

Buffalo Gals

As I was walk-ing down the street, down the street, down the street, A

pret - ty gal I chanced to meet, Oh she was fair to see. Oh,

Buf-fa-lo Gals won't you come out to - night, come out to - night, come out to - night? Oh,

Buf-fa-lo Gals won't you come out to - night and dance by the light of the moon?

SINGING

Discuss with the children different ways music can be used in our lives (church, parties, school). Relate their experience to this 19th century dance song from Buffalo, New York. Let the children discuss how things might be different today when compared with the 1800's. Sing the whole song for the children to get an idea of the melody and rhythm. Have the children learn the song one line (phrase) at a time. Then put the parts together to complete the song. Have the children notice that this is a "cut time" song (four beats per measure performed like two) which is appropriate for doing the "polka" a very popular dance of the 1800's.

PLAYING

"Hambone", a popular form of body percussion in the 1800th and 1900th centuries, can be reproduced in a simpler form for the music classroom. Hold one hand about 8 inches from your lap. The other hand travels back and forth between your hand and your lap making a sound with each contact. Add claps or chest slaps to create differences in timbre or for emphasis at the end of a phrase Try this pattern: down-up-down-up-down, clap. Once you become comfortable doing the hambone, try playing the "spoons", another popular percussion instrument of the times, using the same patterns and technique between hand and lap.

CREATING

Working with a sequence of 4, 8, or 16 beats, have the children create their own "hambone" or "spoons" patterns. Use the up-down action for the eighth notes and the claps or slaps for the quarter notes. Place students together in small groups and have them combine their patterns into a longer sequence that matches the phrases of the song. Practice singing and playing together.

LISTENING

When practicing "hambone" or "spoons" playing, group the students with a partner for a listening exercise. Have one student be the leader and the other the follower. The leader plays a short rhythm pattern and the follower listens and duplicates the pattern. Change leaders and repeat the process with the new leader and follower. The leaders may improvise but the patterns should be kept short and simple for the follower to listen and repeat.

INTEGRATION (Fine Arts - Dance)

Try the following dance to the song. This song and dance were often performed together. Start with two hands joined, boys facing out of the circle and girls facing in. Opposite footwork.

4 measures	Heel, toe, heel toe, slide, slide, slide, slide (counter clockwise around the circle)
4 measures	Heel, toe, heel toe, slide, slide, slide, slide (clockwise - the other direction)
4 measures	Clap partner's right hand 3 times, clap partner's left hand 3 times, clap partner's two hands 3 times, clap your own lap 3 times (use a clap, clap, clap, rest pattern)
4 measures	Hook right elbows and skip with your partner 8 skips in a circle (start over)

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