Welcome Songs, Greeting Songs and Name-learning Songs & Games

Composed/compiled by Donna Rhodenizer

Welcome songs and greeting songs are fun and create the opportunity to sing as soon as the music teacher meets the students at the door. Name songs and games help with the next task, remembering or learning the names of all your students! There are lots of fun options to assist with this part of music activity planning.
Welcome Songs

Hello, Hello, Hello
Come Right In
Hip Hip Hooray
Bonjour, Bonjour
Come and Follow Me
Hello, Hello, How Do You Do?
**Hello, Hello, Hello**

Collected by Maureen MacMullin
Adapted by Donna Rhodenizer

**Movement:**

**Without a partner**

Hello, hello, hello - wave at others in the class
How are you today - index finger, point at various people
Sing and play... - alternate clapping own hands, then both hands flat and pushing away from body in the air (this is preparation for clapping the hands of a partner) (two times = 4 beats)

And then be on our way - pretend to walk but stay in your spot.

**With a partner**

Hello, hello, hello - wave at partner
How are you today - index finger, point at your partner
Sing and play... - alternate clapping own hands then both hands clapping with partner, (two times = 4 beats)

And then be on our way - trade places with the partner you just had and move to find a new partner

**MP3** - 4-bar intro and outro
7 verses
Come Right In

Words and Music by Donna Rhodenizer

\[ \text{Clap or stamp} \]

Hello, hello, come right in!

We are ready to begin.

Lots of things to do today.

We will sing and move and play!

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Variation:
Add silent beat-keeping actions to the words and/or the non-singing bars (like "follow the leader").

Option B:
Sing the song omitting the clapping bars (creating an 8-bar song)

MP3:
2-bar intro
One bar between verses (playing "one-two-ready sing")
4 verses
Hip Hip Hooray

Words and Music by
Joanna MacPhee Simpson
2nd verse by
Donna Rhodenizer

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Bonjour, Bonjour

F Bonjour, bon jour, ça va, ça va, ça va, Bonjour,

C7 Bonjour, bon jour, ça va, ça va, ça va.

F Frappe, frappe les pieds

C7 un, deux, trois.

F Frappe, frappe les mains

C7 seulement un fois.

F Bonjour, bon jour, ça va, ça va, ça va, Bonjour,

C7 Bonjour, bon jour, ça va, ça va, ça va.
Come and Follow Me

Traditional French Melody
arr. Donna Rhodenizer

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As you sing, the students follow the teacher. In bar 4, the teacher begins an action and the students "follow the leader" and do the same action.

At the end of the song, stop on the word "stop" and the teacher will show a freeze position which the children will copy.

Option: the students may choose whatever freeze position they wish.

Extension activity:
At the end of the song, the teacher plays a low sound or a high sound (a variety of instruments can be used for this activity) and the students must freeze in high or low positions based on what they are hearing.

Repeat the above activities with student leaders instead of the teacher.

MP3
Intro: last phrase
Between verses: a tone for four beats (high, high, low, high) then notes playing "1-2 ready"
4 verses
Bal-ance only on foot. Bal-ance only on one foot.

Bal-ance only on one foot and then you may sit down.

My favourite movement option for the final verse

(Replaces bar 13 - end)

Wig-gle your fin-gers way up high and way down low and way up high and

accelerando!

high and low and high and low and high and low and high and low and

Do as many repetitions as you wish

high and low and... FREEZE! and then you may wig-gle your fin-gers

way up high and way down low and way up high and high and low and

accelerando!

high and low and high and low and high and low and high and low and

Do as many repetitions as you wish

high and low and... FREEZE! and then you may sit down.
Instructions: “Hello, Hello, How Do You Do?”

The words of this song instruct groups of students with the same first initial to stand up and be identified by name. Keeping a class list close at hand is helpful when deciding which letters to sing and to help connecting the correct names to the students.

- Sing the letters in alphabetical order, random order, single letters or combine several per verse. (The class list can assist you to see which letters to group together to create a reasonable sized group who will be standing.)
- You may ask for a student to choose the next letter to be sung.
- As we near the end of the game, sometimes I ask if anyone in the class knows who has not stood up yet and what letter we need to sing to include them before the song is finished.

Students enjoy singing along with the “A” section of the song. The “B” and “C” sections are action instructions that are sung by the teacher. Actions can be varied to accommodate students who like a physical challenge (balancing on one foot), students who are hesitant (wave your hand, tap your nose), or active students who need to do five jumping jacks to expend some extra energy.

For the final verse I sing something that will get all the students standing.

- Sing “If you’re in the music room, stand up.” or “If it is music day, stand up.”
- If you are inclined to be “dramatic” my students love it when I make a big and dramatic show of preparing big breaths and then I sing the entire alphabet in one breath, so all students are standing. See my YouTube explanation video for this song.

For the Final “C” Section, my favourite action option is to sing “wiggle your fingers way up high and way down low”. Alternate between “high and low” (or sometimes I sing “up and down”) getting faster and faster until you call “Freeze”. Sometimes we do only one “round” of this and I sing “and then you may sit down” but other times I return to wiggling fingers and do a second freeze. (Kids love to move and freeze!)

I use a baritone ukulele to accompany this song. The uke allows more versatility to extend the time for student responses and works well with the accelerando that I do with the final verse. An MP3 track is included for reference, but it will not facilitate any leeway in the unmetered bar or the time it will take to say the names of all the students who might be standing so it probably won’t be of much help for classroom use.

<table>
<thead>
<tr>
<th>MP3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 bar intro (and 2-bar re-intro between verses)</td>
</tr>
<tr>
<td>Vs. 1 - ABC sections in strict time</td>
</tr>
<tr>
<td>Vs. 2 - A section/B section with free rhythm/ bar 25 omitted, C section played as written</td>
</tr>
<tr>
<td>Vs. 3 - A section/B section with free rhythm/ bar 25 omitted, C section played with accelerando, 3 repeats and a freeze, then accelerando and 6 repeats and final freeze.</td>
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</tbody>
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The Walking Drum (Drumming Names Around the Circle)
Up the Ladder, Down the Ladder
Take a Bow
Mrs. Macaroni
Somebody’s Knocking at Your Door/ Qui a frappé
Names Around the Circle
My Right-hand Side is Free
The Walking Drum (All grades K-6)
or “Drumming Names Around the Circle”

Students are seated in a circle.

- The teacher has a drum and is on the outside of the circle.
- Keeping a steady beat, stand behind the first student.
- The student says their name and the class repeats the name 3 more times (4 beats).
- Continue the same 4-beat process with each student all around the circle.

For a final challenge, invite one or two students to walk behind the students in the circle and say every name, only once per student, to the steady drum beat. This is more difficult than it might appear. It gives the teacher a quick review of all the names (without being on the spot to get them all correct) and it gives the students an idea of the music teacher’s challenge when trying to call every student by name with no mix-ups!

Advantages of using this activity:

- Establishes a musical context (steady beat) even though no singing is involved.
- Students state their own name (the teacher doesn’t have to search for names on a list or rely on memory)
- Teachers can review student names without it being obvious if there are any names that the teacher cannot yet remember.
- Hearing each student say their own name gives everyone the correct pronunciation of their names.
- If students are more comfortable with a nickname, that can be noted.
- The repetition helps anchor that name in your memory.

Variations of the activity:

- Use 3-beat groupings (which is more difficult, recommended for grades 3-6).
- Use this activity as a game/challenge, saying the names using a faster beat.
- A student can be assigned the task of stopping behind each student as the teacher stays in one spot with the drum. This can be an opportunity to keep an eye on a written list of names during this activity.
- Students also may be assigned the task of keeping the steady drum beat for the activity.

See video explanation: https://www.youtube.com/watch?v=TwCzWV1uWhE&t=16s
Up the Ladder, Down the Ladder

A

Swing the eighths

Up the ladder, down the ladder, one by one. I said,

up the ladder, down the ladder, one by one._

B

(Call and response with the teacher/student)

Teacher:         Student 1:         Teacher:         Student 2:

What is your name? My name is Peter. What is your name? My name is Mona.

Teacher:         Student 3:         Teacher:         Student 4:

What is your name? My name is Devon. What is your name? My name is Harriet.

A

Up the ladder, down the ladder, one by one. I said,

up the ladder, down the ladder, one by one._

1.  2. All done!
Mrs. Macaroni

A

F C7
Here comes Missus Macaroni, riding on a snow-white pony.

F C7 F
Here she comes in all her glory, this is Robert’s special day.

B

R, R, R for Robert, R, R, R for Robert,

F C7 F
R, R, R for Robert, this is Robert’s special day.

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Students stand in a circle with Mrs./Mr. Macaroni (M. Macaroni) in the centre.

A SECTION:
M. Macaroni gallops around the inside of the circle.
Students step the beat, moving the circle in the opposite direction.
On the word "this" the circle stops moving and students turn to face the centre.
M. Macaroni stops in front of the closest person.

B SECTION:
Everyone claps the beat and sings the person's first initial and their name while
the own hands, partner's hands (single hands or both, depending on skill level).
At the end of the B section, the previous M. Macaroni switches places with the person
in the circle who becomes the new M. Macaroni.

Other music elements to extract from this song:
- Simple beat
- Rhythm patterns

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Somebody's Knocking at Your Door

Traditional

Somebody's knocking at your door.

Somebody's knocking at your door.

Oh "Someone" sit up and listen.

Somebody's knocking at your door. Is there anybody home?

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Names Around the Circle (Chant for grades 2-6)  
(Donna Rhodenizer)

Use the five variations of this simple activity to establish and practice the names of the students in the class.

Add the beat using body percussion (or use a drum). All names must be spoken to fit into the steady beat.

1. Go around the circle with each student saying their own name. Reverse direction.
2. Each student says the name of the person who is sitting next to them. (This is more difficult than it sounds). Reverse direction and try it again.
3. Each student says two names: their own name and then the name of the next person.
4. One student can see if they can say the names of everyone in the circle without any stops or getting out of time with the beat.
5. A student says their own name and the name of another student, regardless of their location in the circle or the room. The second student must then say their own name and the name of another person. There will be two names in each sequence, but the next name to be called occurs in random order which can be very tricky! This is probably best for use with older grades.

Each variation can be repeated trying both clockwise and counter-clockwise. Does it make a difference in the speed and accuracy when the direction is switched?

Time each variation. Keep a record of the fastest time accomplished for each variation. Students enjoy trying to beat their best time.

See video explanation: https://www.youtube.com/watch?v=uHAhkvY0I58&t=43s
This is a great activity to challenge upper elementary students while learning their names. It is a great ice-breaker for early in the school year when students may have new classmates. It is a good activity to use to end a class when the focused work has been accomplished and a bit of fun is in order.

Keep the beat using an alternating patsch-clap pattern. (Patsching is tapping your thighs using both flat hands.) A drum may be used to help support the steady beat.

Students sit in a circle with one vacant spot. The person next to the spot calls a classmate to move from their spot to sit in the empty spot. As a new empty spot is created, the person next to it must call someone else. This is to be accomplished without creating a break in the steady beat.

**Pre-game practice**

Write 5 names on the board and insert each name as you practice saying the chant (with 5 repetitions) and keep it going without a break in the beat. This allows students to hear how the chant will sound if it is done without a break in the beats. Practice with and without keeping the beat with the steady patsch-clap pattern.

Say the chant and insert the name of every student in the class, going around the circle. Keep adding the names without breaking the steady beat of the chant.

When the students can do these practice exercises without missing any beats, they are ready to play the game.