



I Like To Play With Colours words: LJ Clare  
 I Know a Little Pussy words: folksong  
 I Have a Little Puppy words: children's song  
 tune: folksong

## I Like to Play with Colours

tune: folksong

words: LJ Clare

c. 2012

Key C, first note low do(C)

a cappella count-in: 1- 2- 3- 4! ...

do do do do do do do re re re re re re mi

I like to play with col - our to bright-en up my day, just

mi mi mi mi mi mi fa fa fa fa fa fa so so so so so so la

add a splash of yel-low to chase the blues a-way, wear pur-ple next to green, or

la la la la la ti ti ti ti ti ti ti do' do' do' do' do'

or-ange next to red, I like to play with col-ours, Yes! That's what I said:

do' ti ti la la so fa mi mi mi re re do do do do' do

"Red or-ange yel-low green blue in- di-go pur-ple vi - o -let --- Col - ours!"



I know a little pussy,  
 her coat is silver gray,  
 she lives down in the meadow  
 not very far away,  
 she'll always be a pussy,  
 she'll never be a cat,  
 cause she's a pussywillow,  
 now, what do you think of that!  
 Me — ow!

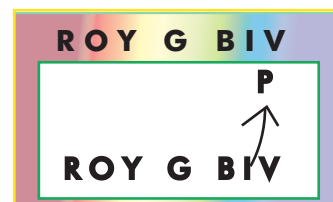


I have a little puppy,  
 he has a stubby tail,  
 He isn't very chubby,  
 He's skinny as a rail,  
 He'll always be a puppy,  
 He'll never be a hound,  
 They sell him at the butcher's store  
 for forty cebnts a pound.  
 Bow, wow, wow, wow, wow, wow, wow, wow.  
 Hot Dog!

## New Song: I Like to Play With Colours



"Have any of you met Roy G. Biv? (spell the name, all in capitals) Maybe some of you have seen him after a rain storm? I don't know if there is a real person named Roy G Biv, but the name is very handy if you're trying to remember the way colours go in a ... (rainbow). Yes, in a rainbow. (Pointing to each initial, name the colours. Explain that indigo is a very, very dark blue nearly a purple and add a P to the name as shown.)

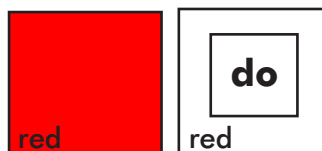


"The last song had blue in it, the next song has all the colours, so let's practice. (Point to each letter, everyone says the colour -be sure to include P for purple. Repeat. Now as you clap steadily but slowly, students say the colours. Speed up the tempo a bit and repeat.

front

back

Place squares for each colour on the pocket chart. On the back of each square glue a small, white post-it with the name of the correct solfa.



do
ti
la
so
fa
mi
re
do



"When there is only one rainbow in the sky, the colours are always in the same order. Red is very, very hot so it's closest to the sun. Violet is also the name for a very small flower that grows close to the ground. Stand up. Reach up for red, and down to your toes for violet. Good work. Everything else is somewhere in between. (Start with red, and guide students down to violet using the parts of the body as given. Repeat several times. Try the reverse order just for fun.)

do(red)	reach up
ti(orange)	head
la(yellow)	shoulders
so(green)	waist
fa(blue)	thighs
mi(indigo)	knees
re(purple)	ankles
do(violet)	toes



(Students seated again.) "As you listen to the song, point to each colour as it is named."

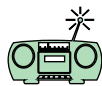


**Play Music**

Sing-a-Long Recording  
I Like to Play With Colours



"Excellent listening. Try the tune by echoing the singer next."



**Play Music**

Echo Learning Recording  
I Like to Play With Colours



"We know some of the solfa to sing this song. (Turn the solfa that students know over to show their name.) It starts on 'low do'. (Sing the first three lines.) To sing the whole song the spaces need to be filled in with "fa" and "ti". (Turn their names over. If students are familiar with The Sound of Music, refer to the "Doh/doe a Deer" song.) Try singing the song now with the solfa recording." (As the recording plays, point to the solfa that is being sung.)

do	do
	ti
la	la
so	so
	fa
mi	mi
re	re
do	do



**Play Music**

Sing-a-Long Solfa Recording  
I Like to Play With Colours

# I Like to Play with Colours

Key C, first note low do(C)  
a cappella count-in: 1- 2- 3- 4! ...

tune: folksong  
words: LJ Clare  
c. 2012

do do do do do do do re re re re re re mi  
I like to play with col - our to bright-en up my day, just

mi mi mi mi mi mi fa fa fa fa fa fa so so so so so so la  
add a splash of yel-low to chase the blues a-way, wear pur-ple next to green, or

la la la la la ti ti ti ti ti ti do' do' do' do' do'  
or-ange next to red, I like to play with col-ours, Yes! That's what I said:

do' ti ti la la so fa mi mi mi re re do do do do' do  
"Red or-ange yel-low green blue in- di-go pur-ple vi - o -let --- Col - ours!"



"Excellent work! Stand up and try the words again. When the last line comes, the one with all the rainbow colours in it --- begin with red reaching up to the sky and work down to violet down by your toes."

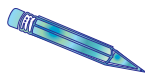
Sing the song unaccompanied.

*I learned this song when I was in Grade 3 with the words about pussy willows. About 20 years ago I heard the version about the puppy. Anyone else have another variation?*

I know a little pussy, her  
coat is silver gray, she  
lives down in the meadow,  
not  
very far away, she'll  
always be a pussy, she'll  
never be a cat, cause  
she's a pussy willow, now  
what do you think of that?  
Me-----ow! (glissando)

I have a little puppy, He  
has a stubby tail, He  
isn't very chubby, He's  
skinny as a rail. He'll  
always be a puppy, He'll  
never be a hound, They  
sell him at the butcher's store for  
thirty cents a pound.  
Bow, wow, wow, wow, wow, wow, wow, wow.  
HOT DOG!

New Repertoire



Enjoy the Repertoire

Revisit: The I Don't Wanna Blues

I Like to Play With Colours

Student Choice of Song or Dance



## Music(C)

C1.5 demonstrate an understanding of musical notation/focus on scale

element focus: mood, pitch-solfa scale

written work is in the "B" lesson this week

Lesson A each week covers core material. Year goals are met by completing Lesson A material.

Lesson B offers additional ideas for review, practice or enrichment.

## Warm-Ups(3 minutes)



**1** Rhythm: Reading Rhythm Flashcards



**2** Pitch: Solfa Band  
Key C do(C) re(D) mi(E)

## Review and Practise Song I Like to Play With Colours Scale in Key C



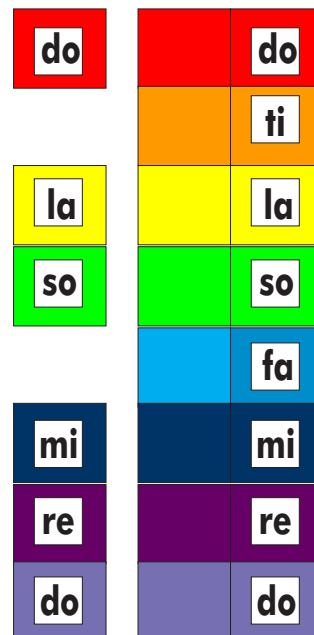
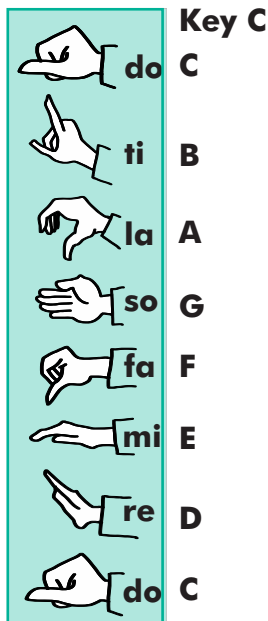
Place the colours and solfa names on the pocket chart.  
Using the glockenspiel,

play the high do(C), students sing "do"  
play the ti(B) students sing "ti", etc.



**Play Music**

**Sing-a-Long Recording**  
**I Like to Play With Colours**



<b>do</b> (red)	reach up
<b>ti</b> (orange)	head
<b>la</b> (yellow)	shoulders
<b>so</b> (green)	waist
<b>fa</b> (blue)	thighs
<b>mi</b> (indigo)	knees
<b>re</b> (purple)	ankles
<b>do</b> (violet)	toes

If handsigns for the solfa have not been used with the class, try using the hands to parts of body shown here. Mimicing the movement up and down the scale with hands will help to re-enforce the idea of higher to lower and vice versa.

Musician's Name \_\_\_\_\_ 13front

## I Like To Play With Colours

do' ti ti la la so fa mi mi mi re re do do do do' do



"Red or-ange yel-low green blue in-di-go pur-ple vi-o-let --- Col-ours!"



1. Practice singing the colour words.  
Now try singing the "solfa" names.
2. Fill in the empty "solfa" names.
3. Colour the whole notes in their song names.

4. Print the missing solfa names on the lines below.

do	do	do	do	—
ti	ti	—	ti	ti
la	la	la	la	la
so	so	so	—	so
fa	—	fa	fa	fa
mi	mi	mi	mi	mi
—	re	re	re	re
do	do	do	do	do



Review and ask students to complete the "front" of the work page. Note that some of the work asked will be done orally.

After 5-6 minutes, call for student attention. Have students mark their own work as you go over #4.

Teach the word "descend"(down). Say or sing the scale 3 times beginning at high do and descending. Ask students to do numbers 1 to 5. Mark these as a class.

Teach the word "ascend"(up). Say or sing the scale 3 times beginning at low do and ascending. Ask students to do numbers 6 to 10. Mark these as a class.

Let students know they only have a short time 3 minutes? to complete #11 and #12. #13 is for homework.

## Descend the Scale

Sometimes we sing the scale beginning with a high note and then going lower, e.g. do ti la so fa mi re do

Going from a high note to lower ones, fill in the missing solfa.

- 1 do ti — so
- 2 so fa —
- 3 ti la — fa
- 4 mi re —
- 5 la so —

Descending going down the scale

## Ascend the Scale

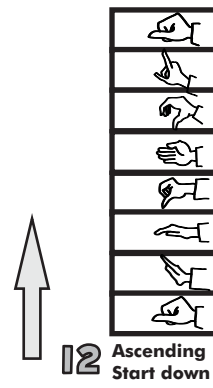
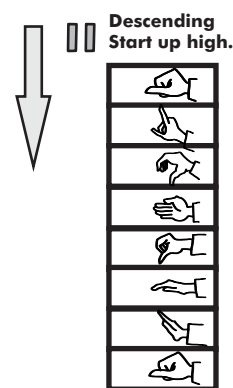
Sometimes we sing the scale beginning with a lower note and then going higher, e.g. do re mi fa so la ti do

Going from a low note to higher ones fill in the missing solfa.

- 6 do re —
- 7 fa so — ti
- 8 so la —
- 9 mi fa —
- 10 re mi —

Ascending going up the scale

Fill in the names of the solfa scale.



13 Memorize the descending scale AND the ascending scale.

## Enjoy New Repertoire

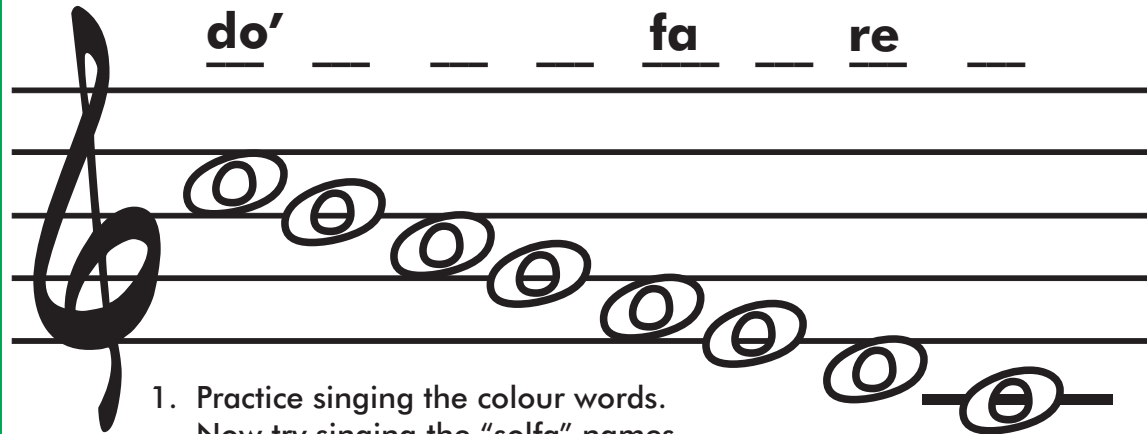
Snow, Snow, Snow  
(with instruments)  
I Want To Go Outside  
Hockey Hockey

The I Don't Wanna Blues  
I Like to Play With Colours  
OR I Know A Little Pussy  
OR I Have a Little Puppy

Musician's Name \_\_\_\_\_

13front

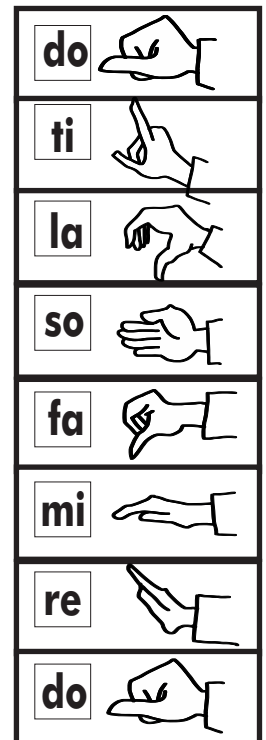
# I Like To Play With Colours



1. Practice singing the colour words.  
Now try singing the "solfa" names.
2. Fill in the empty "solfa" names.
3. Colour the whole notes in their song names.

4. Print the missing solfa names on the lines below.

do	do	do	do	—
ti	ti	—	ti	ti
la	la	la	la	la
so	so	so	—	so
fa	—	fa	fa	fa
mi	mi	mi	mi	mi
—	re	re	re	re
do	do	do	do	do



## Descend the Scale

Sometimes we sing the scale beginning with a high note and then going lower, e.g. do ti la so fa mi re do

Going from a high note to lower ones, fill in the missing solfa.

1 do ti \_\_\_ so

2 so fa \_\_\_

3 ti la \_\_\_ fa

4 mi re \_\_\_

5 la so \_\_\_



**Descending**  
going down the scale

## Ascend the Scale

Sometimes we sing the scale beginning with a lower note and then going higher, e.g. do re mi fa so la ti do

Going from a low note to higher ones fill in the missing solfa.

6 do re \_\_\_

7 fa so \_\_\_ ti

8 so la \_\_\_

9 mi fa \_\_\_

10 re mi \_\_\_

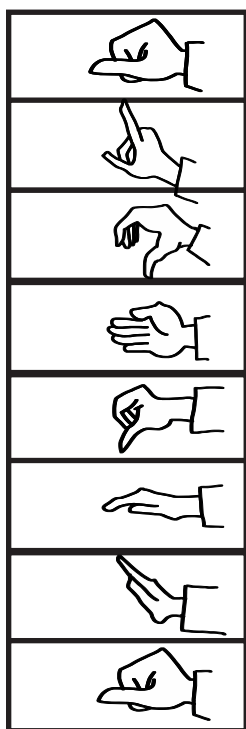


**Ascending**  
going up the scale

Fill in the names of the solfa scale.

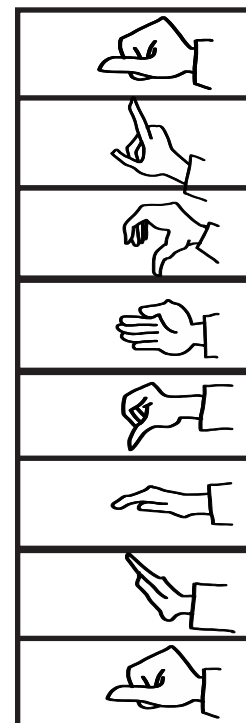


**Descending**  
Start up high.



**12**

**Ascending**  
Start down low.



**13**

Memorize the descending scale **AND** the ascending scale.



The science of learning music and the relationship between the brain and music learning has blossomed in the past decade. Studies have been done that show using handsigns helps students find a pitch, and learn the intervals when singing.

Beginning next year, in public school junior music, the emphasis will move from solfa to understanding, reading and using the alphabet to name pitches (A to G). The scale takes on more importance.

In preparation for this, focus on ensuring students have a solid knowledge of the scale, ascending and descending.

Base learning and assessment on student ability to say and write the scale --ascending (up from low do) and descending (down from high do). Yes, being able to sing it is even better!

When this is conquered, move on to being able to begin the scale on a note other than do, e.g. mi-fa-so-la-ti-do-re-mi again in both directions.

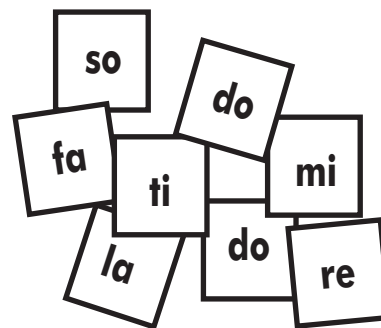
Learning the solfa scale now will make learning the ABC scale later this year easier. Knowing the ABC scale is key to being able to read music and play most instruments.

do	fa
ti	mi
la	re
so	do

Students fold a piece of paper in half lengthwise. Then fold in half and half again the other way, making eight same-sized cards. Print the solfa names, one per space, then cut out.

Or make a "master", photocopy it and have students cut out.

Students need a set of solfa cards, and an envelope in which to keep them.



Run a drill as a class project. Begin by having students work in pairs so they can help each other, then move to having students work alone.

Beginning: flashcards face down on student desks

Time how long it takes the class to finish either an ascending or descending scale. Track this time by posting it. Sing the scale. Repeat the drill and see if the class can "beat" its time.

Eventually, have students do the drill with paper and pencil.

Stop doing the drill when everyone in the class is able to write both an ascending and a descending scale.

Variations on the drill may change the beginning note for the scale.



# I Like to Play With Colours

Key C, first note "do"

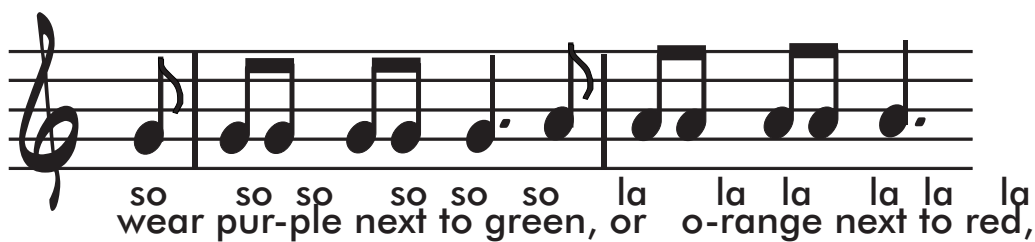
tune: folk song  
words: Lesley J Clare c. 2013



do do do do do do re re re re re re  
I like to play with col-our to bright-en up my day.



mi mi mi mi mi mi fa fa fa fa fa fa  
Just add a splash of yel-low to chase the blues a-way,



so so so so so so la la la la la la  
wear pur-ple next to green, or o-range next to red,



ti ti ti ti ti ti x do do do do do do x  
I like to play with col-ours. Yes, that's what I said!



do ti ti la la so fa mi mi mi re re do do do  
Red, o-range, yellow, green, blue, indigo, pur-ple, violet.



X do' do, X  
Col - ours!