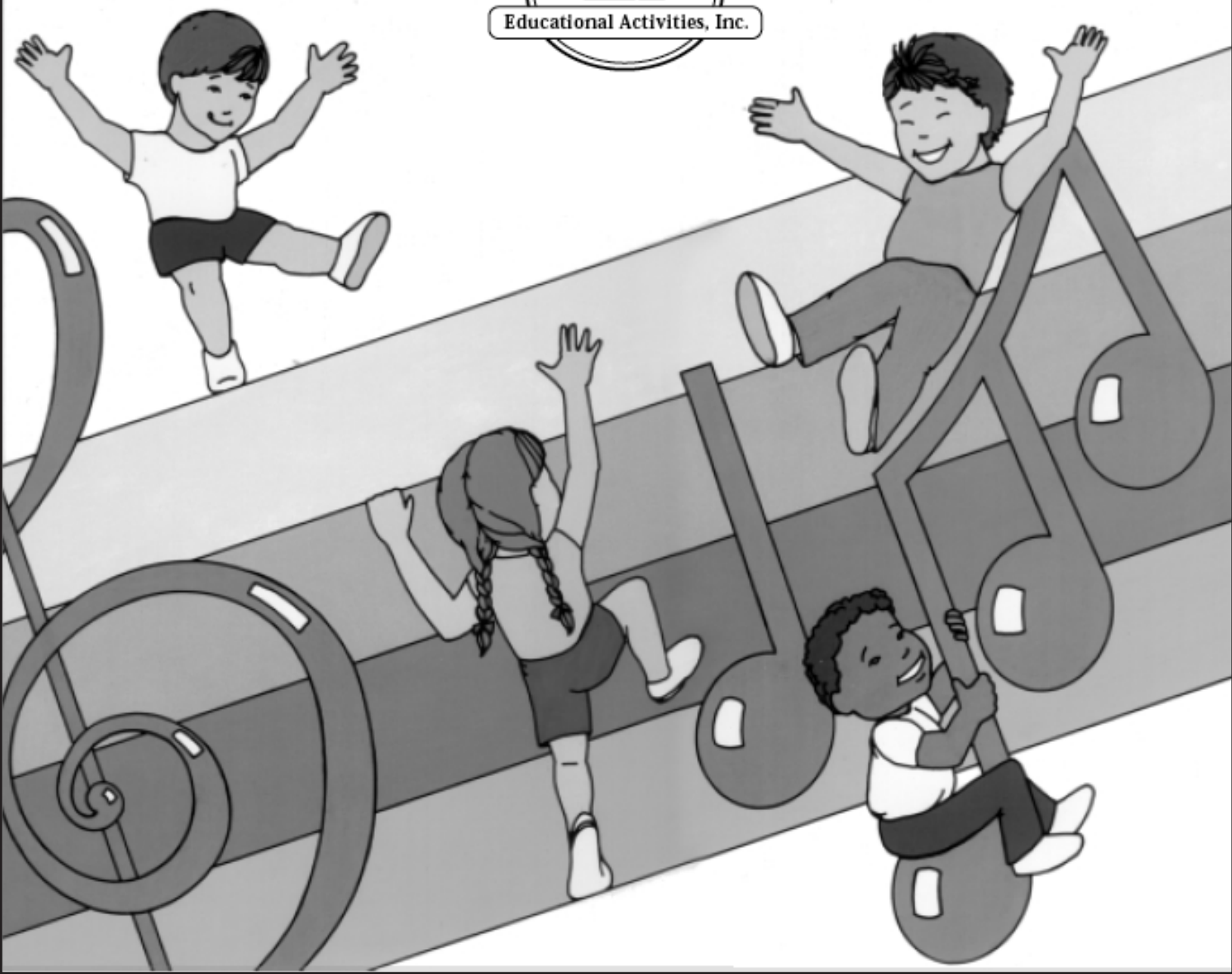


# CHILDREN'S ALL-TIME RHYTHM FAVORITES

by

Jack Capon and Rosemary Hallum, Ph.D.



# ABOUT THE AUTHORS

## JACK CAPON

Jack Capon has been, active in elementary and preschool physical education for the past 20 years. He is the author of eight books and co-author of five record albums focusing on movement activities for children. In addition, he has developed two films on perceptual motor training activities for young children.

Mr. Capon has served in the past as a member of the AAHPER National Perceptual Motor Task Force and was national chairperson of the elementary section of AAHPER. In 1978, he was awarded both the National and California State Honor Awards for his contributions to the physical education profession.

Jack Capon has presented seminars and workshops throughout the United States and in foreign countries. He is widely known for the Perceptual Motor Training Program he developed and published for use by classroom teachers.

## ROSEMARY HALLUM, PH.D.

Dr. Rosemary Hallum earned her Ph.D. in early childhood dance education. Noted as a master teacher, she has teaching experience from preschool through university levels. She also gives local, state, and national teacher workshops and seminars in early childhood and several curriculum areas.

Co-author of three other successful records with Jack Capon, Dr. Hallum has over 150 publications including filmstrips, textbooks, high interest/low vocabulary books, records, multimedia kits, and a monograph, plus magazine and newspaper articles. She is currently a teacher for the Oakland Unified School District and a freelance writer. She has published articles in 12 major magazines and is a staff photo-journalist for Muscular Development. Her honors include membership in ASCAP and Phi Beta Kappa, a finalist award in the National Educational Film Festival, and Best of the Year Award in Language Arts from Previews magazine.

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# INTRODUCTION

Dear Teacher,

CHILDREN'S ALL-TIME RHYTHM FAVORITES is designed for you! It's a star-studded collection of traditional and contemporary children's dances and singing games, recorded with a fresh, new sound. You'll find that this album offers you many excellent features.

★ **QUALITY** All the activities have "stood the test of time" and won't go out of date. They'll be useful to you year after year.

★ **SIMPLICITY** All the dances are easy to learn and can be done easily with children.

★ **PRACTICALITY** Many of these activities can be done by the students' desks or in a very limited space.

★ **VALUE** The activities will be valuable to you as part of your early childhood core curriculum. They tie in with and reinforce your physical fitness and multicultural goals. They're excellent to share at assemblies and parent meetings.

★ **FLEXIBILITY** The activities are flexible. Young children or students with limited physical ability can do them simply, as written, while older or more capable students may add their own styling. Suggestions for extending the activities are included.

★ **CONVENIENCE** Having all these songs on one album is a great time-saver, so you don't have to gather them up from several different sources.

Enjoy!

Sincerely,

Jack Capon & Rosemary Hallum

# IF YOU'RE HAPPY AND YOU KNOW IT

**MUSIC:** If You're Happy and You Know It

**FORMATION:** Informally scattered, seated, or standing.

## DIRECTIONS

Sing as you do the actions.

### WORDS

- 1) If you're happy and you know it,  
Clap your hands, (clap, clap)  
  
If you're happy and you know it,  
Clap your hands, (clap, clap)  
  
If you're happy and you know it,  
Then your face will surely show it,  
  
If you're happy and you know it,  
Clap your hands. (clap, clap)

2) . . . Tap your toe (tap, tap)

3) . . . Nod your head (nod, nod)

4) . . . Do all three.

### ACTIONS

Sing throughout.  
Clap hands twice.

Clap twice.

Smile.

Clap twice.

Tap toe on floor twice.

Nod head twice.

Do all three actions at the same time.  
(clap hands twice, tap toe twice,  
and nod head twice)

## TEACHING TIPS

- ★ When the children sing the song without the recording, ask them to suggest additional verses, for example, "wiggle your hands," "stamp your feet," and "turn around."
- ★ A standard variation is to sing "If you're sad." Children may add other verses, such as "angry," "mad," "surprised," etc.

# DANCE LITTLE BIRD

**MUSIC:** Dance Little Bird

**FORMATION:** A circle, all facing center with hands down.

## DIRECTIONS

	Counts
1) <b>Introduction</b> Wait in place.	1-16
2) <b>BIRD'S BEAK—WINGS—TAIL &amp; CLAP</b> Open & close hands like a bird's beak 4 times.	1-4
Flap arms like a bird's wings 4 times.	5-8
Bend knees and wiggle your bottom like a bird's tail 4 times.	9-12
Clap 4 times.	13-16
Repeat all actions.	17-32
3) <b>CIRCLE L &amp; R</b> Join hands and circle to the L (clockwise).	1-16
Reverse and circle to the R (counterclockwise).	17-32
Repeat whole dance twice and end with section 2.	

## TEACHING TIPS

- ★ Older students may do this as a partner dance.  
Part 1: Face each other and do same actions.  
Part 2: Hook R elbows and circle L, then reverse—hook elbows and circle R. Raise the free arm if desired.
- ★ Even very young children can do the partner dance after they learn the general pattern.

# CHICKEN FAT

**MUSIC:** Chicken Fat

**FORMATION:** Scattered.

## DIRECTIONS

Follow the directions given in the music.

- 1) Touch toes
- 2) Pushups
- 3) Touch toes
- 4) Trunk twists
- 5) Jumping jacks
- 6) Circle arms forward, then backward
- 7) Lift and lower arms
- 8) Run in place slow (tortoise) and fast (hare)

## TEACHING TIPS

- ★ Discuss and demonstrate correct form for each exercise.
- ★ Don't try to do the whole thing at once. Start small, with just a few of the exercises, and gradually build up to doing them all.
- ★ If you're not in a situation in which children can do situps and pushups, substitute another activity:

Example: Touch elbow to opposite knee.  
Thrust alternate arms upward.

# PATTYCAKE POLKA

**MUSIC:** Pattycake Polka

**FORMATION:** Partners in double circle formation, boys with back to the center.

## DIRECTIONS

	Measures
1) <b>Introduction</b> Wait in place.	1-4
2) <b>HEEL &amp; TOE, SLIDE SIDEWARD</b> Do heel-toe, heel-toe using boy's L and girl's R foot.	1-2
Slide sideward 4 times, boy to L and girl to R.	3-4
Don't change weight on the last count—end with boy's R and girl's L foot free. Reverse above actions— Heel-toe, heel-toe starting with boy's R and girl's L foot.	5-6
Slide sideward 4 times, boy to R and girl to L. Finish letting go of hands.	7-8
3) <b>PATTY CAKE</b> Clap own hands together, clap partner's RH with your RH.	1
Clap own hands together, clap partner's LH with your LH.	2
Clap own hands together, clap both hands with partner.	3
Clap own hands together, slap own knees.	4
Do R elbow swing with partner—hook R elbows and swing once around with 4 walking or skipping steps, finishing in starting position.	5-6
Progress L to new partner with 4 walking steps. Repeat whole dance twice.	7-8

## TEACHING TIPS

★ The vocal cues for Part 2 of the Pattycake fit as follows:

Cues: "Right                      clap                      left                      clap"

Actions: Clap own hands. Clap RH with partner. Clap own hands. Clap LH with partner.

Cues: "Both                      clap                      knees                      clap"

Actions: Clap own hands. Clap both hands with partner. Clap own hands. Slap own knees.

★ To simplify the dance for a younger class, do not change partners on the last two measures.  
Instead, walk in place 4 steps.

# JOHNNY WORKS WITH ONE HAMMER

**MUSIC:** Johnny Works With One Hammer

**FORMATION:** Scattered, sitting on a chair or on the floor.

## WORDS

1) Johnny works with one hammer,  
One hammer, one hammer,  
Johnny works with one hammer,  
Then he works with two.

2) . . . Two hammers

3) . . . Three hammers

4) . . . Four hammers

5) . . . Five hammers  
Then he goes to sleep.

6-10) Repeat all.

## ACTIONS

"Hammer" one hand lightly on leg.

Hammer both hands on legs.

Hammer both hands on legs and  
one foot on the floor.

Hammer both hands on legs and  
both feet on the floor.

Hammer both hands on legs, both  
feet on floor, and nod head down  
and up. Then rest head on joined  
palms and pretend to go to sleep.



# HOKEY POKEY

**MUSIC:** Hokey Pokey

**FORMATION:** Circle, all facing center, hands not joined.

WORDS	ACTIONS	MEASURES
1) You put your right hand in,	Put RH in toward center of circle	1
You put your right hand out,	Put RH out	2
You put your right hand in,	Put RH in again	3
And you shake it all about,	Shake RH	4
You do the Hokey Pokey	Turn in circle with 8 walking steps,	5-6
And you turn yourself around,	hands raised in "holdup" position, "twinkling" or shaking	
That's what it's all about.	Clap 4 times	7-8
2) You put your left hand in...	Repeat Part 1 using LH	9-16
3) . . .Right foot	Repeat Part 1 using RF	1-8
4) . . .Left foot	Repeat Part 1 using LF	9-16
5) . . .Right elbow	. . .Use R elbow	1-8
6) . . .Left elbow	. . .Use L elbow	9-16
7) . . .Right hip	. . .Use R hip	1-8
8) . . .Left hip	. . .Use L hip	9-16
9) . . .Head	. . .Use head	1-8
10) . . .Back side	. . .Use back of body	9-16
11) . . .Whole self	. . .Use whole body	1-8
12) You do the Hokey Pokey, You do the Hokey Pokey, You do the Hokey Pokey, That's what it's all about—HEY!	Bend at waist down and up 3 times, arms in "holdup" position and hands shaking. Clap 3 times. On "HEY!" jump, raise arms, and shout "HEY!"	9-16

## TEACHING TIPS

- ★ To help young children remember their R and L sides, put a rubber band on their R wrist.
- ★ Older children may want to choose their own actions to do on the chorus: "You do the Hokey Pokey and you turn yourself around, That's what it's all about."

# DANCIN' DUCK

**MUSIC:** Disco Duck

**FORMATION:** Scattered.

## DIRECTIONS

	Counts
1) Introduction Wait in place, bending knees (or bouncing or wiggling) in time to the music.	1-16
2) TOUCH SIDEWARD, WALK FORWARD & BACK Place left foot out to the side, bring it back.	1-4
Place it out to the side again, step L beside R.	
Place right foot out to the side, bring it back,	5-8
Place it out to the side again, step L beside R.	
Repeat all	9-16
Walk forward 4 steps and backward 4 steps.	1-8
Repeat.	9-16
3) CLAP SIDE TO SIDE Clap to L-R-L-R.	1-8
Repeat.	9-16
4) DANCIN' DUCK Squat, raising bent elbows like wings, then rise up. Do this 3 times (Sing "Dancin', dancin' duck" if you wish).	1-8
Say "QUACK, QUACK, QUACK!" while flapping wings downward 3 times.	7-8
Repeat actions of counts 1-8 three more times.	9-32
Repeat whole dance twice.	

## TEACHING TIPS

★Have fun with this! It really doesn't matter which foot you start on or which side you clap to first.

# LA RASPA

**MUSIC:** La Raspa

**FORMATION:** Scattered, with couples facing each other and holding hands.  
(Note: Couples don't have to be boy-girl.)

## DIRECTIONS

- |  | Measures |
|--|----------|
| 1) Introduction<br>Wait in place, hands joined.  | 1-2      |
| 2) THE "RASP" STEP (shuffling alternate feet forward) Jump on R foot, extending L heel forward, moving L arm forward and R elbow backward.                   | 1        |
| Reverse—jump on L, extending R heel forward, R arm forward and L elbow backward.   |          |
| Jump on R again, L heel forward, L arm forward and R elbow backward; pause, "holding" this position.   | 2        |
| Repeat above pattern, starting with jump on L.   | 3-4      |
| Repeat actions of measures 1-4 three more times.   | 5-16     |
| 3) ELBOW SWINGS<br>Hook R elbows, with RH up and LH held high, swinging clockwise with 8 running steps. On the last step, release elbows and clap own hands. | 1-4      |
| Reverse—hook L elbows and swing 8 running steps counterclockwise, releasing elbows and clapping on the last step.  | 5-8      |
| Repeat whole dance three times.  |          |

## TEACHING TIPS

- ★ On the Elbow Swings, older students may do skipping steps and snap fingers of both hands.
- ★ To do this as a mixer dance, start in a double circle, boys on the inside with their back to the center. Do step 1 as usual. At the end of step 2, each partner moves or "progresses" one person to their R. That person is their new partner. Repeat whole dance with new partner. Continue.

# LIMBO

**MUSIC:** Limbo Rock

**FORMATION:** Single line in back of a pole held up on a stand or by students.

## DIRECTIONS

Child first in line is the performer, leaning back far enough to walk under the pole without touching it, falling, or touching the floor with his/her hands. Children waiting for their turns clap in time and sway side to side.

The leader, if successful, goes back to the end of the line for another turn. If not, that child stands to the side, clapping and swaying.

After everyone in the group has had a turn, the pole is progressively lowered, so that each time children have to lean further while maintaining their balance.

## TEACHING TIPS

- ★ Explain the dance before doing it. Demonstrate going under the pole.
- ★ Capable students can really shine, walking in time to the music and adding their individual body styling.
- ★ Children standing to the side could play rhythm instruments.
- ★ If you wish the dance to be done as a competitive activity, the last child left is declared the winner.

# BUNNY HOP

**MUSIC:** Bunny Hop

**FORMATION:** Single line, hands lightly on hips of the person in front.

## DIRECTIONS

	Counts
1) Introduction Wait in place.	1-16
2) FOOT-TO-THE-SIDE AND JUMPS Place R foot out to side, bring it back,	1-2
Place it out to the side again, step R beside L.	3-4
Place L foot out to the side, bring it back,	5-6
Place it out to the side again, step L beside R.	7-8
 Jump forward lightly and pause.	 1-2
Jump backward lightly and pause.	3-4
Jump forward 3 times, then pause.	5-8
Continue repeating this pattern.	

## TEACHING TIPS

- ★ Leader of the line may move in a circle clockwise or counterclockwise, or in any direction desired—for example, straight forward, sideward, curved, zigzag, etc. Teacher or student volunteer may give signal (ring bell, play drum, etc.) for the leader to go to the end of the line so that a new leader may have a turn.
- ★ Since there are no lyrics in this arrangement, call the dance by different names at different seasons of the year—Witch hop, Turkey Hop, Santa's Elf Hop, Jack Frost Hop, etc.
- ★ Very young children may wish to jump forward all the time instead of the traditional forward-back-forward.

# THE MAGIC BALL

**MUSIC:** The Magic Ball

**FORMATION:** Sitting in a circle, as in Hot Potato.

**PROP:** Classroom rubber ball, or a substitute such as a nerf ball, balloon, or crumpled paper ball.

## WORDS

1) The Magic Ball goes round and round,  
It doesn't even make a sound,  
Hold it tight! (clap twice)

Keep it going while you sit,  
Pass it quick or you are it,  
Hold it tight! (clap twice)

If you're the one to hold it last  
In the circle you must pass—  
YOU ARE IT! (clap twice)

Repeat all three times.

## ACTIONS

Pass ball around  
circle, handing it  
to the next child.

The child holding the ball on  
the word "IT" goes to the center of  
circle and sits there. The others repeat  
the game. On the next "IT"  
this child returns to the circle and  
a new child sits in the center.  
Continue.

## TEACHING TIPS

- ★ The rhythm of the song helps keep the activity far more controlled than the standard Hot Potato. Encourage children to sing as they play.
- ★ After children learn the game, use different types, sizes, and textures of balls for variety.
- ★ Older children may wish to try the game standing in a larger circle and tossing the ball.

# NOTES



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