

**WISCONSIN STATE MUSIC CONFERENCE**

**OCTOBER 27, 2022**

**2:45-4:00**

**ROOMS M/N/Q/R  
MONONA TERRACE**



**A VISION  
TO CREATE A MISSION**

**PRESENTER:  
CAK MARSHALL**

**SPONSOR:  
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# The Dum Dum Song

Intermediate Level Beat Game

Unknown

The musical score consists of four staves of music in 4/4 time, each with a measure number in a box above the first measure. The lyrics are written below the notes.

Measure 1: **1** Dum dum da da da

Measure 2: **2** dum dum da da da

Measure 3: **3** dum dum da da da

Measure 4: **4** dum da dum dum dum

Measure 5: **5** Dum dum da da da

Measure 6: **6** dum dum da da da

Measure 7: **7** dum dum da da da

Measure 8: **8** dum

## The Dum-Dum Song Directions

Formation: Random

Verse 1: Pat, Pat, Shoulder, Shoulder

Beat 1: Pat both hands on both knees  
Beat 2: Pat both hands on both knees  
Beat 3: Tap right hand on left shoulder twice  
Beat 4: Tap left hand on right shoulder twice

Continue throughout song

Verse 2: The "Maze"

Beat 1: Pat both hands on both knees  
Beat 2: Tap right hand on left shoulder  
Beat 3: Pat both hands on both knees  
Beat 4: Tap left hand on right shoulder  
Beat 5: Pat both hands on both knees  
Beat 6: Cross-pat (right hand on left leg; left hand on right leg)  
Beat 7: Pat both hands on both knees  
Beat 8: Snap

Continue throughout song

Verse 3: The Brush

Beat 1: Swish hands together (right hand down, left hand up)  
Beat 2: Swish hands together (left hand down, right hand up)  
Beat 3: Grab left elbow with right hand  
Beat 4: Grab right elbow with left hand

Continue throughout song

Verse 4: Elbow Dance

Beat 1: With both hands holding elbows, extend arms out  
Beat 2: With both hands holding elbows, return arms in

Continue throughout song

Verse 5: The Wave

Beat 1: With hands still holding elbows, raise right arm and wave to friends  
Beat 2: With hands still holding elbows, raise left arm and wave to friends

Continue throughout song


# Ging Gong Gooli

Intermediate Level Beat Game

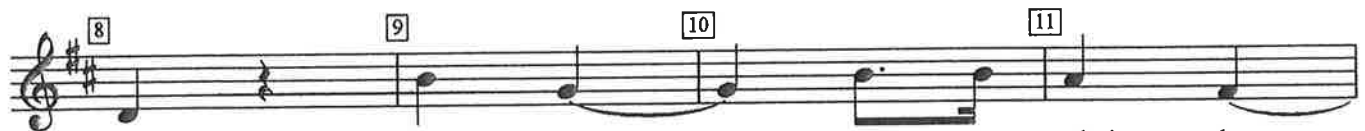
Guyana



Musical staff 1 with notes and lyrics: 1 Ging gong goo - li goo - li goo - li 2 goo - li 3 wat - cha, ging gong goo, ging gong




Musical staff 2 with notes and lyrics: 4 goo! 5 Ging gong goo - li goo - li 6 goo - li 7 goo - li wat - cha, ging gong goo, ging gong



Musical staff 3 with notes and lyrics: 8 goo. 9 Hai - la, 10 hai - la 11 shai - la,



Musical staff 4 with notes and lyrics: 12 Shai - la 13 hai - la, 14 shai - la 15 ho la



Musical staff 5 with notes and lyrics: 16 ho, ho, ho, ho 17 Hai - la, 18 hai - la 19 shai - la,



Musical staff 6 with notes and lyrics: 20 Shai - la 21 hai - la, 22 shai - la 23 ho 24

Song:

## GING GONG GOOLI

Guyana

Formation: Single Circle. Participants sit cross-legged very close to neighbor, as neighbors are an integral part to game.  
Process: Rote  
Demonstration

|                    |   |  |
|--------------------|---|--|
| Measure 0, Beat 2  | S | (GING -- Pick up stone in front of own space.)         |
| Measure 0, Beat +  | N | (GONG-Tap stone in front of neighbor to right's space) |
| Measure 1, Beat 1: | S |  |
| Measure 1, Beat 2: | N |  |
| Measure 2, Beat 1: | S |  |
| Measure 2, Beat 2: | N |  |
| Measure 2, Beat +  | S |  |
| Measure 3, Beat 1: | N | (GOO)  |
| Measure 3, Beat 2: | S | (GONG)   |
| Measure 3, Beat +  | N | (GONG)   |
| Measure 4, Beat 1: | S | (GOO)  |
| Measure 4, Beat 2  | N | (GING)   |
| Measure 4, Beat +  | S | (GONG)   |
| Measure 5, Beat 1  | N |  |
| Measure 5, Beat 2  | S |  |
| Measure 6, Beat 1  | N |  |
| Measure 6, Beat 2  | S | (GING)   |
| Measure 6, Beat +  | N | (GONG)   |
| Measure 7, Beat 1  | S | (GOO)  |
| Measure 7, Beat 2  | N | (GING)   |
| Measure 7, Beat +  | S | (GONG)   |
| Measure 8, Beat 1  | N | (GOO)  |

At this point you will release your stone or hacky sack ball in front of your neighbor's space. Notice that you now have a new stone or ball in your space. In an arc, slowly travel back to your space and pick up the new stone or ball and get ready for part two.

|                    |   |                     |
|--------------------|---|---------------------|
| Measure 9, Beat 1  | S | Pick up new ball    |
| Measure 10, Beat 1 | N | Release ball        |
| Measure 11, Beat 1 | S | Pick up new ball    |
| Measure 12, Beat 1 | N | Release ball        |
| Measure 13, Beat 1 | S | Pick up new ball    |
| Measure 14, Beat 1 | N | Release ball        |
| Measure 15, Beat 1 | S | Pick up new ball    |
| Measure 17, Beat 1 | S | Pick up new ball    |
| Measure 18, Beat 1 | N | Release ball        |
| Measure 19, Beat 1 | S | Pick up new ball    |
| Measure 20, Beat 1 | N | Release ball        |
| Measure 21, Beat 1 | S | Pick up new ball    |
| Measure 22, Beat 1 | N | Release ball        |
| Measure 23, Beat 1 | S | Pick up new ball    |
| Measure 23, Beat 2 | N | Do NOT release ball |
| Measure 24, Beat 1 | S | Do NOT release ball |

OR

|                    |   |   |
|--------------------|---|---|
| Measure 22, Beat 1 | N | Release ball  |
| Measure 23, Beat 1 | S | Keep hand on new ball. Do not pass it. Just keep it and plan ahead for Measure 1, Beat 1. |

# Let's Talk Music!

Students echo teacher  
with each phrase. Keep the  
beat with a patsch-clap

Cak Marshall

1  
4  
Let's talk mus - ic! (Let's talk mus - ic!) Let's talk sound! (Let's talk sound!)

5  
Notes mean sound! (Notes mean sound!) You can play a note! (You can play a note!) You can

9  
sing a note! (You can sing a note!) Be-cause notes mean sound! (Be-cause notes mean sound!)

13  
This is a whole note! (This is a whole note!) Looks like an egg. (Looks like an egg!)

17  
This is a half note! (This is a half note!) An egg with a stem! (An egg with a stem!)

21  
This is a quar - ter note! (This is a quar - ter note!) The egg's filled in! The egg's filled in!

25  
This is an eighth note! (This is an eighth note!) It has a lit - tle flag! (It has a lit - tle flag!)

29

Let's talk mus - ic! (Let's talk mus - ic!) Let's talk qui - et! (Let's talk qui - et!)

33

Rests mean qui - et! (Rests mean qui - et!) This is a whole rest! (This is a whole rest!)

37

Looks like a hole in the ground! (Looks like a hole in the ground!) This is a half rest! (This is a half rest!)

41

Looks like a hat! (Looks like a hat!) This is a quar - ter rest! (This is a quar - ter rest!)

45

Looks like a back-ward "Z"! (Looks like a back-ward "Z"! This is an eighth rest! (This is an eighth rest!)

49

It has a lit - tle flag! (It has a lit - tle flag!) Just like an eighth note! (Just like an eighth note!)

53

Let's MAKE mus - ic! (Let's MAKE mus - ic!) All right! (All right!) Here we go! (Here we go!)

## Correlating Music With Creative Writing/Geography/Social Studies/Science

You probably were not hired in your position as a music educator to enhance the classroom teacher; however, it is wonderful when collaboration can occur. You (should) have your own curriculum and you probably have very little time to teach what you are required to teach in that curriculum.

I was very fortunate to work with classroom teachers who loved taking my creative writing projects back to their classrooms for projects. In return, my colleague and I would teach songs that would enhance their social studies units, geography units, health units, etc. (I was also very fortunate to teach in a school district that allowed 40 minute elementary general music classes twice a week.)

One of my very favorite creative writing projects occurred with the traditional folk song "She'll Be Coming Round the Mountain" which, of course, was a favorite with the children. We entitled the project "Who Is 'She'?" The questions were elicited from the children in their language arts class, written in their creative writing classes, and illustrated in art class.

Did 'She' live in the city or country?

Did 'She' visit often?

Was 'She' a career person?

Were the "six white horses" real or an image of an expensive automobile?

Did 'She' like children?

Did the children enjoy her visits or were they glad to see her go?

Was 'She' rich or poor?

Did she bring gifts?

Was 'She' kind to the elderly?

Did 'She' travel all over the world?

What color was her hair?

Was her hair long or short?

Was her hair curly or straight?

What color were her eyes?

What was her favorite color?

The questions continued. The children were permitted to work in teams of two to create wonderfully imaginative portraits of the mysterious lady. The bulletin boards in the halls outside the music rooms held team-created stories and art projects all coming from a folk song used throughout classrooms all over America.



# Kapulu Kane

Intermediate Level Beat Game/ I-V Arrangement

Hawaiian Folk Song, arr. CM

1 2

oice  
Ka - pu - lu, pu - lu ka - ne, Ka - pu - lu, pu - lu ka - ne, Ka -

AG

AX

Bongo

Conga

BX

3 4 5

pu - lu, pu - lu ka - ne ku - ka - na - lu - a. Ka - pu - lu, pu - lu ka - ne, Ka -

6 7 8

pu - lu, pu - lu ka - ne, Ka - pu - lu, pu - lu, ka - ne ku - ka - na - lu - a.

The musical score consists of five staves. The top staff is a vocal line with lyrics. The second staff is a piano accompaniment line. The third and fourth staves are a drum set part, with the third staff showing a snare drum and the fourth staff showing a bass drum. The fifth staff is a piano accompaniment line. The score is divided into three measures, labeled 6, 7, and 8.

**Formation:** Partners facing each other. May be random or in a giant single circle with partners still facing each other.

**Right hand is active.** Left hand is inactive (unless tripod is needed)

**Measure 1**

- Beat 1 - Tap stick on floor
- Beat 2 - Click sticks with partner
- Beat 3 - Tap stick on floor
- Beat 4 - Click sticks with partner

**Measure 2**

- Beat 1 - Touch partner's left shoulder with stick
- Beat 2 - Touch partner's right shoulder with stick
- Beat 3 - Touch own right shoulder with stick
- Beat 3 "High 5" click sticks with partner

**Repeat sequence throughout song.**

# GREEN TOMATO STORY

By  
Cak Marshall

Some people have time and space to make gardens and grow their own food. I used to have a great big garden and some of the best things in my garden were my tomatoes. Yum! I LOVE fresh tomatoes.

Every May I would go to the local garden center and pick out my tomato plants. There were no tomatoes on the plants, but if I rubbed a leaf, the scent was of a green tomato.

I would take my plants home, and dig holes for my tomato plants. I would dig, and dig. (Show motion of digging) Can you help me dig? (Kids imitate teacher) Then I would plant my tomatoes. (Imitate planting tomatoes and patting soil) Then I would water my plants and even put a little fertilizer around them.

The next day I would look! NO TOMATOES!!!

I would water my plants, and pull all the weeds.

NO TOMATOES!

I would watch every day, and finally, one day there were little yellow flowers on my tomato plants! YES!! I was soooooo excited 'cause I knew that every little flower would have a tomato. That is, IF the deer did not eat them.

The weeding, watering, and fertilizing continued. One day I looked very carefully, and there were little teeny, tiny green tomatoes on my plants. They were sooooo small and hard. I could not even make fried green tomatoes with them.

They grew and grew. But, they were still GREEN tomatoes!

One day I was weeding and noticed that one of my biggest tomatoes had some red streaks on it. It was not all green anymore! YES!! All my weeding, watering, and fertilizing must be working!

I watched my tomatoes even more carefully, and as my tomato became riper, I noticed that lots of my green tomatoes had red streaks. In fact, some of my tomatoes were almost ready to pluck off the vine and eat.

One day I came home from work, and took my red ripe tomato into the house. I washed it, and then had it my favorite way – on a piece of fresh bread with real butter! It was a yummy-in-the-tummy fresh tomato sandwich. Nope, I didn't even share that tomato! I WOULD share all my other tomatoes, but this one was just for me!

Do you think I went out and picked all the other tomatoes that were not red-ripe yet? That would be sooooo silly, 'cause I knew that with weeding, watering, and fertilizer, each tomato would become red-ripe when it was ready!

Boys and girls, I started thinking about each of you, and you know what, YOUR SINGING VOICES are just like my tomatoes. Many of your voices are green, green, green! Some of your SINGING VOICES have red streaks in them! Other SINGING VOICES are red-ripe and ready to be "plucked" off and singing in school, in church, EVERYWHERE! (Some of you might even be ready for American Idol! Woo Hoo!!)

I discovered another thing! We have the fertilizer here to help you develop into red-ripe tomato singers! Every "yoo hoo" we do is special music fertilizer for children. If you are willing to work with me, 'cause I'm a master gardener with children as well as with tomatoes, each one of you will develop into the best singers ever! We're going to have the best RED-RIPE TOMATO CHORUS in the history of \_\_\_\_\_ School!

*(Then immediately begin with "yoo hoos" and you are off and running!)*

# LET FREEDOM RING!

Cak Marshall

Voice

1 1

Let Free-dom ring from ev - 'ry hill and val - ley — Let Free - dom  
Free-dom was won by sold - iers filled with cour - age — Free - dom was

AR

AM

BM  
CBX

2 3 4

ring from ev - 'ry moun - tain tall! — Now is the time for all to dwell to -  
won for each one to en - joy. — Nev - er for - get the sac - ri - fic - es

5 6 7

geth - er, not black or white, just peo - ple one and all!  
made for each one of us to stand here side by side!

# Gypsy In The Moonlight

Folk Song from Trinidad  
arr. Cak Marshall

Voice  
 SG/AG  
 AX  
 BX

Gyp - sy in the moon - light, Gyp - sy in the dew;  
 Walk in Gyp - sy, walk in! Walk right in I say!  
 I don't want no - bod - y! No - bod - y wants me!  
 La la la la la la, La la la la la!  
 La la la la

Formation: Single Circle. Designated "Gypsy" is outside the circle

Verse 1: Circle slips or skips clockwise while "Gypsy" slips or skips counter-clockwise.

Verse 2: "Gypsy" enters the circle and does his/her little creative dance.

Verse 3: "Gypsy" sings alone inside the circle. S/he ends up in front of person s/he wishes to dance with her or him.

Verse 4: "Gypsy" dances with partner. Circle members sing and clap. At end of verse, "Gypsy" takes place in circle, and partner becomes the new designated "Gypsy."

5

Gyp - sy nev - er come back un - til the clock strike two!  
 Walk in - to the cir - cle and dance the night a - way!  
 All I want is to come and dance with me!  
 La la la la la la la la la la la!  
 la la la la