

Turkey in the Straw

The musical score consists of six staves of music in a single system. The first staff contains the main melody with lyrics: "Loo loo loo bear loo loo loo loo loo loo loo loo loo loo on the log. (repeated) Loo loo". The second staff continues with "loo loo loo loo loo loo loo loo loo. Loo loo loo loo loo loo loo loo". The third staff has "loo loo loo. Loo loo loo loo loo loo loo loo loo loo loo". The fourth staff is labeled "REFRAIN" and contains "Loo loo loo loo loo (echo) loo loo loo loo loo (echo)". The fifth staff has "loo loo loo loo loo loo loo loo loo loo loo loo". The sixth staff concludes with "loo loo loo loo loo loo loo loo loo loo loo".

Lyrics: Oh the bear sat around with his foot on the log,
 Oh the bear sat around with his foot on the log,
 Oh the bear sat around with his foot on the log,
 Oh the bear sat around with his foot on the log.

Refrain:
 Loo, loo, loo, (repeat to end of tune)

SINGING

Sing this familiar tune on loo as students move around the room. What kind of moving seems to fit this tune? (Skipping, twirling, walking with a jaunty step.) Clap hands to a steady beat as students move about, singing *loo*.

Vocal warm-up and exploration of various styles of singing -Put words to this tune as follows:

Oh the bear sat around with his foot on the log
Oh the bear sat around with his foot on the log
Oh the bear sat around with his foot on the log
Oh the bear sat around with his foot on the log.

SPOKEN -123 4 Let's sing that OPERA song once more. Students sing in a formalized voice. Follow the same procedure using:

- ENGLISH voice - How would Mary Poppins sing this song?
- SILLY voice - OH THE LOG SAT AROUND WITH HIS FOOT ON THE BEAR BABY voice -How would a baby just learning to talk sing this song?
- COWBOY voice - stamp foot, slap legs while singing the song
- ANGRY voice-strong accent on the beat, pound fist in palm of hand

Students can experience the different sounds their voices make. The song should be pitched in different places-low, medium, high. Care needs to be taken that students don't try to sing too loud or in forced tones.

PLAYING

This is a good fiddle song. Perhaps a violinist could play this song for the students. Playing on pitched instruments in the key of F, two major chords (F and C7) could be used to accompany throughout.

CREATING

Students can organize a band, using classroom instruments and pitched instruments to play this tune. Some instruments can play the steady beat, some the tune (piano could be used) and some could play the rhythmic pattern of the song (words).

LISTENING

The County Whitmore Library has excellent music resources for check-out. Find a folk-dance recording of this song. Explore with the students the performance of the recording artists. What instruments are used? What variations are there that add to the interest of the piece? Is it all instrumental or part vocal? What words are used in the song? This song is in AB form. We worked with the A section. How does the B section add to the total presentation of the song?

INTEGRATION -Social Studies

This is a folksong that has been danced, played, and sung for a hundred years or more. The barn dances held on Saturday nights in pioneer times brought people from far and near to celebrate the end of a hard week's work. Discuss with students how music provided community and comfort to these people.

How does the music that students enjoy today do the same? Are people the same today as they were a hundred years ago? If so, how?