanty continued to be sung when a short hard pull was required. "Haul on the Bowline" requires a great deal of energy and enthusiasm in our singing, moving and instrument playing. Hope you have fun, sailors!

Process:

1. Brief discussion of History of Bowline and Sea Shanties.
2. Learn melody of Sea Shanty.
3. Learn BX section.
4. Learn additional sections - AX, SX, SM, AM, SG, AG.
5. Add percussion.
6. Develop movement for B section. This will come from your wonderfully nautical ideas.
7. Develop introduction.
8. Discuss and develop final form.

Haul on the Bowline

1. Haul on the bowline, so early in the morning.
Haul on the bowline, the bowline HAUL!
2. Haul on the bowline, our Bully ships a-rollin'.
Haul on the bowline, the bowline HAUL!
3. Haul on the bowline, kitty is my darlin'.
Haul on the bowline, the bowline HAUL!
4. Haul on the bowline, the Captain is a growlin'.
Haul on the bowline, the bowline HAUL!



Haul on the Bowline - Sea Shanty

Arranged by - C. Kinsman J. Pe

With energy

Melody

Haul on the bow-line so ear-ly in the morn-ing

AG
SG

Ax

Met.
Am
Sm

Bx
BB

1st verse - bell tree
2nd " = spin stick
3rd " = triangle
4th " = vibraslap

Haul on the bow-line the bow-line HAUL!

AG
SG

Ax

Am
sm

Bx
BB

CHARLOTTE-TOWN



Process:

1. Introduction

- a. folk song and sea shanty background
- b. combined songs

2. Warm-ups

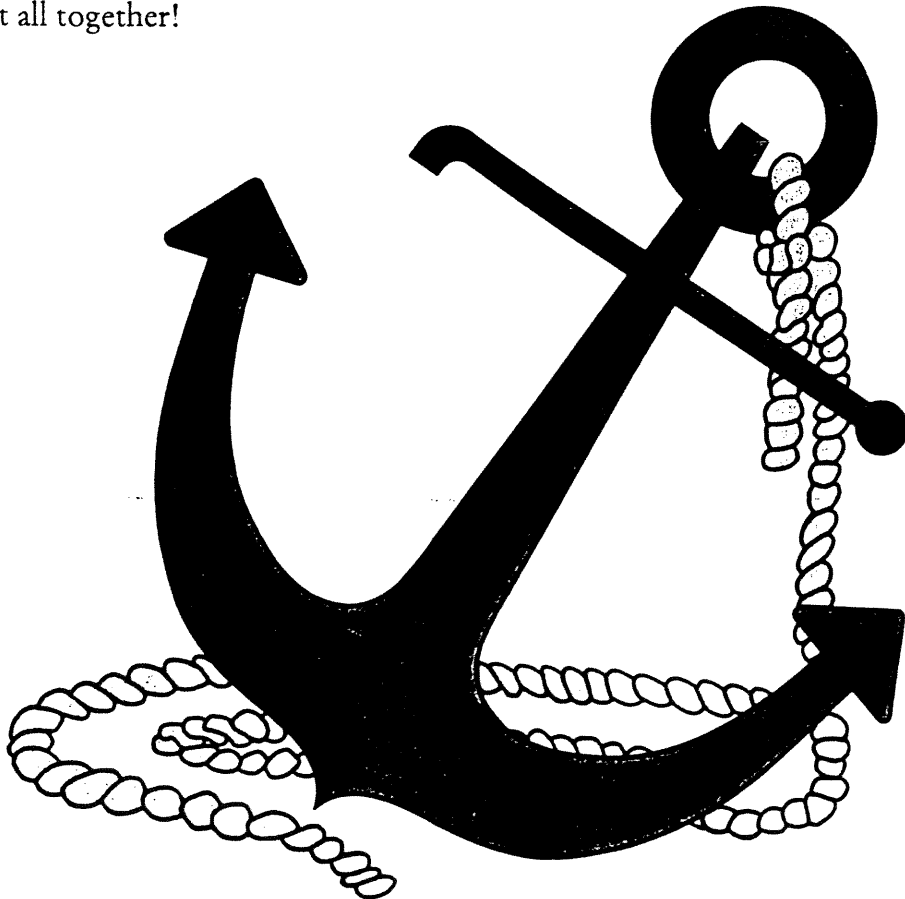
- a. stretches - vocal muscles need loosening up like any muscle activity
- b. scales - loosens and warms up the vocal cords
- c. vocalize - sing small melodies for tuning exercises

3. Individual folk "tunes"

- a. "The Boatman Row" Each tune learned by sight-singing
- b. "Charlotte-Town" with the "sol-feg" system.
- c. "Liza-Jane"

4. Part-singing

- a. each melody is repeated with a variation and combined to form some harmony
- b. part 1 and part 2 sing the melodies back and forth
- c. words must be sung clearly (you're telling a story)
- d. count the beats carefully - especially at the ends of lines
- e. dynamics make the song more interesting
- f. composer has included a key change
- g. put it all together!

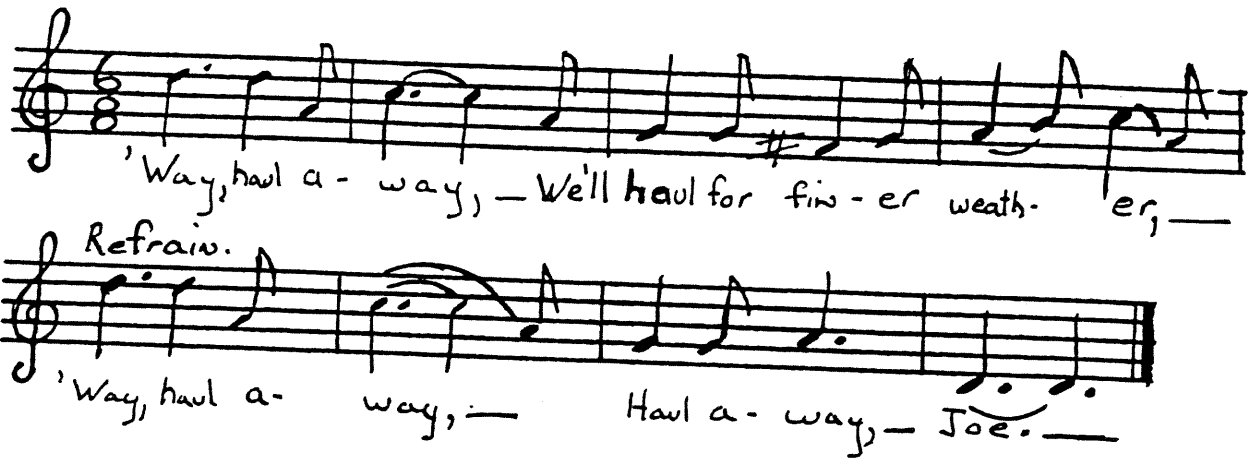


HAUL AWAY, JOE

Process:

1. Talk about sea shanties.
2. Talk about "Haul Away, Joe".
3. Learn song (verses 1 - 4).
4. Learn pitched instrument parts and add to song.
5. Repeat step 4 with non-pitched instruments.
6. Add movement (improvise), time permitting.

Haul Away, Joe



2.
'Way, haul away,
We'll haul away together.

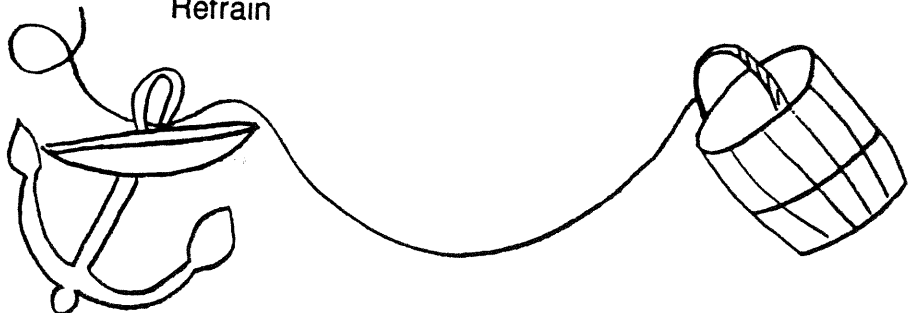
Refrain

4.
'Way, haul away,
The Old Man, he's a-growling.

Refrain

3.
'Way, haul away,
The Cape Horn gale's a-howling.

Refrain

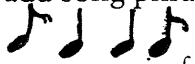


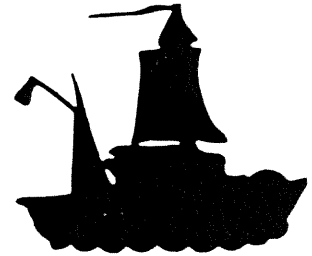
BOUND FOR THE RIO GRANDE

Process:

1. Movement warm-up - using drum stimuli, in 6, go through walk, run, skip, gallop, hop, jump (with changes in foot position) using claps for accented beats.
2. Learn song by rote.

3. Chorus movement

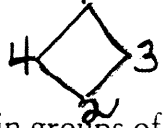
- a. "heel-toe" pattern - call and echo
-add song phrase
- b. "jig" pattern - clap  and children echo
- c. experiment with ways to put in feet
- d. stylize "jig" pattern
- e. add melody
- f. add to "heel-toe" pattern
- g. add melody



4. Skips

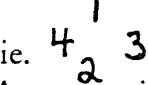
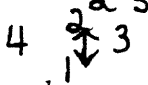
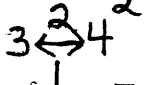
- a. children skip in place, then forward, backwards and sideways
- b. place the jump at the end of the sung phrase
- c. add to "heel-toe" and "jig" pattern with song

5. Whole

- a. place children in  formation

- b. all eyes forward in groups of four

- c. add changes of place on skips:

ie.  4 2 3 4  4 2 3 3  3 2 4

2 skips, 2 skips, stay for jump

6. Accompaniment for chorus - leader performs Temple Block pattern on knees.

When children have it, they join in. When all are successful, add melody of chorus.

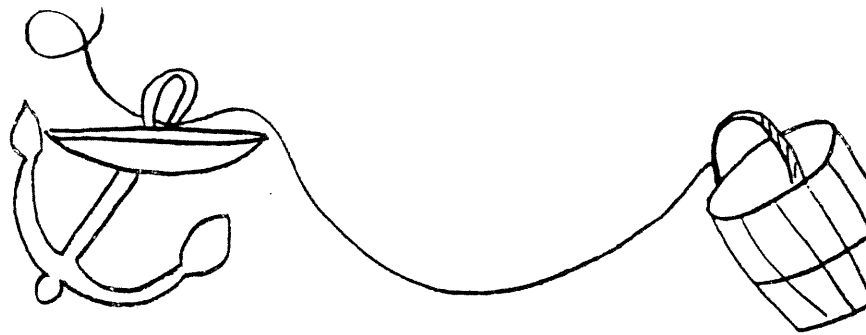
7. Bass xylophone - children sing "doh" while leader sings song. "Hands up" when "doh" does not work. All sing while leader sings and mirrors bass line, using letter names of pitches. Volunteers play accompaniment while others move.

8. Verse movement - while leader introduces the verses by singing them, the children practice such things as: do-si-do, star right, star left, one hand (elbow) swings, two hand swings, two hand slides, meet and part, promenades etc, as many as time will allow.

9. Learning verses and creating movement

- a. all sing "Anchor is weighed" - using movement and vocabulary practiced, groups develop movement pattern for verse. All perform while singing.

- b. all sing "Jolly good" - children create new movement for this verse. All perform while singing.

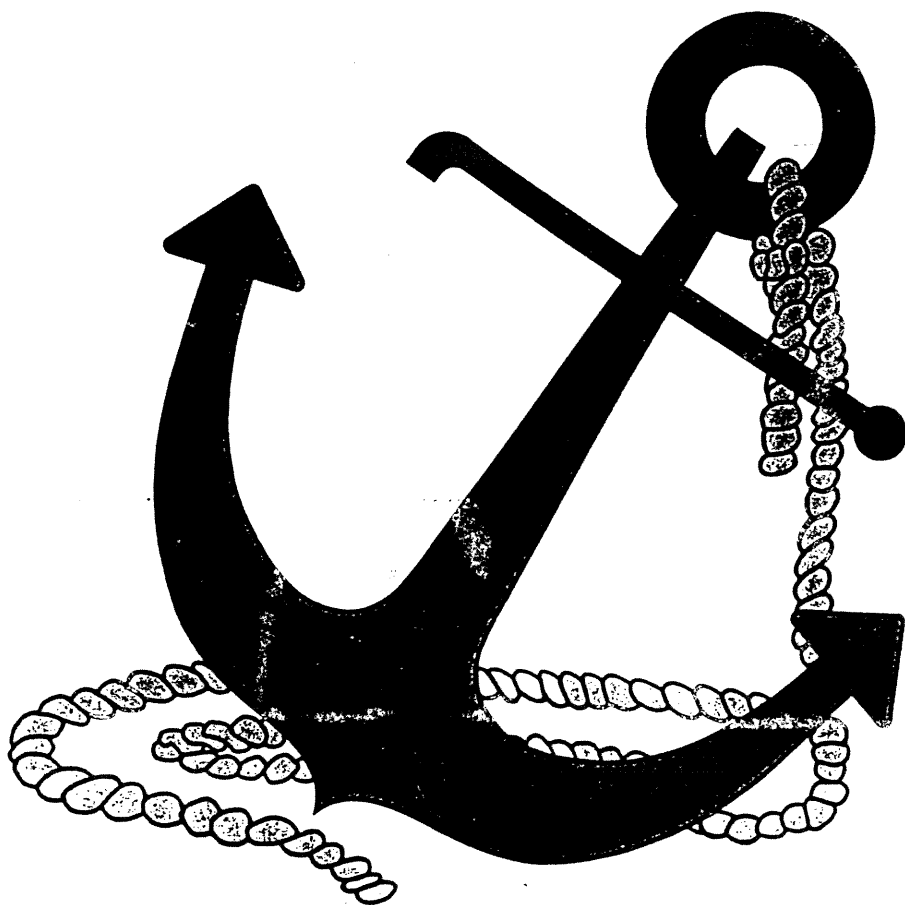
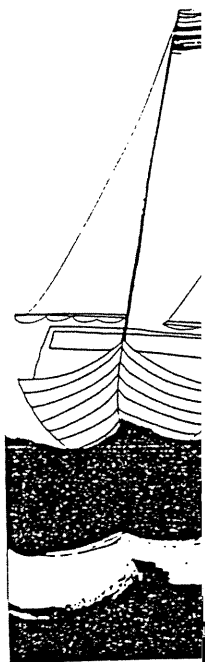


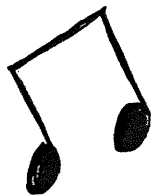
ORFF CHILDREN'S DAY



SEA SHANTIES

MAY 3, 1996





Bound for the Rio Grande

Arr. DLS

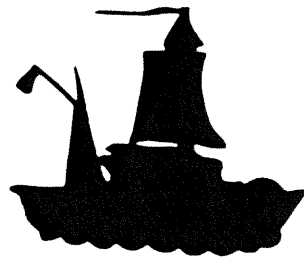
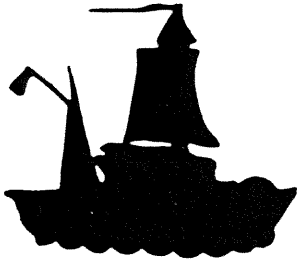
1. Oh the anchors are weighed and the sails they are set! A -
2. We're a jolly good ship and a jolly good crew, A
3. So blow ye winds westerly westerly blow, A

Bongos

AM

Bm

1. way for Rio. , The friends we are leaving well
2. , A jolly good mate and a
3. , We're bound for the south'ard so



1. ne ver for get. We are bound for Ri o Grande. — Thena—
 2 good skipper to, we are bound for Ri o Grand. —
 3 steady she goes, we are bound for Ri o Grand. —

X. — X. — | X X X X. — | X X X X. —

X. — X. — | X. — X. — | X. — X. —

X. — X. — | X. — X. — | X. — X. —

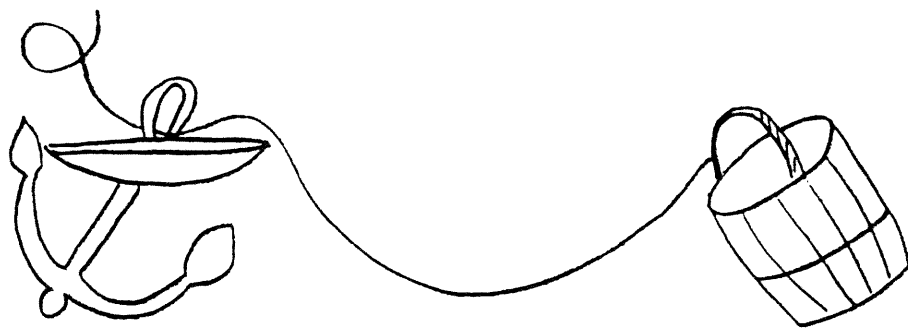
Way for Ri o, a - way for

Temple Blocks X X X X. — | X X X X. — | X X X X. —

3X X. — X. — | X. — X. — | X. — X. —

X. — X. — | X. — X. — | X. — X. —

Rheel Rtoe R → L R → Lheel Ltoe



Handwritten musical notation for the first system, featuring a treble clef, a key signature of one sharp (F#), and a common time signature (C). The melody is written on a five-line staff. Below the staff, the lyrics "Ri o ! So fare ye well my Bonnie young girl, we" are written in a cursive hand. Underneath the lyrics, a series of rhythmic marks (x's) and vertical lines indicate the timing of the notes. Below the staff, a series of letters (L, R, pl) and arrows indicate the sequence of notes and their positions.

Ri o ! So fare ye well my Bonnie young girl, we

Handwritten musical notation for the second system, featuring a treble clef, a key signature of one sharp (F#), and a common time signature (C). The melody is written on a five-line staff. Below the staff, the lyrics "bound for Ri o" are written in a cursive hand. Underneath the lyrics, a series of rhythmic marks (x's) and vertical lines indicate the timing of the notes. Below the staff, a series of letters (L, R, pl) and arrows indicate the sequence of notes and their positions.

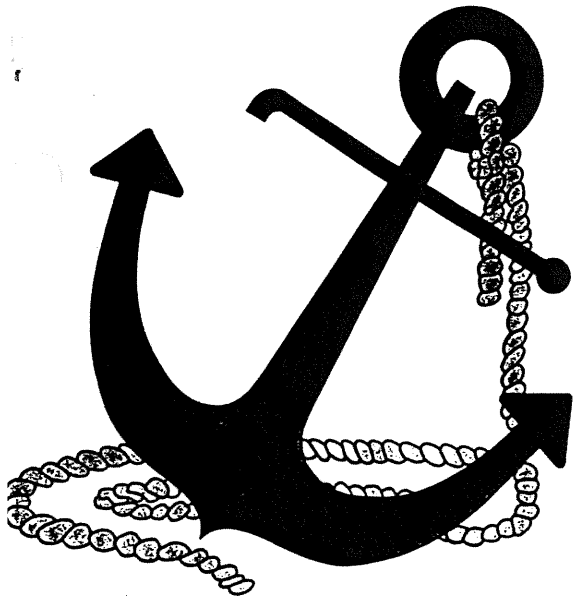
bound for Ri o

Handwritten musical notation for the third system, featuring a treble clef, a key signature of one sharp (F#), and a common time signature (C). The melody is written on a five-line staff. Below the staff, the lyrics "Grande!" are written in a cursive hand. Underneath the lyrics, a series of rhythmic marks (x's) and vertical lines indicate the timing of the notes. Below the staff, a series of letters (L, R, pl) and arrows indicate the sequence of notes and their positions.

Grande!

Handwritten musical notation for the fourth system, featuring a treble clef, a key signature of one sharp (F#), and a common time signature (C). The melody is written on a five-line staff. Below the staff, the lyrics "bound for Ri o" are written in a cursive hand. Underneath the lyrics, a series of rhythmic marks (x's) and vertical lines indicate the timing of the notes. Below the staff, a series of letters (L, R, pl) and arrows indicate the sequence of notes and their positions.

bound for Ri o



CHILDREN'S DAY NOTES

