

# TIME FOR MUSIC I

By Frank Leto

Music is like a language. Children learn to speak their first language almost instinctively. Through daily contact and interaction with parents, family and friends, the use of language becomes a way of life.

The musical language can be passed on to children in much the same manner. By bringing music into the child's environment and encouraging their participating, they begin to acquire a vocabulary of rhythms, melodies and songs.

Time For Music I has been created especially for the purpose of involving children through song and movement. Many of the songs are sung in call and response, where I sing first and then the children copy what I've sung. The echo is a helpful tool in passing on lyrics, melodies and rhythms. It also develops a keen sense of pitch and time.

In learning the games, songs and dances, the children will need some assistance - someone who can sing the right responses and lead them in the correct motions. This can be done in the classroom by teachers or in the home by parents. First learn the material by heart, so you will be a good example. When assisting the children, don't be afraid to be a child again. If you act embarrassed or uneasy, this will evoke the same response from the children. You must approach it with eagerness and enthusiasm so the children will do so as well. Hopefully you will experience the same joy that I've had in working with children through music.

Dedicated to my children, Maria Christina and Frank Carlo.

## BE MY ECHO

*An exercise in echo and following directions.*

*The way I start all of my classroom sessions is by speaking words or sounds in various rhythms and having the children echo me. I conclude all of my classes by singing different melodies, also echoed by the children.*

Be my echo (echo)  
Everything I say (echo) you say after me (echo)  
Repeat after me (echo)  
One two three (echo)  
Four five (echo)  
One two three four five (echo)  
Six seven (echo)

Ta titi toe (echo)  
Titi ta toe (echo)  
Toe ta (echo)  
Titi titi toe (echo)  
Sounds pretty good (echo)  
Very very good (echo)  
Thank you very much (echo)  
Whisper (echo)



## WHAT CAN WE DO TODAY?

*The children echo me while doing the suggested motions in each verse.*

(chorus)

What can we do today? What can we do?  
What can we do today? What can we do?  
What can we do today? What can we do?  
What can we do today? What can we do?

(1st verse)

Everybody stand up (echo)  
Now touch your nose (echo)  
Turn around slowly (echo)  
Bend down and touch your toes (echo)  
Fold your arms together (echo) and quietly sit down (echo)  
Cross your legs (echo) and please don't make a sound (echo)

(chorus)

(2nd verse)

Put your legs out straight (echo)  
Wiggle your toes (echo)  
Touch your ankles (echo)  
Hold your elbows (echo)  
Look up at the ceiling (echo) and look down at the floor (echo)  
Cross your legs again (echo) and sing our song once more (echo)

(chorus)

(3rd verse)

Wiggle your fingers (echo)  
Open your hands wide (echo)  
Close your hands up tightly (echo)  
Place them at your side (echo)  
Fold your hands together (echo) and place them in your lap (echo)  
Make a little pillow (echo) and now let's take a nap (echo)



## COLORS

*A game in which children learn their colors while searching for different colors found in their clothing. The children sing the first verse together. The additional verses begin our game. I suggest a color and the children follow the directions that I sing.*

Apples are red, the grass is green.  
The sky is blue and the clouds are white.  
Bananas are yellow, oranges are orange.  
Black is the color of the sky at night.

(1st verse)

Let's all look and see who's wearing red.  
If you're wearing red, then please stand up.  
Put your finger on it, let me know you found it.  
Put your finger on the color red.

\*Additional verses: Yellow, Blue, Green, Pink, Purple, Black, White



## LET'S GO TO MARKET (Fruit)

*A song about an old style open market where vendors would sing their specials of the day. It's set to a Calypso rhythm and provides a fun way to learn about fruit. The children echo me while singing the names of the various fruits.*

(chorus)

Come on let's go, come on let's go, come on let's go to market.

We're going to buy, we're going to buy, we're going to buy some fruit.

(1st verse)

I hear the vendors calling: mangos (echo), coconuts (echo), peaches (echo), strawberries (echo), apples (echo).

(chorus)

(2nd verse)

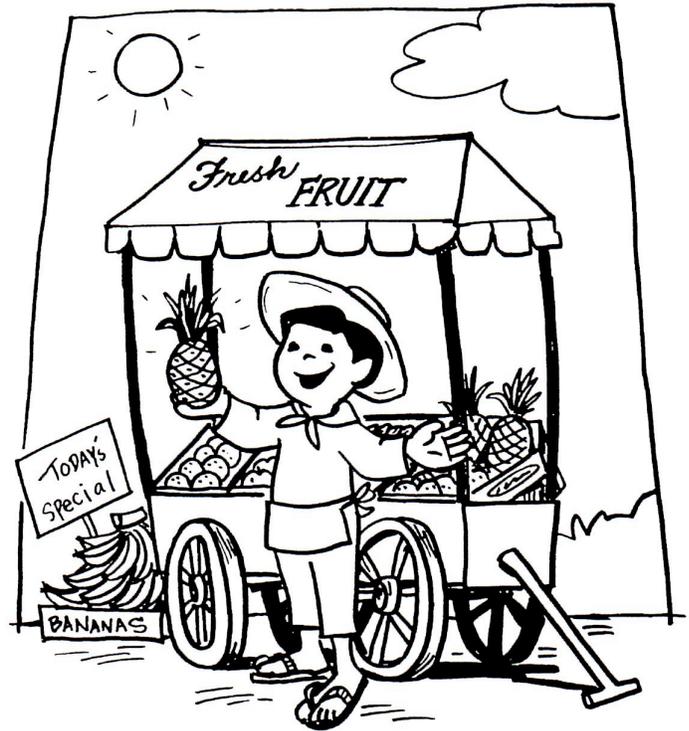
I hear the vendors calling: oranges (echo), pineapples (echo), tangerines (echo), nectarines (echo), cherries (echo), apricots (echo), lemons (echo), and limes (echo).

(chorus)

(3rd verse)

I hear the vendors calling: grapefruit (echo), watermelon (echo), cantaloupe (echo), blackberries (echo), honeydew melon (echo), blueberries (echo), plums (echo), and pears (echo).

(chorus)



## YOU CAN TELL HOW I FEEL

*A song in which children learn to express emotion through facial expressions. The children listen and demonstrate the face I am singing about. I usually suggest to the children that they make their faces without making any sounds. After the third chorus, the children echo me while demonstrating the face.*

(1st verse)

You can tell how I feel when you look at my face.  
You can tell how I feel when you look at my face.  
Sometimes I'm happy, show me a happy face.  
Sometimes I'm sad, show me a sad face.  
Sometimes I'm silly, show me a silly face.  
Sometimes I'm mad, show me a mad face.  
You can tell how I feel when you look at my face.  
You can tell how I feel when you look at my face.

(2nd verse)

You can tell how I feel when you look at my face.  
You can tell how I feel when you look at my face.  
Sometimes I'm sleepy, show me a sleepy face.  
Sometimes I'm shy, show me a shy face.  
Sometimes I'm scared, show me a scared face.  
Sometimes I'm surprised, show me a surprised face.



You can tell how I feel when you look at my face.  
 You can tell how I feel when you look at my face.

- (3rd verse)
- Show me happy (echo)
- Show me sad (echo)
- Show me a silly face (echo)
- Show me mad (echo)
- Show me sleepy (echo)
- Show me shy (echo)
- Show me scared (echo)
- Show me surprised (echo)



## UNDER THE SUN

*Inspired by the beautiful music and dance of the Hawaiian Islands. The hula is a form of dance where the movement of the hands describe the lyrics of the song. This song is a lesson in control, trying to capture the graceful movements of the hula. (Numbers in parentheses indicate the hand motions which correspond to the illustrations. Some movements are repeated several times in the song.)*

(1st verse)  
 Oh how I love (1) to see a rainbow (2)  
 And watch the cloud (3) go rolling by.  
 I feel the raindrops (4) falling on me  
 And still the sun (5) is shining bright.

(chorus)  
 This is my island (6) under the sun (5)  
 In the middle of the sea (7).  
 I love (1) the rainbows (2).  
 I love (1) the ocean (7).  
 This is home (8) to me.

(2nd verse)  
 Oh how I love (1) to hear the ocean (7).  
 The sounds of waves (9) upon the shore (10).  
 To dive and swim (11) in shallow waters (7)  
 And look for shells (12) upon the shore (10).

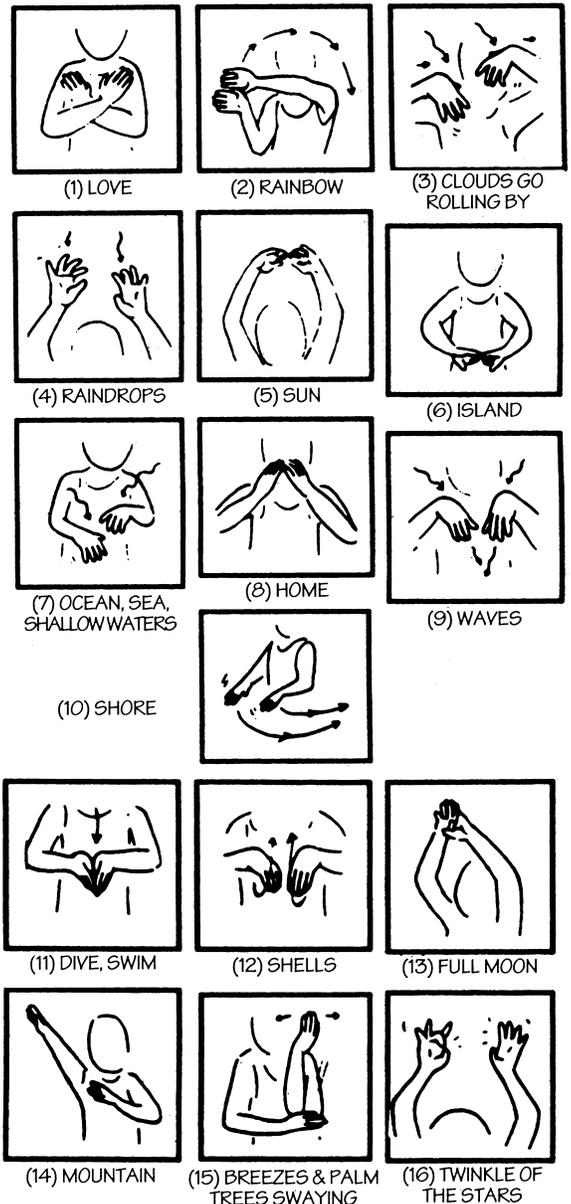
(chorus)

(3rd verse)  
 Oh how I love (1) to see the full moon (13)  
 Above the mountains (14) from afar.  
 The night breeze (15) has the palm trees swaying (15).  
 I watch the twinkle (16) of the stars.

(chorus)

(4th verse: Same as 1st verse without singing.  
 Use same hula motions as the 1st verse)

(chorus)



## FIVE SENSES

*Helps children understand the functions of our five senses. Parents or teachers may wish to tell their children that not all children have five senses. We sing this simple melody while doing these motions:*

**“eyes”**: point to eyes / **“seeing”**: shade the eyes with hands as if looking

**“ears”**: point to the ears / **“hearing”**: cup hand behind the ears as if listening

**“noses”**: point to your nose / **“smelling”**: sniff after word “smelling”

**“tongues”**: stick out your tongue / **“tasting”**: lick imaginary ice cream cone

**“hands”**: hold out hand / **“touching”**: touch different places (floor, knees, etc.)

(1st verse)

We all have five senses, senses, senses.

We all have five senses, one two three four five.

(2nd verse)

Eyes are for seeing, seeing, seeing.

Eyes are for seeing, we see with our eyes.

(3rd verse)

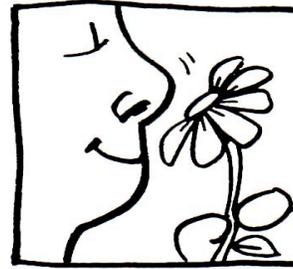
Ears are for hearing, hearing, hearing.

Ears are for hearing, we hear with our ears.

(4th verse)

Noses are for smelling, smelling, smelling.

Noses are for smelling, we smell with our nose.



(5th verse)

Tongues are for tasting, tasting, tasting.

Tongues are for tasting, we taste with our tongues.

(6th verse)

Hands are for touching, touching, touching.

Hands are for touching, we touch with our hands.

## COCONUT SOUP

**Created while giving my daughter a bath. I was washing her with a soap made from coconuts, popular in Mexico and the Caribbean and sold in most health food stores. The children echo me, while pretending to wash the body parts I name.**

Wash my hands (echo)

Wash my elbows (echo)

Wash my arms (echo) with coconut soap (echo)

Wash my face (echo)

Washing my neck (echo)

Wash my shoulders (echo) with coconut soap (echo)

(bridge)

Wash my hair with shampoo.

Brush my teeth with toothpaste.

But when I wash the rest of my body,

I always wash with coconut soap.

(2nd verse)

Wash my back (echo)

Wash my tummy (echo)



Wash my chest (echo) with coconut soap (echo)  
Wash my feet (echo)  
Wash my knees (echo)  
Wash my legs (echo) with coconut soap (echo)

(bridge)

(3rd verse)  
Hands, elbows, arms, rub-a-dub dub.  
Face, neck, shoulders, rub-a-dub dub.  
Back, tummies, chest, rub-a-dub dub.  
Feet, knees, legs, rub-a-dub dub.

(bridge)

## **CALYPSO JUMP**

*Inspired by the festive calypso rhythms of the Caribbean, complete with steel drum (an instrument made from a 55 gallon oil barrel originating in Trinidad). The children echo me on the chorus, jumping immediately after I say "Calypso Jump!" During the verses, the children listen to and follow my directions.*

Day o (echo)  
Dee lum day lie (echo)  
Day o (echo)  
Dee lum day lie (echo)  
Day o (echo)  
Dee lum day lie (echo)  
Doing the calypso jump (jump!)  
Doing the calypso jump (jump!)

(1st verse)  
Put your hands up in the air, point your fingers too.  
Move your arms from side to side and you'll be doing the calypso jump. (jump!)  
Doing the calypso jump (jump!)

(chorus)

(2nd verse)  
Put your hands down on your hips, bend your knees a little too.  
Move your hips from side to side and you'll be doing the calypso jump. (jump!)  
Doing the calypso jump (jump)

(chorus)

(3rd verse)  
Everybody walk in place, move your arms a little too.  
Go into a little turn and you'll be doing the calypso jump. (jump!)  
Doing the calypso jump (jump!)

(chorus)

## **BABY BOP**

*Inspired by all the great jazz vocalists who developed a specialized form of singing called "scat." The children listen to me sing the verse, then echo my scat, finally joining me for the Baby Bop chorus.*

Come on everybody and listen, we're going to sing a little jazz.  
I know that you can do it, there's really nothing to it.  
All you have to do is give it a try and listen, and then repeat it after me.

Hey bob a reeba - hullabaloo - fiddle fiddle - jazzamatazz  
Bipidy biped bop - bebopadoodle - tweede dee dum  
Abracababra - lickety split - kit cat - nick nack paddy wack  
Skadiddle skadaddle

Mary had a little lamb - little lamb little lamb  
Everywhere that Mary went - her lamb was sure to go  
Mary had a little lamb - whose fleece was white as snow.

Baby bop, baby bop

You know everybody was listening and we sang a little jazz.  
I knew you could do it, I said there's nothing to it.  
All you have to do is give it a try and listen, and then repeat after me, then repeat after me.



## WALK AROUND THE CIRCLE

*Select at least four children to participate in this circle game. Choose one child to be the leader, while the rest of the children hold hands in a circle formation. During the first verse, the leader slowly walks around the outside of the circle. During the second verse, the leader walks around the inside of the circle. During the third verse, the leader zig zags in and out of the windows formed by the children's raised arms. In the last verse, the child proceeds around the outside of the circle, touching each child gentle on the shoulder as she/he passes by. The child that the leader is touching when I say "stop" becomes the new leader, and the game is repeated two more times.*

(1st verse)

Walk around the circle, walk around the circle,  
Walk around the circle until I say stop.

(2nd verse)

Walk inside the circle, walk inside the circle,  
Walk inside the circle until I say stop.

(3rd verse)

In and out the windows, in and out the windows,  
In and out the windows until I say stop.

(4th verse)

Touch somebody's shoulder, touch somebody's shoulder,  
Touch somebody's shoulder until I say stop.



## CREDITS

All songs written by Frank Leto.

### MUSICIANS:

Frank Leto - Cavaquinho (Brazilian Ukelele), Echo Harmonica, Hohner Chromatic Harmonica, Marimba, Steel Drums (Pans), and Glockenspiel.

Bo Razon - Bass, Electric Guitar, Tres (Cuban Guitar), Yamaha DX7 Keyboards, Bandurria (Filipino Mandolin), Melodica, Congas, and Programmed Yamaha RX5 Drum Machine.

### SINGERS:

Students from The Montessori Community School in Honolulu, Hawaii: Cheryl Farrish, Jade Guess, Jaclyn Hanamura, Lissa Healy, Kimberly Honjo, Koalani Lagareta, Misha Lam, Maria Leto, Milia Macfarlane, Heidi McMillan, Maya Portner, Jenifer Tom, Amy Tominaga, James Yoshimura

Recorded at Sound of Hawaii. Engineered by Charlie Lukela.

Steel Drums (Pans) made by Leroy Williams of Trinidad.

Illustrations by Katie Ralston. Cover Design by McKenna.

Produced by Frank Leto. Co-Produced by Bo Razon.