

**GRADE 2
SONGS**

Grade 2

Abiyoyo, MC 2, 71

The Cat, MC 2

Caballito Blanco, MM 2

Come Sailing With Me, MC 2, 155

Ding Dong Diggy Diggy Dong

El Coqui, MM 2

Haru Ga Kita, MM 2

Hawaiian Rainbows, WOM

I Bought Me a Cat, MM 2

I Got Shoes, MM 2

♪ Jingle at the Window

♪ Kye Kye Kule, (*Let Your Voice Be Heard*, 35)

Puff the Magic Dragon, MM

Rocky Mountain, SM 2

She'll be Comin' Round the Mountain, MM 2

Simi Yadech, SM 2

Take Me Out to the Ball Game, SM 2

Tinga Layo, SM/SPM 2

Tue, Tue, SM

Playing Lullaby Layers

Sing this lullaby from Africa. Abiyoyo is a character in South African folk stories.



ABIYOYO

Bantu Lullaby

do

A - bi - yo - yo, a - bi - yo - yo,

A - bi - yo - yo, a - bi - yo - yo;

A - bi - yo - yo, bi - yo - yo, bi - yo - yo,

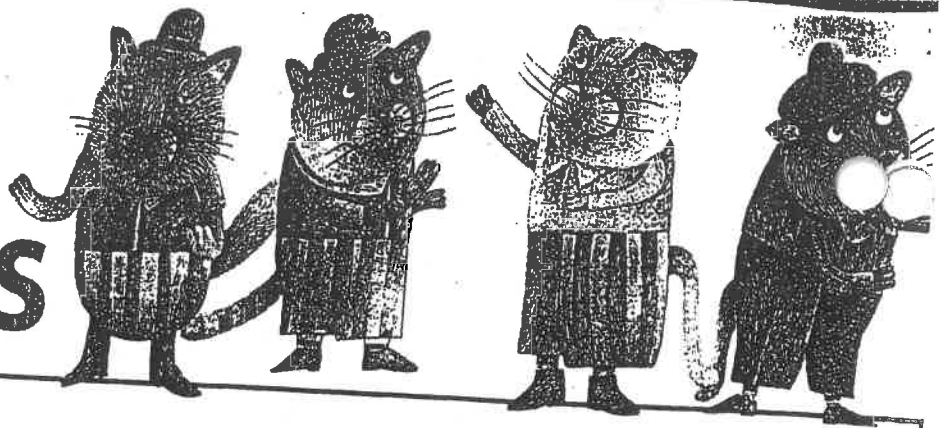
A - bi - yo - yo, bi - yo - yo, bi - yo - yo.

MC 2, 71

106



A Cat that Sings



The Cat

Words by Verne Muñoz Folk Melody from Brazil



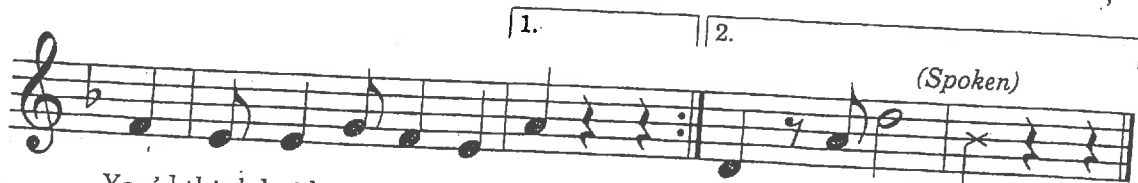
1. The tom - cat has a ver - y nois - y song,



And he sings it for us all night long.



He al - ways sings the same me - ow, meow, meow,



You'd think he'd get tired of that; that. Me-ow! Scat!

2. I opened up the door and chased the cat;
Tomcat ran, that was the end of that!
But soon I heard that old meow,
meow, meow,
I knew that the cat was back.
Meow! Scat!

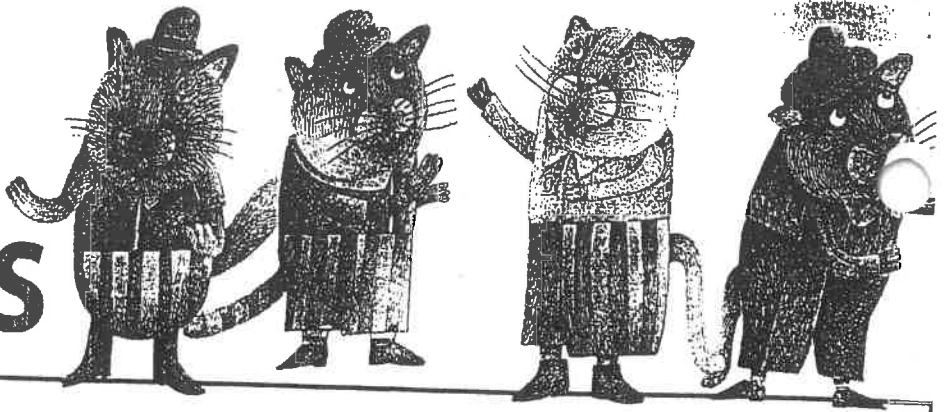
2 times



"Love for Two Cats" from
L'Enfant et les sortilèges
.....Ravel

The Music Connection 2 © Silver Budett June 1975

A Cat that Sings



The Cat

Words by Verne Muñoz Folk Melody from Brazil



1. The tom - cat has a ver - y nois - y song,



And he sings it for us all night long.



He al - ways sings the same me - ow, meow, meow,

1. 2.



You'd think he'd get tired of that; that. Me-ow! Scat!

2. I opened up the door and chased the cat;
Tomcat ran, that was the end of that!
But soon I heard that old meow,
meow, meow, } 2 times
I knew that the cat was back.
Meow! Scat!

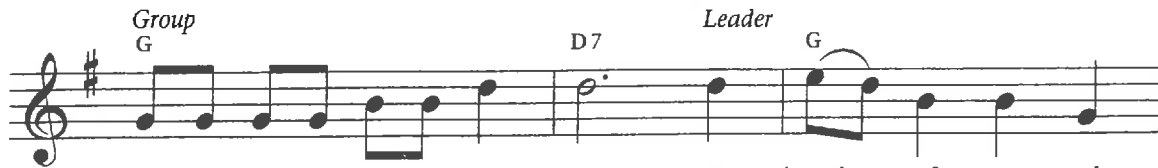


"Love for Two Cats" from
L'Enfant et les sortilèges
.....Ravel

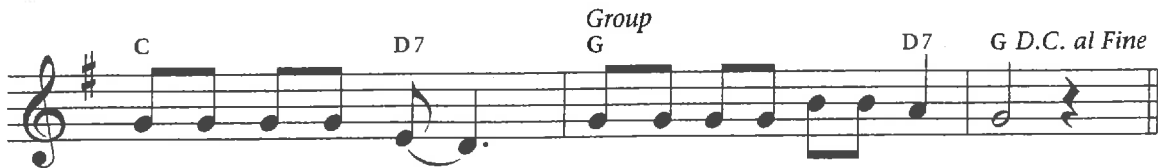
The Music Connection 2 © Silver Budett June 1975.



1. I look'd o - ver Jor - dan an' what did I see, —
 2. If you get there — be - fore — I do, — }
 3. I'm some - times — up — and some - times down, —

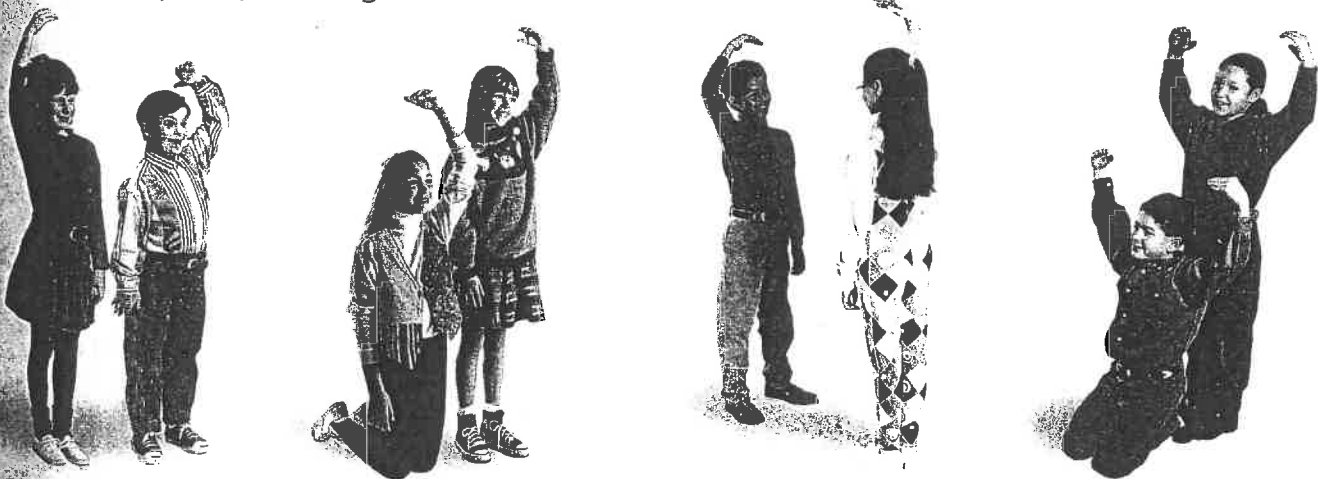


Com-in' for to car - ry me home, { A band — of an - gels
 Tell all — my friends I'm
 But still — my soul feels

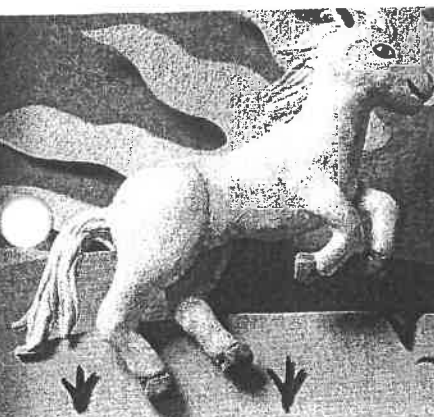


com - in' af - ter me, —
 com - in' there — too, — } Com - in' for to car - ry me home.
 heav'n - ly — bound, — } G D.C. al Fine

The phrase *comin' for to carry me home* is a repeated musical motive. Make an upward arc with your arm as a "movement motive" on the words *comin' for to carry me home* in the refrain. Change the way you do the movement each time by choosing a different arm, level, or facing.



SING Verse 1 of "When the Saints Go Marching In" as a partner song with the refrain of "Swing Low, Sweet Chariot."



00-00
PRACTICE TRACK

Caballito blanco

(Little White Pony)

English Words by Bryan Louiselle

Folk Song from Mexico



1. Ca - ba - lli - to blan - co,
1. Take me, dear white po - ny,



sá - ca - me de a quí. _____
Take me far a - way, _____



Je^{va} Llé - va - me a mi pueb - lo
Back to my own vil - lage



dón - de yo na - cí. _____
Where I long to stay. _____

2. Tengo, tengo, tengo,
tu no tienes nada.
Tengo tres borregas
en una manada.

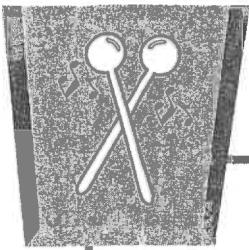
2. I have quite a fortune,
You don't have a penny.
I've three lambs to care for;
You do not have any.

3. Una me da leche,
otra me da lana,
Y otra mantequilla,
para la semana.

3. One gives milk each morning,
One provides her wool,
One whose gift of butter
Keeps the larder full.

Repeat verse 1

Repeat verse 1



Name _____ Class _____

ORFF 13

Caballito Blanco

Folk Song from Mexico

AX  

WB  

SM  

AM  



Let's Ride on the Water

In The Music (11)
Connection grade
2 © Silver Burdett
Ginn, 1995

How do boats move?
Show their motion as you sing.

Come Sailing with Me

Folk Song from Italy



2. Come rowing with me,
Come rowing with me;
Pulling the oars, oh, how
happy we'll be,
Come rowing with me.

3. Come boating with me,
Come boating with me;
Zooming along, oh, how
happy we'll be,
Come boating with me.

English Words by José-Luis Orozco

El coquí (The Little Frog)

Musical arrangement by José-Luis Orozco
Folk Song from Puerto Rico
Piano accompaniment by Marilyn Christensen

Gaily

VERSE

El co - quí, el co - quí, mí me en - can - ta.
My co - quí, lit - tle frog, how I love you. Es bo -
For your

ni - to el can - tar del co - quí. Por las no - ches, al ir a g - cos -
songs give me com - fort and peace. Ev - ery night I can go to sleep

tar - me Me dor - me - ce can - tan - do a - sí. Co - quí, co -
hap - py, When I hear lull - a - bies from co - quí.

quí, co - quí - quí - quí - quí. Co - quí, co - quí, co - quí - quí - quí.

Coquí" © 1994, José-Luis Orozco, English lyrics and musical arrangement. All rights reserved. Used by permission.

M.M. 2

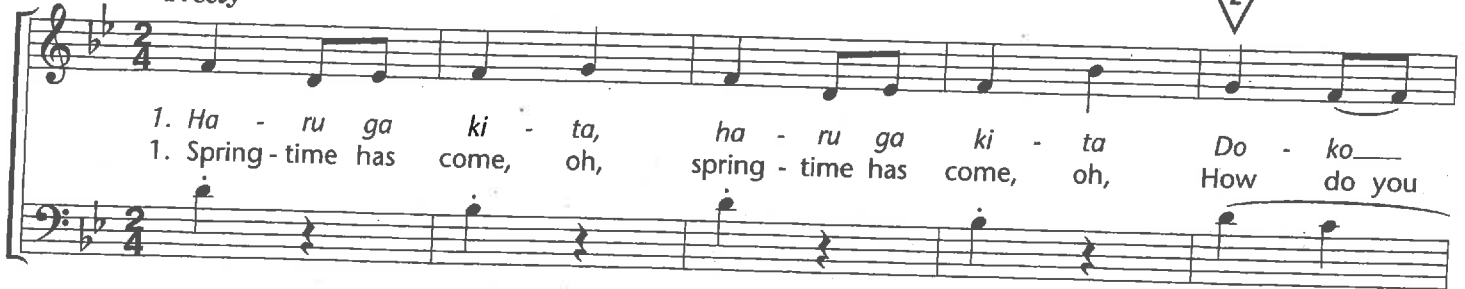
Haru ga kita (Springtime Has Come)

Japanese Words by Takano Tatsuyuki
English Words by Patty Zeitlin

School Song from Japan
Music by Okano Teiichi
Arranged by Rosemary Jacques

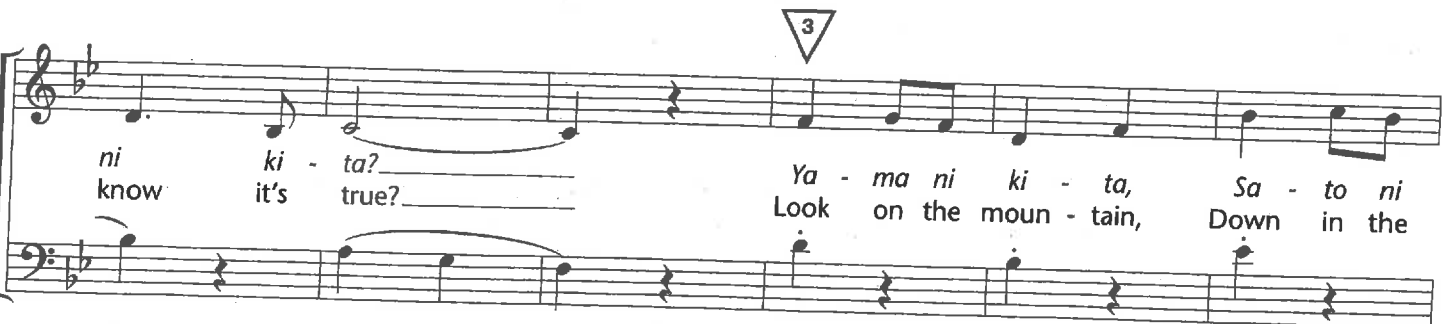
Freely

2



1. Ha - ru ga ki - ta, ha - ru ga ki - ta, Do - ko ni
1. Spring - time has come, oh, spring - time has come, oh, How do you

3



ni ki - ta? Ya - ma ni ki - ta, Sa - to ni
know it's true? Look on the moun - tain, Down in the

4



ki - ta, No ni - mo ki - ta.
val - ley, In the prai - rie, too.

2. Hana go saku, hana ga saku,
Doko ni saku?
Yama ni saku, Sato ni saku,
No nimo saku.
3. Tori ga naku, tori ga naku,
Doko de naku,
Yama de naku, Sato de naku,
No demo naku.

2. Flowers are blooming, Flowers are blooming,
Where are they in bloom?
Up on the mountain, Down in the valley,
In the prairie, too.
3. Birds are a-singing, Birds are a-singing,
Where can we hear them sing?
Up on the mountain, Down in the valley,
In the prairie, too.

MM2

PHRASES

SINGING PHRASES

Try with phrase movements

ALS	VOCABULARY
"Pick-A-Track,"	strum
	ukulele
	steel "slack" guitar
	phrase
	pu-ili (bamboo clappers)
	uliuli (rattle)
	pahu (drum)
	rhythmic pattern

and ask that students listen to the sound of the drum. Is it strumming? (The ukulele, a plucked instrument) Is it sliding through pitches?

Working in two-measure phrases. Relate phrases to the word phrases, and make word breaks. A pattern that makes up each musical phrase includes an rhythm instruments, such as clappers, the uliuli (gourd rattle), if they are available. If available, use sticks, maracas, and other

Working, trace the phrases in large letters at the head, from one side to the other. Students identify to start low, slowly moving in order to make their movements. Practice the full sixteen-beat phrase.

In Hawaii, dancers tell a story with their hands and arms. Divide students into groups. Have them use arm motions to illustrate the phrases. "The arms moving across each phrase. Change of direction, a new phrase. Have them share their interpretations with the class."

Working together, have them

Phrases from

Hawaii

Hawaiian Rainbows CD 3-10
Folk Song from Hawaii

Cultural Connections

Hawaii is the setting for one of the Pacific cultures in a world region known as Oceania. The musical instruments of Hawaii include rhythmic percussion instruments, such as the bamboo clappers called *pu-ili*; the *uliuli*, a gourd rattle topped with feathers; and the cylindrical drum known as *pahu*. A common wind instrument of Oceania is the nose flute, called *ohe hano ihu* in Hawaii. There is also a conch-shell trumpet and a double pair of stone clappers that are clicked together like castanets, called *ili ili*. The ukulele, a version of the Portuguese mandolin, was imported in the 1870s. The well-known dance of Hawaii, the hula, was originally accompanied by percussion instruments. Today it is often accompanied by the ukulele and even electric guitars.

- ORFF**
1. Invite the children to show you curved or round motions, using different parts of the body (hand, arm, head, leg, and so forth).
 2. Have the children

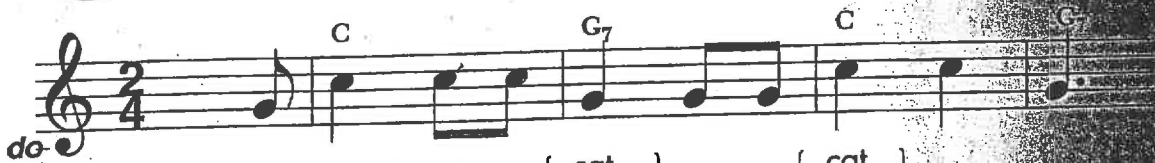
A MUSICAL MENAGERIE

A menagerie [muh-NA-zher-ree] is a group of different animals. **Sing** this folk song from Kentucky about one person's menagerie.



I Bought Me a Cat

Folk Song from Kentucky



1., 2., 3., 4. I bought me a

}	cat,
	hen,
	duck,

 and the

}	cat
	hen
	duck

 pleased me

}	goose,
	goose,
	goose,



I fed my

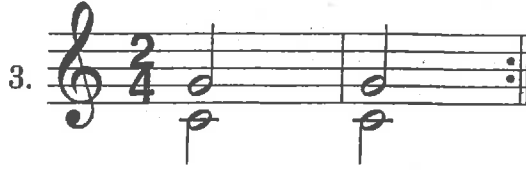
}	cat
	hen
	duck
	goose

 un - der yon - der tree.



Animal Patterns

Practice these patterns. Decide which pattern sounds best for each animal. **Play** your pattern when the animal speaks in the song.



1.
 Cat goes *fid - dle - i - fee!*

2.
 Hen goes *chim-my-chuck, chim-my-chuck!*

3.
 Duck goes *quack, quack!*

4.
 Goose goes *his - sy, his - sy!*



Creature Feature

I Got Shoes

African American Spirit
Arranged by Anita P. De...

Swing Style

Solo

2

1. I got shoes, you got shoes, All God's chil-dren got shoes;

3

Chorus

4

When I get to hea-ven, gon-na put on my shoes; I'm gon-na walk all o - ver God's

5

6

hea-ven, Hea-ven, Hea-ven; Ev-'ry-bod-y talk-in' 'bout hea-ven ain't go-in' there,

7

8

Hea-ven, Hea-ven; Gon-na walk all o - ver God's hea-ven.

2. I got a song, you got a song,
All God's children got a song;
When I get to heaven,
gonna sing my song;
I'm gonna sing all over God's heaven, ...
Gonna sing all over God's heaven.

3. I got wings, you got wings,
All God children got wings;
When I get to heaven
gonna put on my wings;
I'm gonna fly all over God's heaven, ...
Gonna fly all over God's heaven.

MM 2

KYE KYE KULE

An Akan Call-and-Response Exercise Song

The musical score is written on three staves in 4/4 time. The first staff contains the first line of music with lyrics: "Kye kye ku - le. Kye kye ku - le. Kye kye ko - fi nsa. Kye kye ko - fi nsa." Below the lyrics are phonetic guides: "(Chay chay koo - lay)" and "(Chay chay ko-fee - sah)". The second staff contains the second line of music with lyrics: "Ko - fi nsa lan - ga. Ko - fi nsa lan - ga. Ka - ka shi lan - ga. Ka - ka shi lan - ga." Below the lyrics are phonetic guides: "(Ko-fee sah-lahn - gah)" and "(Kah-kah shee lahn - gah)". The third staff contains the third line of music with lyrics: "Kum a - den - de. Kum a - den - de. Kum a - den - de. Hey!" Below the lyrics are phonetic guides: "(Koom ah - den - day)". Call-and-response markers (C for Call, R for Response, C+R for Call and Response) are placed above the notes. The final note of the third staff is marked "All:".

© C R C R

Kye kye ku - le. Kye kye ku - le. Kye kye ko - fi nsa. Kye kye ko - fi nsa.
(Chay chay koo - lay) (Chay chay ko-fee - sah)

© R C R

Ko - fi nsa lan - ga. Ko - fi nsa lan - ga. Ka - ka shi lan - ga. Ka - ka shi lan - ga.
(Ko-fee sah-lahn - gah) (Kah-kah shee lahn - gah)

© R C+R All:

Kum a - den - de. Kum a - den - de. Kum a - den - de. Hey!
(Koom ah - den - day)

Adzenyah, A. K., et al. *Let Your Voice be Heard: Songs from Ghana and Zimbabwe.*
10th Anniversary Edition, World Music Press, 1996.

CONCEPT
MELODY/RHYTHM

SKILLS
READ, SING

Practice What You Know

Sing and play a game with this pentatonic song.
Sing it first with syllables then with the words.

Jingle at the Window



CD 12:13

Ohio Play-Party Song

Puff, the Magic Dragon

Words and Music by Peter Yarrow and Leonard Lipton
 Arranged by Cheryl Cronk

Brightly
 VERSE

1. Puff, the mag - ic drag - on, lived by the sea And

frol-icked in the au-tumn mist in a land called Ho-nah - lee.

Lit - tle Jack - ie Pa - per loved that ras - cal Puff And

brought him strings and seal-ing wax and oth - er fan - cy stuff. Oh!

1 REFRAIN

2

Puff, the mag - ic drag - on, lived by the sea. And

frol-icked in the au-tumn mist in a land called Ho-nah - lee. Oh,

Puff, the mag - ic drag - on, lived by the sea. And

frol-icked in the au-tumn mist in a land called Ho - nah - lee.

land called Ho - nah - lee.

2. Together they would travel
 on a boat with billowed sail;
 Jackie kept a lookout perched
 on Puff's gigantic tail.
 Noble kings and princes
 would bow whene'er they came;
 Pirate ships would low'r their flag
 when Puff roared out his name. Oh!
Refrain

3. A dragon lives forever
 but not so little boys;
 Painted wings and giant rings
 make way for other toys.
 One grey night it happened,
 Jackie Paper came no more,
 and Puff that mighty dragon,
 he ceased his fearless roar.
To Verse 4

4. His head was bent in sorrow;
 green scales fell like rain.
 Puff no longer went to play
 along the cherry lane.
 Without his lifelong friend,
 Puff could not be brave
 so Puff that mighty dragon
 sadly slipped into his cave. Oh!
Refrain

SING the tinted measures in "Rocky Mountain"
using *do re* and *mi*.

ROCKY MOUNTAIN

Appalachian Folk Song



Verse
F

C7



1. Rock - y moun-tain, rock - y moun-tain, rock - y moun-tain high,
2. Sun - ny val - ley, sun - ny val - ley, sun - ny val - ley low,
3. Storm-y o - cean, storm-y o - cean, storm-y o - cean wide,



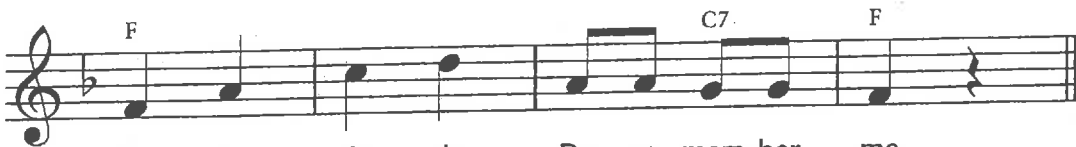
When you're on that rock - y moun-tain, hang your head and cry.
When you're in that sun - ny val - ley, sing it soft and slow.
When you're on that deep blue sea, there's no place you can hide.
mi mi re re do

Refrain
F

C7

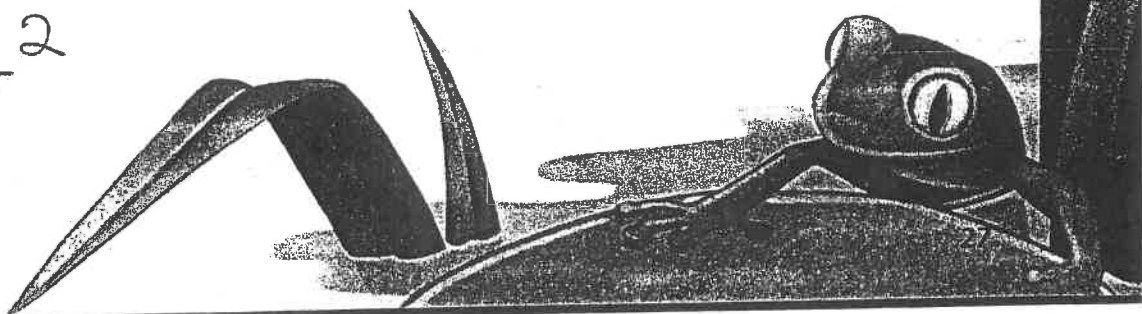


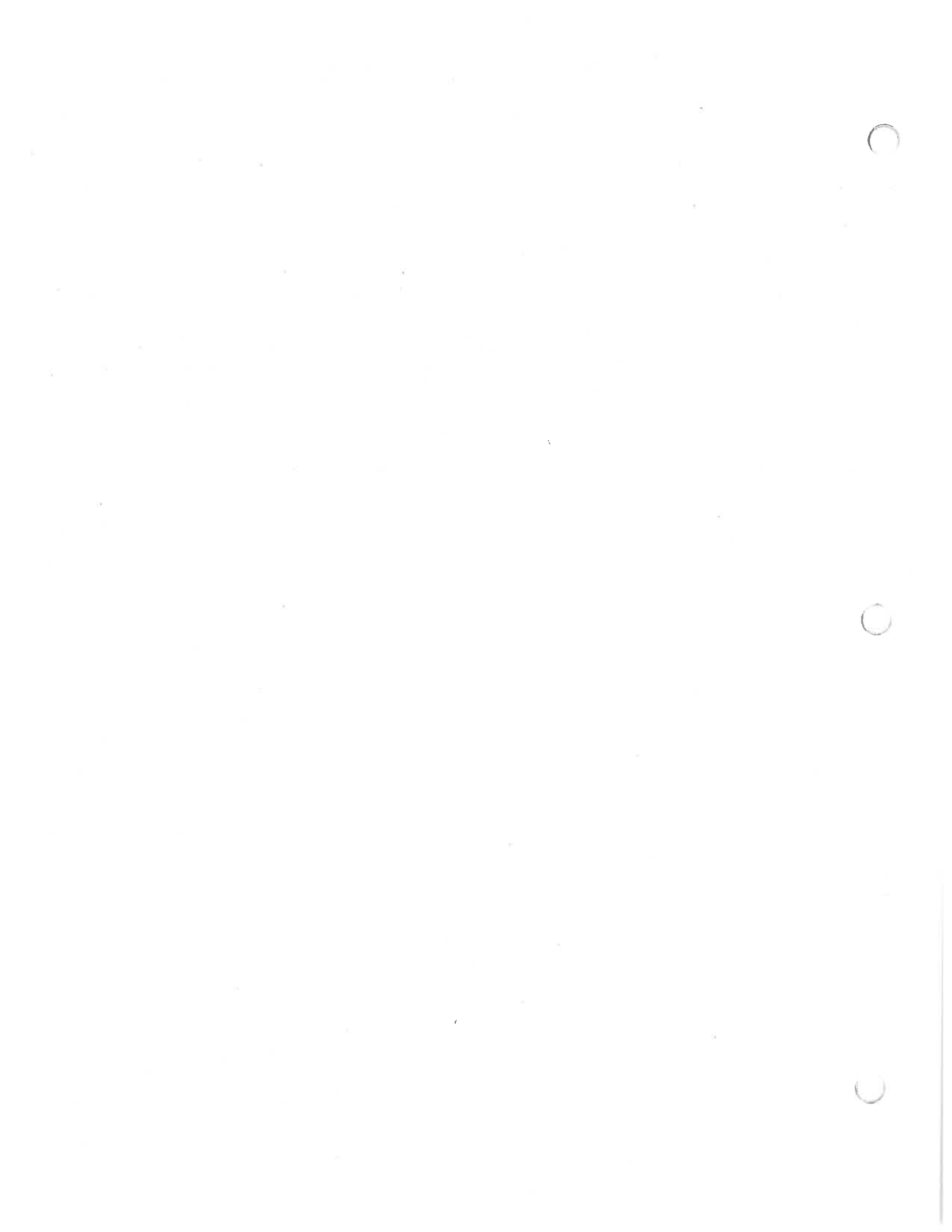
Do, do, do, do, Do re - mem-ber me.



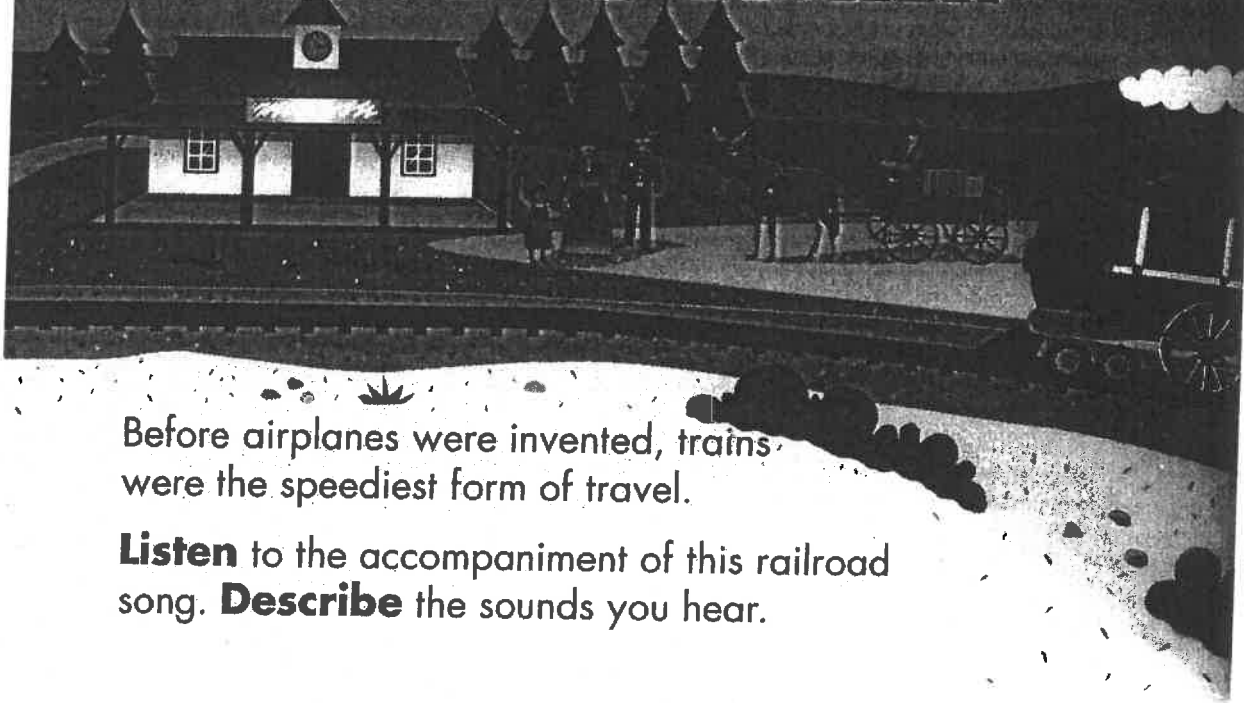
Do, do, do, do, Do re - mem-ber me.
mi mi re re do

SM 2





SOUNDS OF A TRAIN



Before airplanes were invented, trains were the speediest form of travel.

Listen to the accompaniment of this railroad song. **Describe** the sounds you hear.



She'll Be Comin' 'Round the Mountain

Railroad Song



1. She'll be com - in' round the moun - tain when she
2. She'll be driv - in' six white hor - ses when she



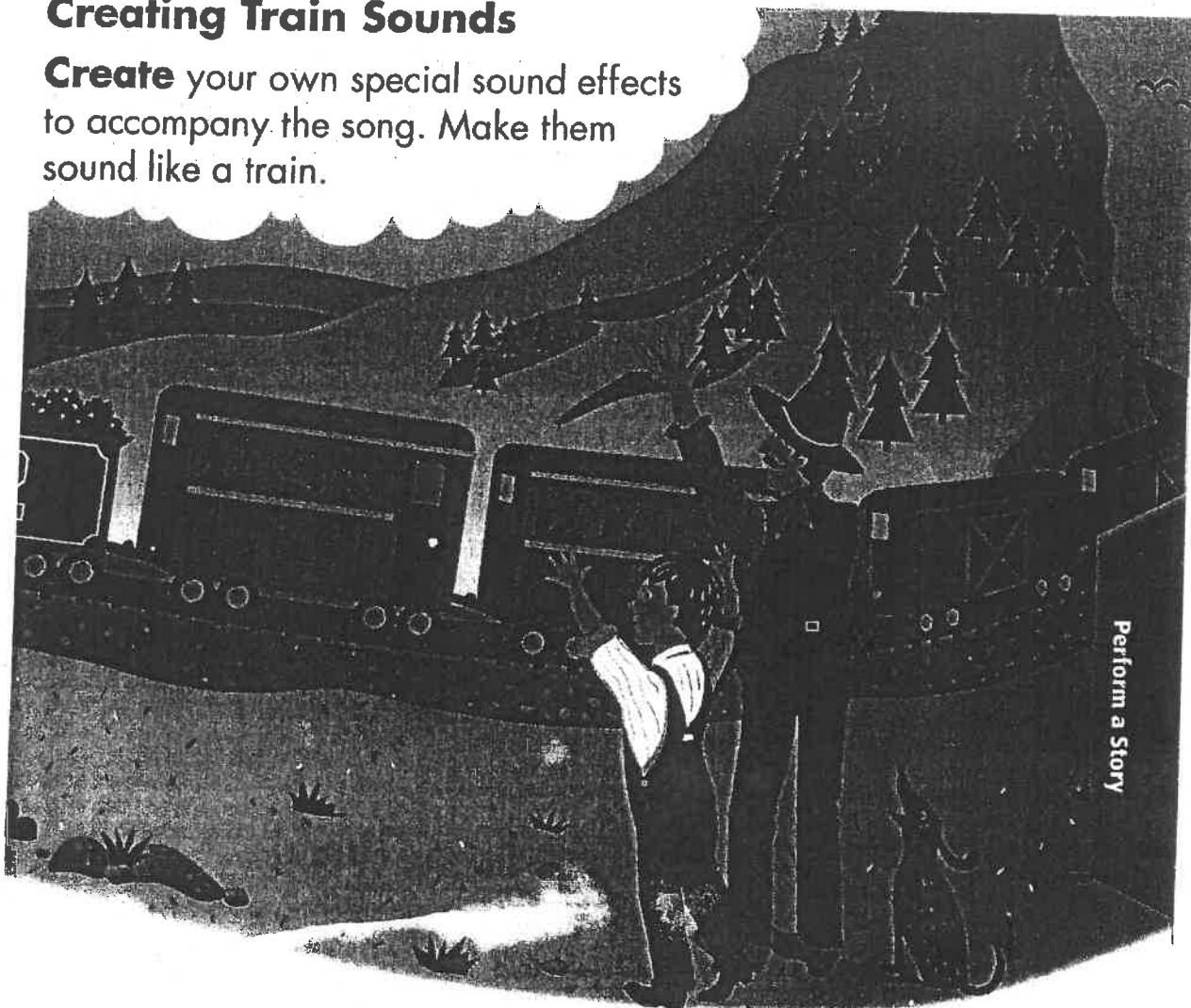
comes, (toot, toot!) She'll be com - in' round the moun-tain when she
comes, (chug, chug!) She'll be driv - in' six white hor - ses when she



comes, (toot, toot!) She'll be com - in' round the
comes, (chug, chug!) She'll be driv - in' six white

Creating Train Sounds

Create your own special sound effects to accompany the song. Make them sound like a train.



moun-tain, She'll be com - in' round the moun-tain, She'll be
hor - ses, She'll be driv - in' six white hor - ses, She'll be



com - in' round the moun-tain when she comes. (toot, toot!)
driv - in' six white hor - ses when she comes. (chug, chug!)

3. Oh, we'll all have chicken and dumplings when she comes, (yum, yum!) . . .
4. Oh, we'll all go out to meet her when she comes, (Hi, there!) . . .

Find the A and B sections of "Simi Yadech."

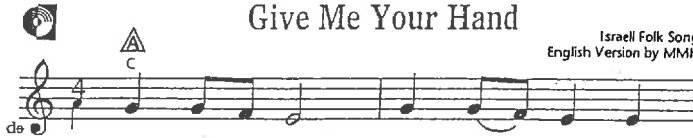
MOVE with a partner during the A and B sections. Find a new partner by the end of the B section.



Simi Yadech

Give Me Your Hand

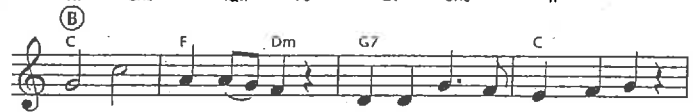
Israel Folk Song
English Version by MMH



Hebrew: שִׁמִּי יָדְעֶךָ וְתֵת לִי יָדְךָ
English: Give me your hand, Give me the o - ther,
Pronunciation: si mi ya dex bə ya di a



יְהִי שְׁמִי לְךָ וְיְהִי אַתָּה לִּי
I'm your friend and you are mine.
ni she lax və at she li



הֵי הֵי גַלִּי יָדְעֵה - לִּי - יָדְעֵה - לִּי
Hey, hey, my good friend, Take my hand and dance with me.
he he ga li ya bat ha rim ya fe fi ya



הֵי הֵי גַלִּי יָדְעֵה - לִּי - יָדְעֵה - לִּי
Hey, hey, my good friend, Take my hand and dance with me.
he he ga li ya bat ha rim ya fe fi ya

1 GET SET

"Say the alphabet with me. A B C..."
(Draw a triangle and circle in a horizontal row on the board.) "If we call the triangle A, what could we call the circle?" (B) (Write the letters A and B inside the triangle and circle.) Have children:

- ▶ Sing "Ucha Tirvach" CD3:28 on page 140 and recall that it has two sections. (A B)
- ▶ Remember how they knew it has two sections. (It has two different melodies; the sections were labeled A and B.)

"Music has different forms. It sometimes has two sections, and sometimes more."

2 DEVELOP

1. Introduce "Simi Yadech" CD3:35. Learn the movement. Have children:

- ▶ Read pages 154 and 155.
- ▶ Learn the movement to "Simi Yadech." (See *Movement* below.) Do the movements as they listen to the song.

2. Identify A and B sections in the notation of "Simi Yadech." Have children:

- ▶ Listen to the song, following the notation on page 155.

Recorded Lesson CD3:36

- ▶ Listen to "Pronunciation for 'Simi Yadech.'"
- ▶ Sing the song, following the words.
- ▶ Listen once again, predicting where the B section might begin and then finding it in the notation. (*hey-hey*)

OBJECTIVE 1 Informal Assessment

- Sing the song, raising a hand when they begin the B section.
- ▶ Do the dance, singing the song.

MULTICULTURAL PERSPECTIVES: "Simi Yadech"

This lighthearted folk song is particularly popular among young schoolchildren in Israel. Relatively recent in origin, it usually accompanies the dance taught below. The lyrics, which are in Hebrew, roughly mean, "Put your hand in mine, Galiya, daughter of the mountains, you beautiful girl."

MOVEMENT: "Simi Yadech"

A section

Formation: Facing partners in scattered position

Measure 1: Partners join hands on one side of their bodies.

Measure 2: Partners join other hands. Measures 3 and 4: Swing arms back and forth four times.

B section

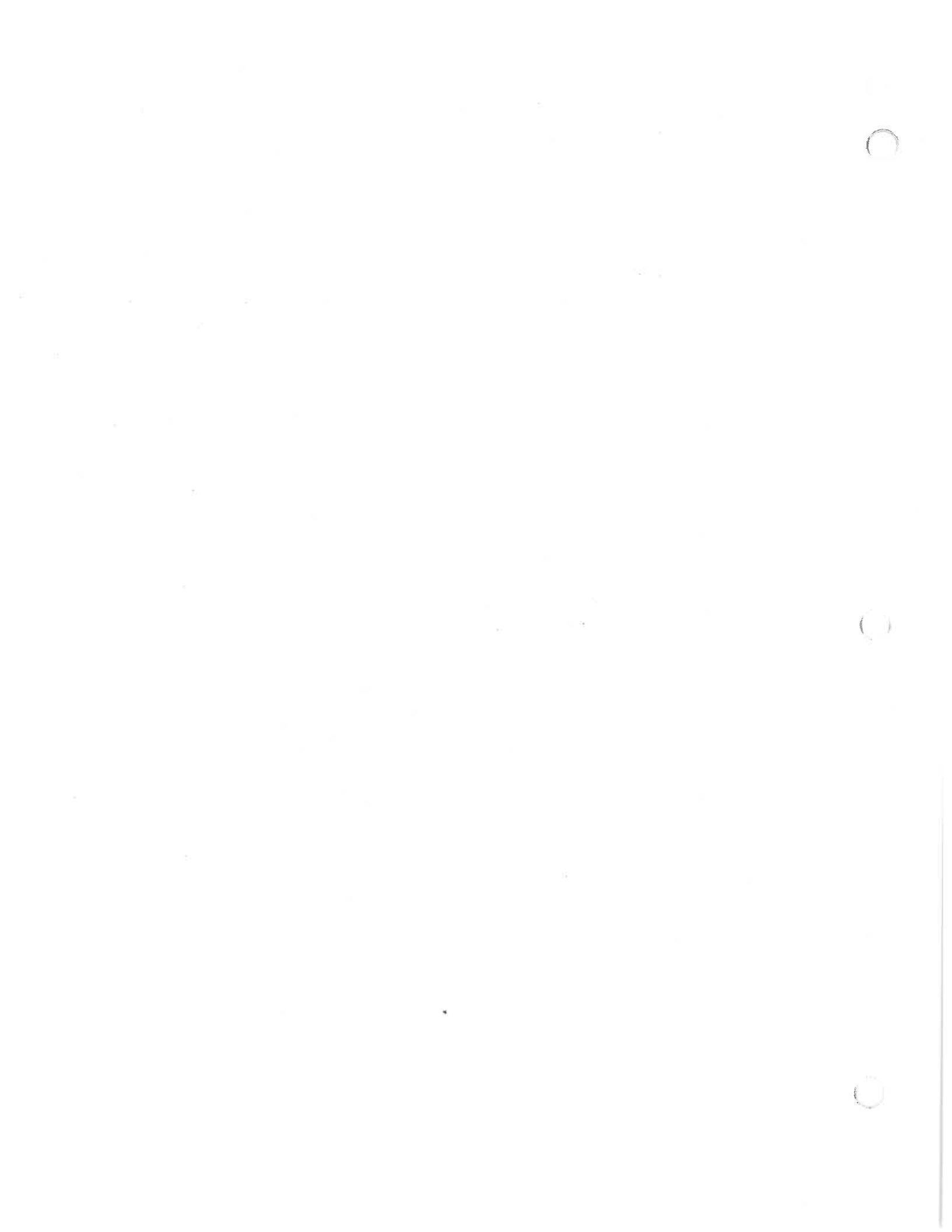
Formation: Partners, side by side

Measures 5–8: Step-hop, holding inside hands. Measures 9–12: Step-hop, moving away from partner on a separate pathway. Choose another partner and begin again.

PRONUNCIATION: "Simi Yadech"

ɑ father e chaotic ɛ pet i bee ə ago
r flipped r x guttural h, Hebrew Hanukkah

Share the Music, grade 2
© McGraw-Hill, 2000





SM 2



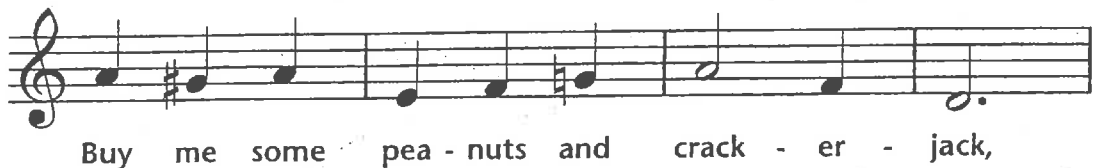
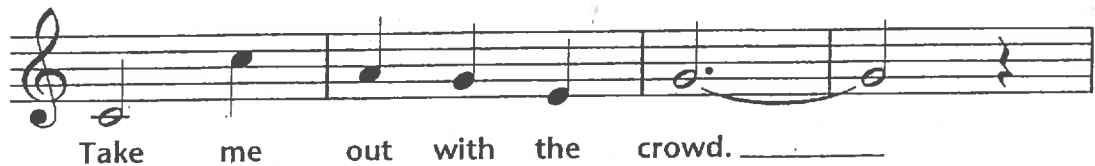
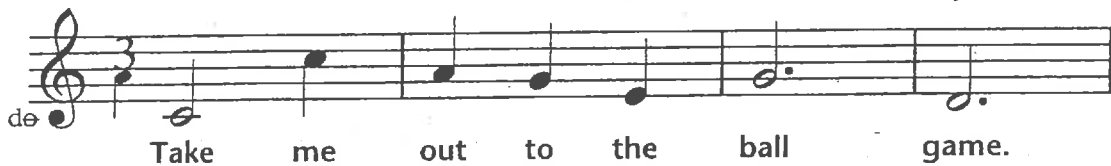
13

Baseball has been a favorite game in the United States for more than 100 years. This song has been around for almost that long! People still enjoy singing it when they go to baseball games.

Take Me Out to the Ball Game

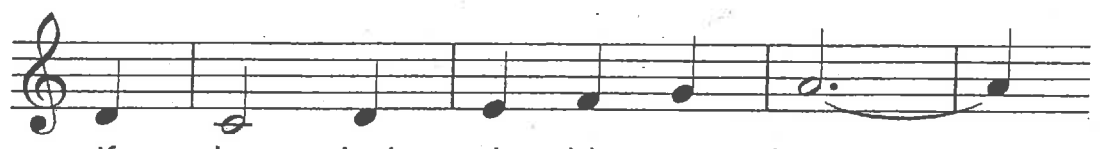


Music by Albert von Tilzer
Words by Jack Norworth





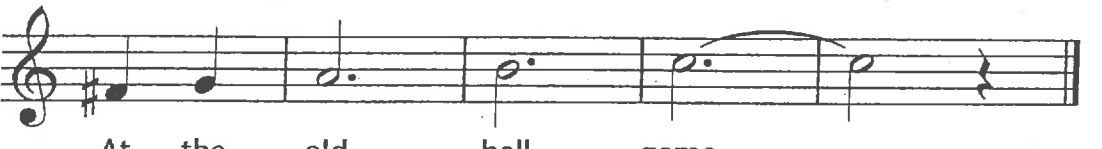
Let me root, root, root for the home team,



If they don't win, it's a shame, _____



For it's one, two, three strikes you're out

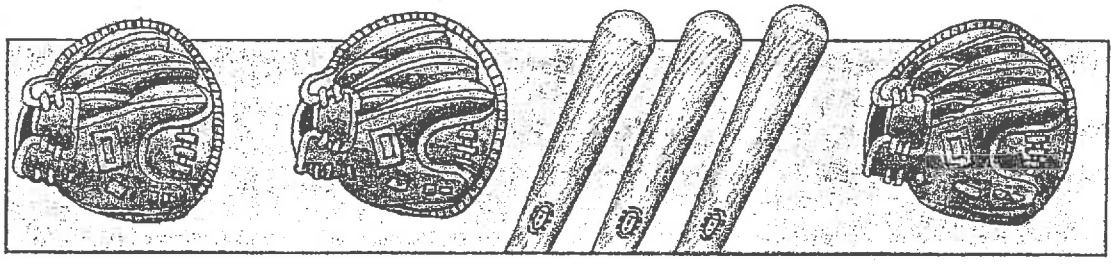


At the old ball game. _____

When you go to a baseball game, you might cheer for your team by saying "We want a hit!" over and over.

An **ostinato** is a musical pattern that repeats over and over.

SAY this ostinato as you listen to "Take Me Out to the Ball Game."



Home

run!

Up in the

stands!

Meet a New Pitch Called *La*

SPM
2

CONCEPT

MELODY

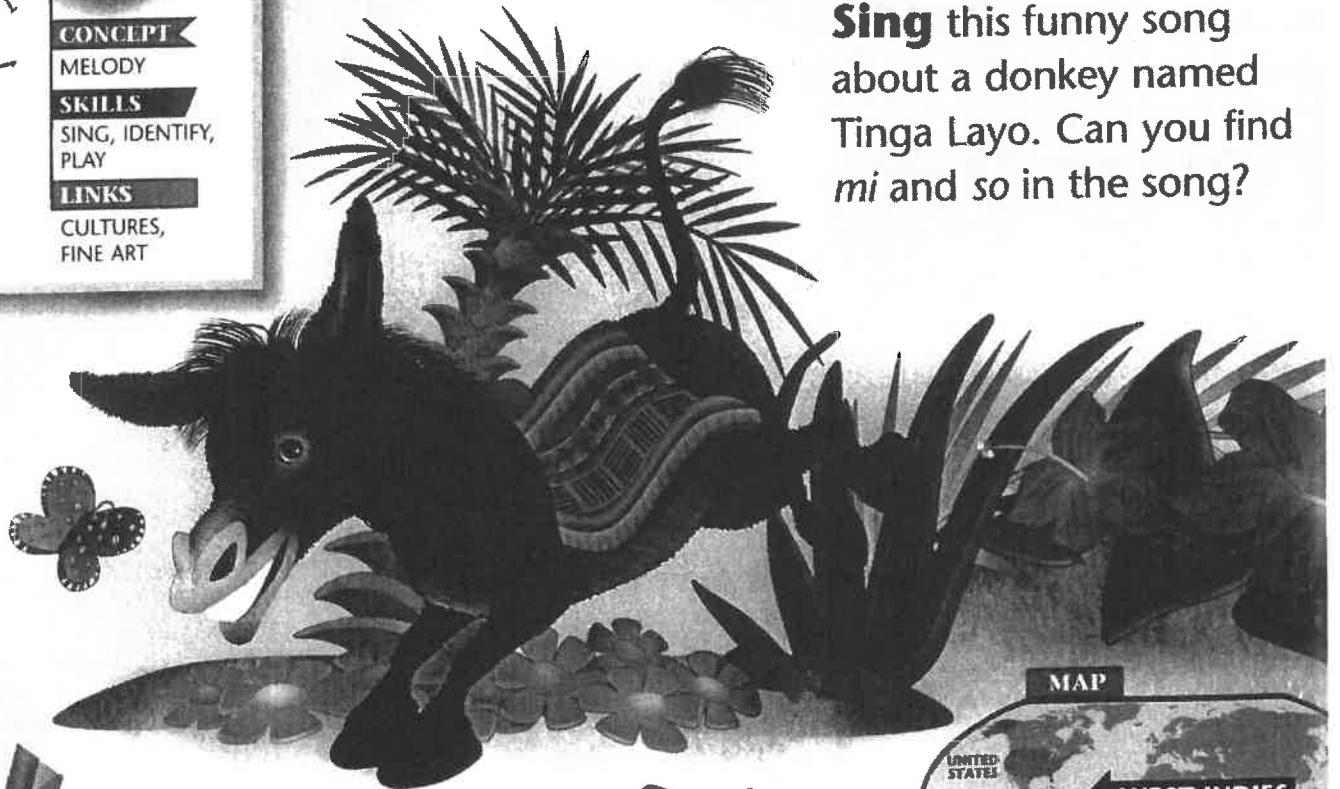
SKILLS

SING, IDENTIFY,
PLAY

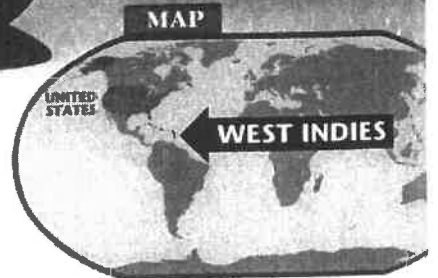
LINKS

CULTURES,
FINE ART

Sing this funny song about a donkey named Tinga Layo. Can you find *mi* and *so* in the song?



TINGA LAYO



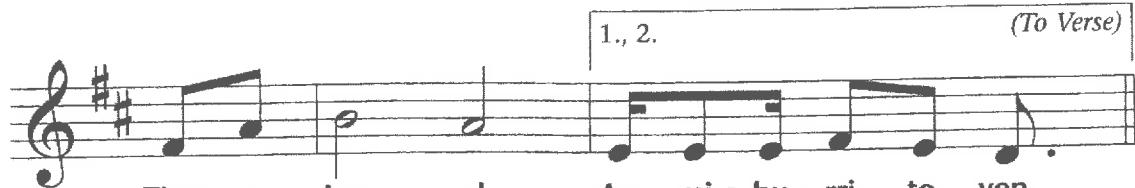
CD 3:8

West Indies Calypso Song
English Words by Merrill Staton

Refrain



do
Spanish: Ting - a Lay - o! Ay, mi bu - rri - to, ven;
English: Ting - a Lay - o! Come, lit - tle don - key, come;



1., 2. (To Verse)
Ting - a Lay - o! Ay, mi - bu - rri - to, ven.
Ting - a Lay - o! Come, lit - tle don - key, come.

On what part of the donkey's name does the new pitch come? **Move** to show how the melody moves higher and lower.



mi so ? so

Tin - ga Lay - o!

The new pitch is **la**. It is always one step higher than so.

Sing "Tinga Layo" again. Use pitch syllables with hand signs instead of the donkey's name.



la

3. (End) Verse

Ay, mi bu - rri - to, ven.	1. Bu - rri - to
Come, lit - tle don - key, come.	1. My don - key

sí, bu - rri - to no, bu - rri - to co - me con te - ne - dor.
yes, my don - key no, My don - key sit when I say to go.

2. My donkey haw, my donkey gee,
My donkey don't do a thing for me.
Refrain

3. My donkey balk, my donkey bray,
My donkey won't hear a thing I say.
Refrain

TUE, TUE



Ghanaian Folk Song
Collected by Mona Lowe

Leader
D

do

Fanti: Tu - e Tu - e ba - ri - ma tu - e tu - e
Pronunciation: tu we tu we ba ri ma tu we tu we

Group
D

(Tu - e Tu - e ba - ri - ma tu - e tu - e)
tu we tu we ba ri ma tu we tu we

Leader
D

A - bo - fra ba A - ma da - wa da - wa tu - e tu - e
a bo fra ba a ma da wa da wa tu we tu we

Group
D

(A - bo - fra ba A - ma da - wa da - wa tu - e tu - e)
a bo fra ba a ma da wa da wa tu we tu we

All

Hei - ba - ri - ma tu - e tu - e Hei - ba - ri - ma
he ba ri ma tu we tu we he ba ri ma

Unit 5 Accent on Surprise! 245

Tue, Tue

Unit 5 Reinforcement
do re mi so la, page 237

More Reinforcement
speaking, singing, game from Ghana,
page 23

- 1. Introduce the song CD5:22.** Have children:
 - Establish a pat-pat-clap-clap pattern with the steady beat as they listen to the song.
 - Listen again, following the text, then tell which lines are the same and different. (Lines 1 and 2 are the same; lines 3 and 4 start the same and differ at the end; line 5 is different from all other lines.)
- Recorded Lesson CD5:23**
 - Listen to "Pronunciation for 'Tue, Tue'" and identify solo and group parts.
 - Sing the song, doing the pat-pat-clap-clap pattern until the last line. On the last line, stop the pattern.
- 2. Play a game.** Have children:
 - Form a single circle, then turn to face a partner. Transfer the hand pattern to pat-pat-touch-touch (touching partner's hands), then pat-pat-touch-touch (turning and touching hands with the person behind).
 - Do this pattern, alternating between partner and person behind, until the last line of the song, then stop.
 - Sing the song again as a volunteer sings the solo part.

PLAYING INSTRUMENTS: Unpitched

Have children add instrument parts to "Tue, Tue" that use J and ♩. For example:

Claves or Sticks: ♩ J ♩ J ♩

Cabasa: ♩ J ♩ J ♩

Drum: ♩ J ♩ J ♩

PRONUNCIATION: "Tue, Tue"


a father e chaotic i bee u moon

MULTICULTURAL PERSPECTIVES: "Tue, Tue"

Adults in many cultures build positive relationships with children while entertaining them with songs and games. "Tue, Tue" is sung to children in Ghana. The singer keeps a steady beat throughout the song, then surprises the child on *hai*, lifting the child into the air, or jumping (or making a quick motion). "Tue, Tue" is also featured as a Ghanaian children's radio program.

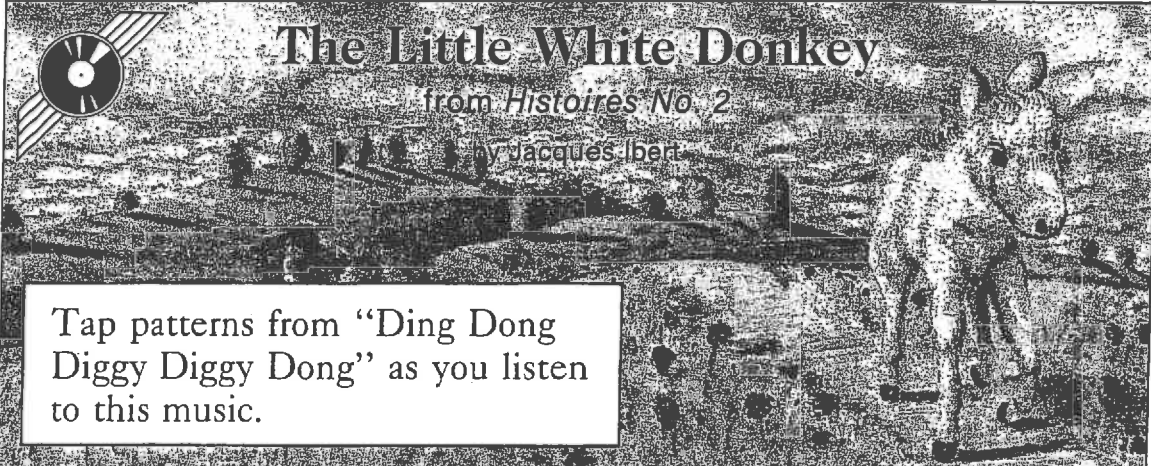
SM 2

LISTENING



The Little White Donkey
from *Histoires No. 2*
by Jacques Ibert

Tap patterns from "Ding Dong Diggy Diggy Dong" as you listen to this music.



Ding Dong Diggy Diggy Dong

Words and Music by Carl Orff
Translated by Doreen Hall

Lightly



Ding dong dig - gy dig - gy dong,



Dig - gy dig - gy ding the cat is gone!



Ding dong dig - gy dig - gy dong,



Dig - gy dig - gy ding ding dong.

Excerpted from "Ding, Dong, Diggydiggydong," from MUSIC FOR CHILDREN, Vol. 1 by Margaret Murray. Copyright 1958 by Schott and Co., Ltd., London. All rights reserved. Used by permission of European American Music Distributors Corporation, sole U.S. agent for Schott and Co., Ltd.

Add an accompaniment to this song.

Alto Glockenspiel

1' 5

Ding dong! Ding dong!

Detailed description: A musical staff in 2/4 time with a treble clef. It contains four notes: a quarter note on G4, a quarter note on B4, a quarter note on G4, and a quarter note on B4. The notes are grouped into two pairs, each with a fermata. The lyrics 'Ding dong! Ding dong!' are written below the notes.

Alto Xylophone

1

Cat is gone! Cat is gone!

Detailed description: A musical staff in 2/4 time with a treble clef. It contains four notes: a quarter note on G4, a quarter note on B4, a quarter note on G4, and a quarter note on B4. The notes are grouped into two pairs, each with a fermata. The lyrics 'Cat is gone! Cat is gone!' are written below the notes.

Soprano Glockenspiel

Ding dong! Ding dong!

Detailed description: A musical staff in 2/4 time with a treble clef. It contains four notes: a quarter note on G4, a quarter note on B4, a quarter note on G4, and a quarter note on B4. The notes are grouped into two pairs, each with a fermata. The lyrics 'Ding dong! Ding dong!' are written below the notes.

Soprano Xylophone

6

Ding dong! Dig - gy dig - gy dong.

Detailed description: A musical staff in 2/4 time with a treble clef. It contains four notes: a quarter note on G4, a quarter note on B4, a quarter note on G4, and a quarter note on B4. The notes are grouped into two pairs, each with a fermata. The lyrics 'Ding dong! Dig - gy dig - gy dong.' are written below the notes.

