

# Paw Paw Patch

The musical score consists of four staves of music in 2/4 time. The first three staves correspond to the three verses of the song, and the fourth staff is a final line. The lyrics are written below the notes.

1. Where, oh where, is pret - ty lit - tle Su - zy?  
 2. Come on boys, is let's go find her.  
 3. Come on boys, bring her back again.

Where, oh where, is pret - ty lit - tle Su - zy?  
 Come on boys, let's go find her.  
 Come on boys, bring her back again.

Where, oh where, is pret - ty lit - tle Su - zy?  
 Come on boys, let's go find her.  
 Come on boys, bring her back again.

Way down yon - der in the paw paw patch.

## LYRICS:

1. Where, oh where, is pretty little Suzy?  
 Where, oh where, is pretty little Suzy?  
 Where, oh where, is pretty little Suzy?  
 Way down yonder in the paw paw patch.
2. Come on boys, let's go find her.  
 Come on boys, let's go find her.  
 Come on boys, let's go find her.  
 Way down yonder in the paw paw patch.
3. Come on boys, bring her back again.  
 Come on boys, bring her back again.  
 Come on boys, bring her back again.  
 Way down yonder in the paw paw patch.

## SINGING

Sing the traditional song using names of students.

Where Oh Where is pretty little Suzie?  
Where Oh Where is pretty little Suzie?  
Where Oh Where is pretty little Suzie?  
Way down yonder in the paw paw patch.

## OR

Where Oh Where is good old Tommy? Etc.

Explain that a paw paw is a fruit grown in a warm climate that looks like a thick, short banana. Students can create body movements to act out the words.

2nd verse-Come on boys (girls) (folks) let's go find him(her)  
3rd verse - Picking up paw paws, put them in a basket  
4th verse-Come back, Mary, now we've found you

Play a singing game. The student, whose name is used, hides somewhere in the room. Everyone sings the first verse making "looking" motions.

Some students go and look for the one who is hiding while the rest of the students sing the second verse.

All sing and act out the words of the third verse. When the student is found, all sing the fourth verse.

It's fun to have students close their eyes while one student is tapped to go and hide. Then it becomes a guessing game to see who is missing.

Older students can use this song as a partner song with *Bluebird*, *Make My Living in Sandy Land*, *Skip to My Lou*, or *Polly Put the Kettle On*.

## PLAYING

Ukulele, guitar, autoharp could be used to accompany this song. Singing in the Key of F Major, chords to be used are F and C7. Have Students sing and decide together when the chord changes should occur, and which one should be used first. Good ear training! Drums, sticks, hand percussions could be played on the beat. Try using a certain instrument at certain places chosen by students.

## CREATING

A Rondo ( a musical work with a recurring main theme) could be arranged using Paw Paw Patch as the theme and the other partner songs mentioned above as the episodes. LISTENING

The students listen to enjoy, analyze and describe music.

How many phrases do you hear in this song? Walk the phrases while you sing the song. Turn as you begin a new phrase. Are the phrases the same? How? Are the phrases different? How?

Many opportunities are present for critical listening as some of the above activities are presented by the students. As the students act out the words of the song, can they also create movement that moves well with the melody of the song? Divide students into 3 or 4 groups. Brainstorm and try different ways of moving to the melody.

#### CURRICULUM INTEGRATION (Language Arts)

Use this tune to create new lyrics about a given subject. This is a good tune to use because the first three lines can be the same.