

Singing: Handwork Teachers' Conference, July 2021

Weave and Spin (can be sung in a round, typically rounds are introduced after winter break)

Weave and spin, weave and spin

This is how our work begins

Mend and heal, mend and heal

Take the dream and make it real

Strand by strand, hand over hand

Thread by thread, we weave our web

Click goes the Shears Australian folk song (from Carla Sciaky's cd, 'Spin the Weaver's Song')

Down by the pen

The old shearer stands

Holding his shears with his thin bony hands

Fixed is his gaze on a bare-bellied ewe

If he gets another

Oh lord won't he blow

Click, click, that's how the shears go

Click, click so awfully quick

You'll pull out a sheep

He'll give you a kick

And then hear the shears going click, click, click

You take off the belly wool

Then clean out the crotch

Go up the neck, for the rules they are such

You clean round the horns

First shoulder go down

One blow up the back

And then turn around

Click, click....

In the middle of the floor

In his cane bottom chair

Sits the boss of the board

With his eyes everywhere

He notes well the fleece

As it comes to the screen

He pays close attention

That it's taken off clean

Click, click.....

See Mother's a-weaving (Norwegian folk song)

See mother's a-weaving upon the big loom, and the shuttle,
Yes, the shuttle, it goes to and fro.
Like the shuttle, yes, the shuttle we dance to and fro.

Dance: Two children stand facing each other and reach across to join hands. The other two in each group of four do the same, placing their joined hands on top of the first couple's hands. Now placing one foot slightly forward and the other back for balance, everyone rocks gently forward and backward, see-sawing in place.

Hanging out the Linen Clothes

Twas on a Monday morning, I worked 'long side my darlin'
A-washing out the linen clothes, a-washing out the linen clothes.

Twas on a Tuesday morning, I worked 'long side my darlin'
A-hanging up the linen clothes, a-hanging out the linen clothes.

Twas on a Wednesday morning, I worked 'long side my darlin'
A-taking in the linen clothes, a-taking in the linen clothes.

Twas on a Thursday morning, I worked 'long side my darlin'
A-ironing the linen clothes, a-ironing the linen clothes.

Twas on a Friday morning, I worked 'long side my darlin'
A-mending the linen clothes, a-mending the linen clothes.

Twas on a Saturday morning, I worked 'long side my darlin'
A-folding the linen clothes, a-folding the linen clothes.

Twas on a Sunday morning, I walked 'long side my darlin'
A-wearing the linen clothes, a-wearing the linen clothes.

We Are A Circle (Sung in a round)

We are a circle, inside a circle
With no beginning and never ending

Seek and Find by Annie Bryant: www.talesandsongs.com

(This is just the chorus of the song)

Seek, seek and you shall find
A rainbow hiding in this heart of mine
Seek, seek, seek and you shall find
When the mid-summer sun seems to fade in time
Take a look inside where the real glow hides
Seek, seek, seek and you shall find.

Weaving Song

I'm a weaver, a master weaver,
I've got a loom where the best cloth is made.
Plain cloth, twill, brocade or satin,
I'm the master of my trade.
Shed the warp and swing the shuttle,
Beat the reed, the weft is laid.

I can wind a flying bobbin,
I can warp a theme of thread.
I can weave a sheet of linen,
Fit to grace a royal bed.
Lift the heel and fly the shuttle,
Swing the reed, the weft is laid.

Hear the din of loom and shuttle,
Weaving is a noisy trade.
See how even, soft and gentle,
Lies the cloth when it is made,
Lies the cloth when it is made.

Sing Your Way Home

Sing your way home
at the close of the day.
Sing your way home,
drive the shadows away.
Smile every mile
For wherever you roam
It will brighten your road,
It will lighten your load,
If you sing your way home.

Call and Response Ideas (which can be sung)

Teacher.....Students

Dear 3rd grade, are you listening?.....Yes, Miss Smith we are listening

Waterfall.....Shhhhhh

If you can't make a mistake.....You can't make anything

Hocus pocus.....Everybody Focus

Work hard.....Do right

Good thoughts, good words....good deeds

Let There Be Music: The Music Curriculum in the Waldorf School, Grades 1-8

By Andrea Lyman (for entire article: www.waldorfmusic.org)

Grade Three

During the third grade, most children go through the inner transformation that Rudolf Steiner called the “nine-year change.” The child incarnates more fully into the physical body, leaves the magical world of early childhood, and experiences himself as an independent being separate from the world. A number of new musical experiences are now appropriate: singing songs in a major diatonic key; playing the Choroi diatonic C-flute; and learning the rudiments of musical notation, though in an imaginative way. The keynote C is central now, providing a “landing,” or grounding point, for the child who is at this stage in the incarnating process.

Sacred songs and folk songs are important, as are songs about house building, cooking, gardening, and telling time—key subjects in the third-grade curriculum. As preparation for part-singing, the children learn songs in which they can experience call-and-response, drones, antiphony, ostinatos, and other steps toward singing in harmony. They make music lesson books that contain their growing musical vocabulary and that show their new skills in reading and writing traditional musical notation.

The musical element of rhythm tied to beat is introduced in the third grade. Steiner speaks of beat as “driving us into our bones,” so that it is now appropriate for the nine-year-old who is entering more deeply into the physical body and the material world. Simple percussion instruments are used to explore beat, rhythm, and other qualities of tempo.

For the younger child, performing for an audience engenders too much self-consciousness—literally. It is more appropriate to “share” the class workings at an assembly or other small classroom venue for parents with the children in their own circle, rather than facing an audience, whose gaze and focus is on them. After the nine-year change, the child’s awareness of her own individuality has developed sufficiently to meet this experience in a healthy way.