PERFORMANCE SUGGESTIONS

All of the songs in this collection contain movement activities along with numerous opportunities for creative dramatization. The following are suggestions for each song, however teachers are encouraged to individualize the activities to meet the needs and abilities of their students.

1. DO THE FUNKY THING

As defined in the Oxford dictionary of music, *funky* means "having or using a strong dance rhythm, in particular that of funk". Funk, as musicians know, is a highly rhythmic form of Jazz. In this song, children are encouraged to make up their own rhythmic moves as suggested in the lyrics "The funky thing is anything you want it to be", and "with the funky thing the moves are really up to you!" If the children are capable of singing along, have one half of the class sing "Do the Funky Thing" and the other half sing "uh, uh" whenever the phrase is repeated throughout the song.

2. HIP, HOP, HIPPITY HOP

This song lends itself to creative dramatization and also promotes good listening skills. Students will be bunnies, hip hopping around "holes, jumping over lakes, hopping through tunnels and over ditches." Encourage children to repeat the rhythmic phrase "hip hop, hippity hop, hip hop, hippity hop, don't stop!" whenever it occurs in the song.

3. ICE SKATING

Encourage your students to gracefully glide around on their "ice skates" while carefully listening for instructions in the lyrics. The song emphasizes right and left directionality and enhances listening skills. The lyrical instrumental section is the famed "The Skater's Waltz" written by French composer Emile Waldteufel who wrote this classic in 1882.

4. IMAGINE THAT!

As the title suggests, the students will be using their imaginations to perform their own creative moves for monkeys, bumblebees and horses. In the final verse, ask children to use their imaginations to create moves for any other animal or insect they would like to be.

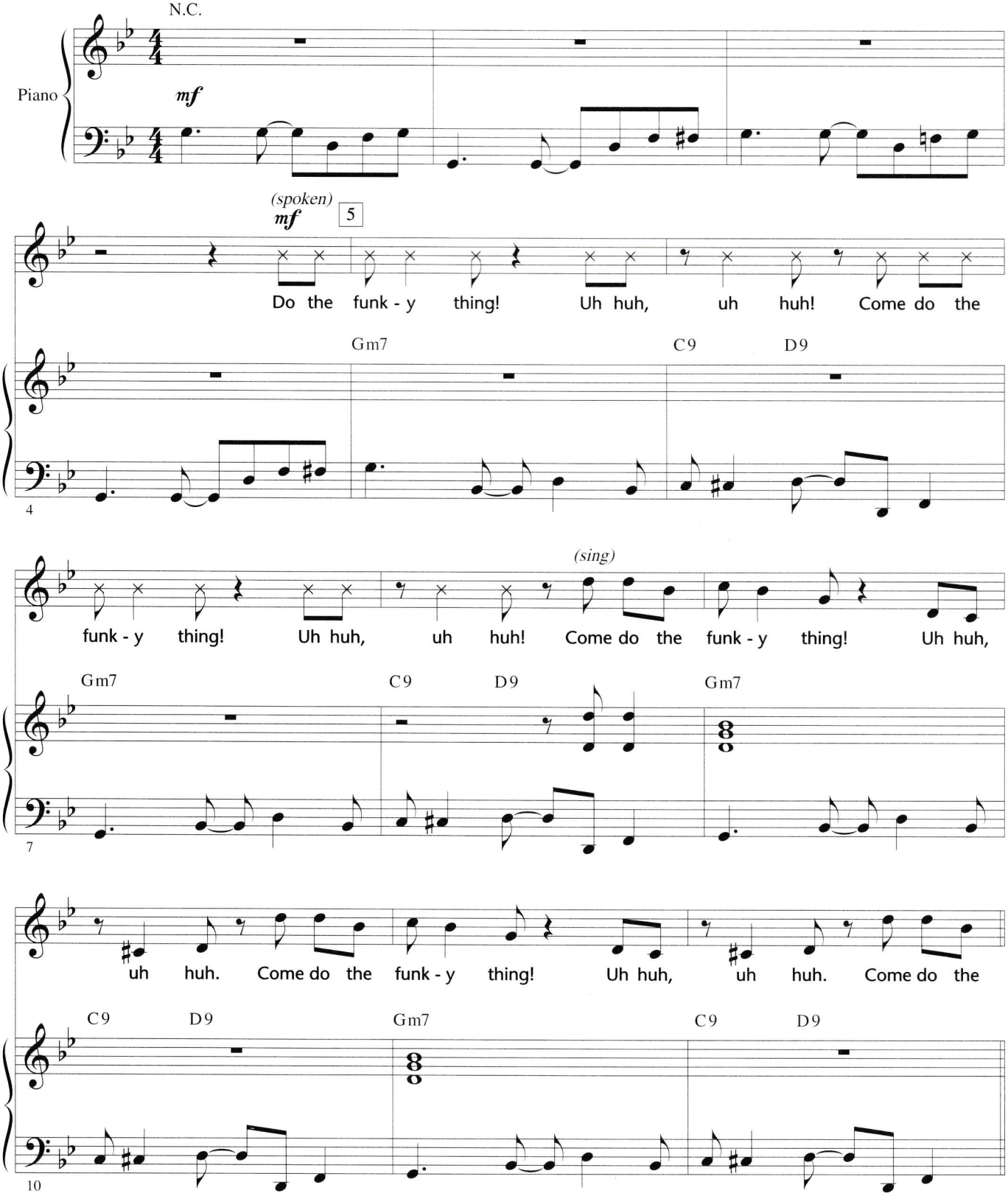
5. JUMPING BEANS

This song asks students to be "jumping beans," teaches concepts of up, down, high, and low while enhancing listening skills.

DO THE FUNKY THING

Heavy Funk (♩ = 126)

Words and Music by
JILL and MICHAEL GALLINA



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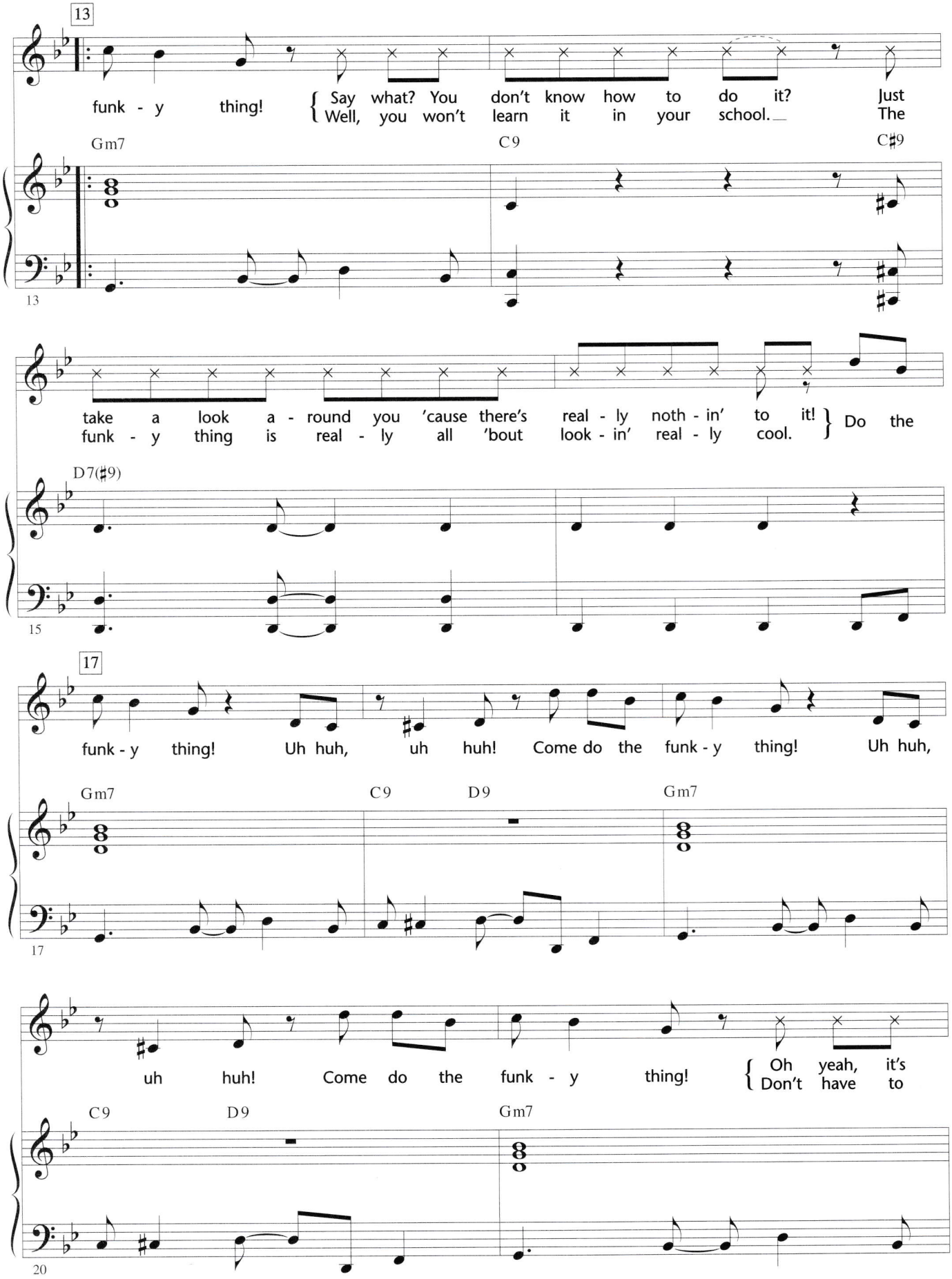
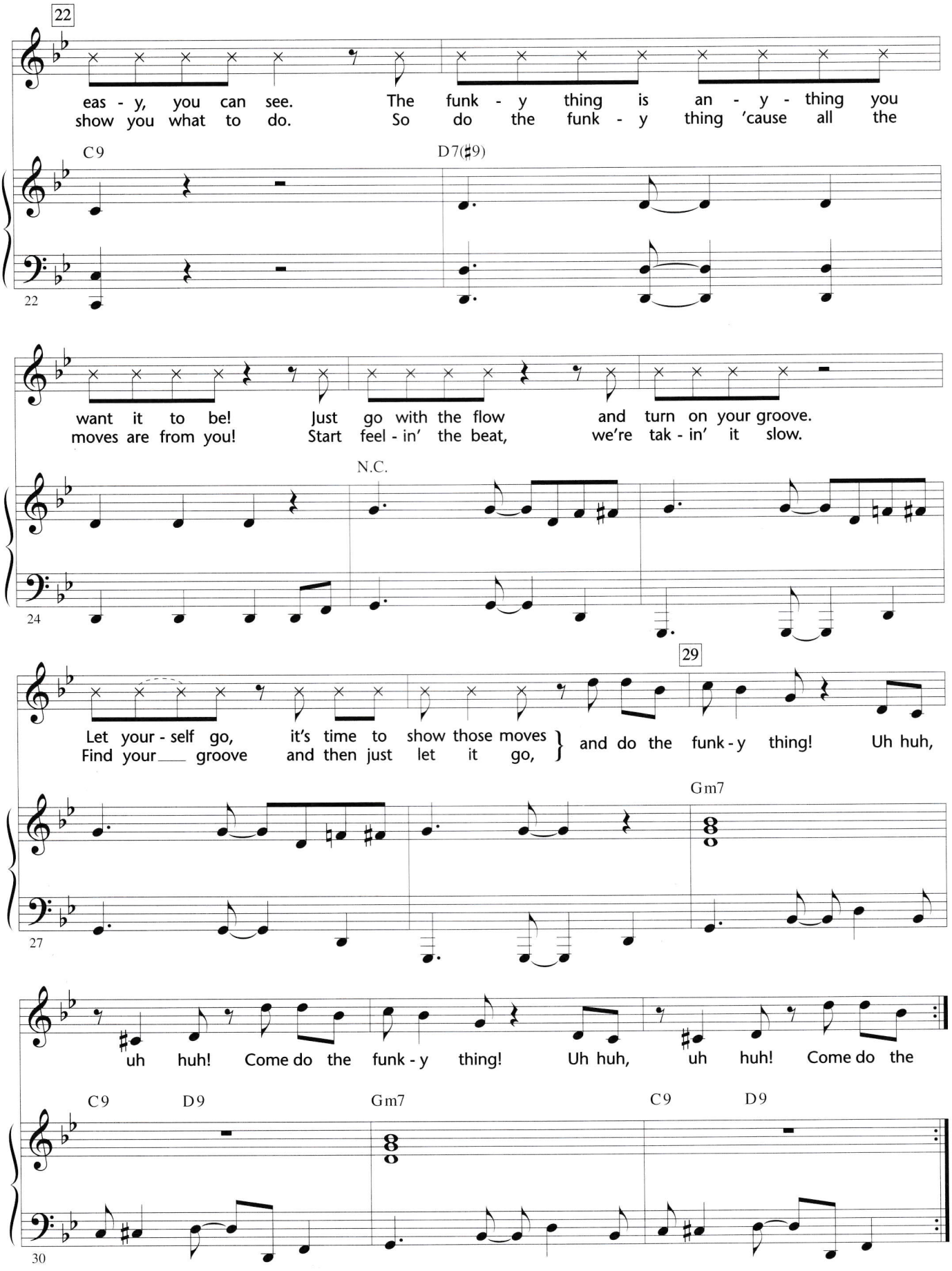
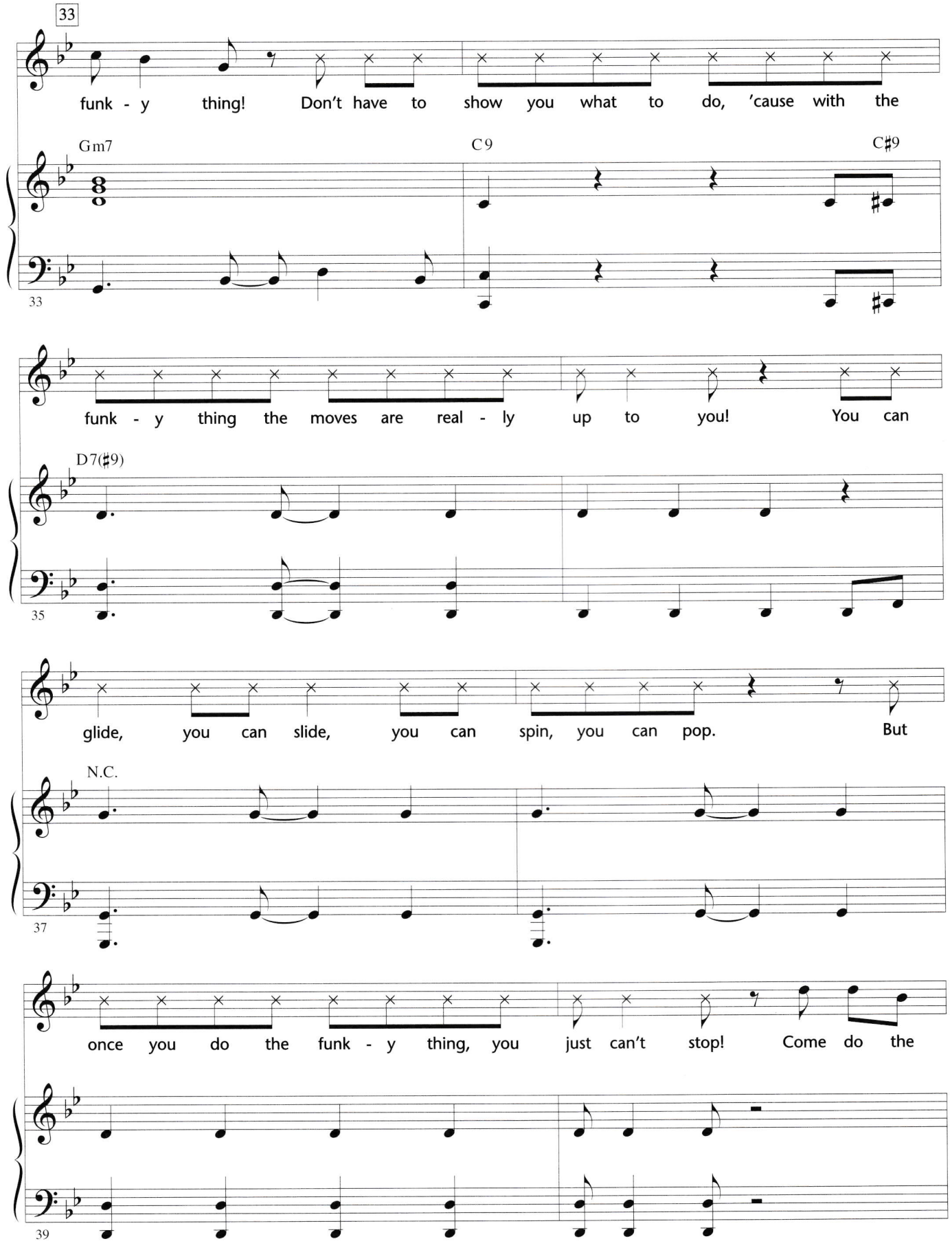
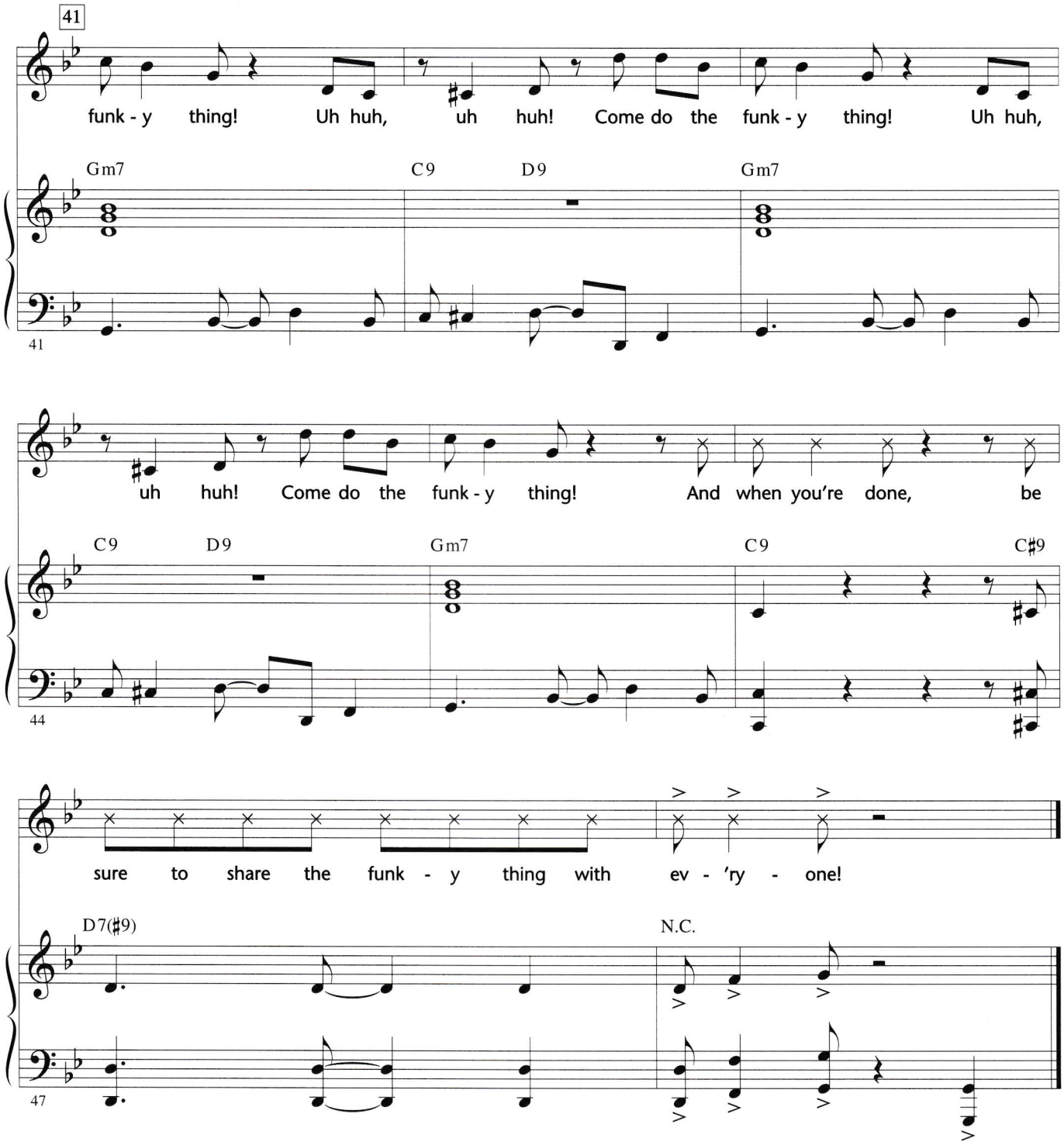

13
funk - y thing!
{ Say what? You don't know how to do it? Just
Well, you won't learn it in your school. The
Gm7
C9
C♯9
13
take a look a - round you 'cause there's real - ly noth - in' to it!
funk - y thing is real - ly all 'bout look - in' real - ly cool. } Do the
D7(♯9)
15
17
funk - y thing! Uh huh, uh huh! Come do the funk - y thing! Uh huh,
Gm7
C9
D9
Gm7
17
uh huh! Come do the funk - y thing!
{ Oh yeah, it's
Don't have to
C9
D9
Gm7
20


22
eas - y, you can see. The funk - y thing is an - y - thing you
show you what to do. So do the funk - y thing 'cause all the
C9
D7(♯9)
22
want it to be! Just go with the flow and turn on your groove.
moves are from you! Start feel - in' the beat, we're tak - in' it slow.
N.C.
24
29
Let your - self go, it's time to show those moves
Find your___ groove and then just let it go,
and do the funk - y thing! Uh huh,
Gm7
27
uh huh! Come do the funk - y thing! Uh huh, uh huh! Come do the
C9
D9
Gm7
C9
D9
30


33
funk - y thing! Don't have to show you what to do, 'cause with the
Gm7
C9
C♯9
33
funk - y thing the moves are real - ly up to you! You can
D7(♯9)
35
glide, you can slide, you can spin, you can pop. But
N.C.
37
once you do the funk - y thing, you just can't stop! Come do the
39


41
funk - y thing! Uh huh, uh huh! Come do the funk - y thing! Uh huh,
Gm7
C9
D9
Gm7
41
uh huh! Come do the funk - y thing! And when you're done, be
C9
D9
Gm7
C9
C♯9
44
sure to share the funk - y thing with ev - 'ry - one!
D7(♯9)
N.C.
47