

# Hey How You Doing? Name Game Starter

Sam Mercer

To the tune of Name and Number by Curiosity Killed the Cat (1989) - [Curiosity Killed the Cat Name and Number - YouTube](#)

Or

Ring Ring Ring (Ha Ha Hey) by De La Soul (1991) - [De La Soul - Ring Ring Ring \(Ha Ha Hey\) \[Official Music Video\] - YouTube](#)

Dm            Am  
Hey How You Doing?  
Am                            Dm  
Sorry I don't Know Your Name  
                                 Dm        Am  
But I'll give you one bar, to say it  
      Am                    Dm  
I'll know it for again.

## Warm-up and stomp canon

from Sing Up

Jenny Lee

This is a fun warm up activity in two parts – a stretching warm up exploring different vocal qualities and a simple stomp movement canon. When done together, they not only reinforce group listening skills but also maintain a strong steady pulse.

And an up and a down and a forward and a back  
And an up and a down and a forward and a back  
And around, and around.  
This way, and that way,

And this way, and that way,  
Touch your knees, touch your knees.  
ee ee ee ee ee ee ee ee  
ee ee ee ee ee ee ee ee  
Sh sh sh sh

Count 2 3 4 5 6 7 8  
Stomp 2 3 4 5 6 7 8  
Patsch 2 3 4 5 6 7 8  
Clap 2 3 4 5 6 7 8  
Click 2 3 4 5 6 7 8  
Turn 2 3 4 5 6 7 8  
Jump oo oo oo oo oo oo oo yeah!



## Hey, my name is Joe (Button factory)

Jenny Lee

A fantastic way to energise the body and focus the attention.

Hey, my name is Joe,  
And I work in a button factory  
And one day my boss came up to me.  
He says: 'Joe', I said: 'Yo!'  
He says: 'You busy?', I said 'No.'  
'Can you push this button with your right hand?'  
Hey, my name is Joe etc  
'Can you push this button with your left hand?'

Hey, my name is Joe etc  
'Can you push this button with your right foot?'

Hey, my name is Joe etc  
'Can you push this button with your left foot?'

Hey, my name is Joe etc  
'Can you push this button with your head?'

Hey, my name is Joe etc  
'Can you push this button with your tongue?'

Hey, my name is Joe,  
And I work in a button factory  
And one day my boss came up to me.  
He says: 'Joe', I said: 'Yo!'  
He says: 'You busy?', I said 'Yes!'

**Carpet Dance by Richard Addinsell**  
from the film 'Greengage Summer'  
Claire Rivers

The music alternates fast A sections with slower B sections.

Students work in pairs to devise a simple body percussion pattern to fit this rhythm, which can be performed in the B section:



Tim - ki ti - ti ti - ti ta

The form of the piece is as follows:

A section ( 2 sets of 16 beats, marching pace)  
Slow 4 beat transition to lead into the B section  
B section (6 sets of the rhythm pattern above)  
A section  
Slow 4 beats  
B section  
A section  
Slow 6 beat  
A section to finish  
Short flourish/codetta to finish

During the A section, pupils move around the room, trying to 'High 5' as many classmates as they can. When they hear the slow 4 beat transition, they find their partner and perform the body percussion pattern. When they hear the fast A section again, they move around the room as before, always coming back to their partner for the B section. At the very end, bow to someone near you.

Credit for this goes to Chris Andrews, a Kodaly tutor and classroom practitioner. You can find more of his ideas and videos on his Facebook page 'Prepschool music'.

# Where are we going and what are we doing?

Claire Rivers

It is better to teach this without the words to as it aids memory/helps focus. It is however a lot more difficult. This is aimed at Years 5 and 6 and requires a lot of concentration!

Teach the whole phrase first and then break it down as below. Click fingers on the asterisk when performing. If this is too difficult or you'd like to try something different, try tapping alternate legs, which helps to keep the pulse steady.

Where \*  
Where are \*  
Where are we \*  
Where are we go \*  
Where are we going \*  
Where are we going and \*  
Where are we going and what \*  
Where are we going and what are \*  
Where are we going and what are we \*  
Where are we going and what are we do \*  
Where are we going and what are we doing \*

Now try performing it backwards (demonstrate this first):

Where are we going and what are we doing \*  
Where are we going and what are we do \*  
Where are we going and what are we \*  
Where are we going and what are \*  
Where are we going and what \*  
Where are we going and \*  
Where are we going \*  
Where are we go \*  
Where are we \*  
Where are \*  
Where \*

Now split the class into two groups and perform both at the same time. Be very clear when counting in and set the pulse before you start.

Where *	Where are we going and what are we doing *
Where are *	Where are we going and what are we do *
Where are we *	Where are we going and what are we *
Where are we go *	Where are we going and what are *
Where are we going *	Where are we going and what *
Where are we going and *	Where are we going and *
Where are we going and what *	Where are we going *
Where are we going and what are *	Where are we go *
Where are we going and what are we *	Where are we *
Where are we going and what are we do *	Where are *
Where are we going and what are we doing *	Where *