

Let us sing, dance & play



Salóme Hendrikse
Hildegard Endemann
Tertia Jacobs



Lesson 1

Re aga tempele

Theme: Auditory discrimination

Suggested age group: 3 – 4 years

Re aga tempele, Re aga tempele,
Re aga tempele ya Jesu.

Re aga tempele, Re aga tempele,
Re aga tempele ya Jesu.

We are building the temple, (x2)
We are building the temple of
Jesus.

Traditional (North Sotho)

Notation: Hildegard Endemann

Re a - ga te - mpe - le, Re a - ga te - mpe - le, Re a - ga te - mpe - le ya Je - su. Re

a - ga te - mpe - le, Re a - ga te - mpe - le, Re a - ga te - mpe - le ya Je - su.



Lesson 2

David, that's me!

Theme: Body awareness
Suggested age group: 3 – 4 years

I can count up to three,
But I stop there, you see,
'Cos that is my age,
Mummy told it to me.

I can say ABC,
And then there's a D,
And D stands for David,
And David, that's me!

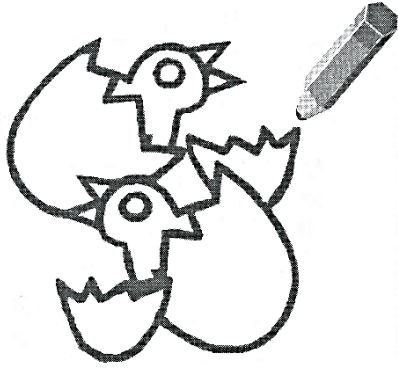
Words: J.K. Carter
Allegretto: $\text{♩} = 126$

Music: Salóme Hendrikse

The musical score is written in 4/4 time. It features a piano accompaniment and a vocal line. The lyrics are as follows:

I can count up to three, But I stop there you see, 'Cos that is my age, Mummy told it to me.

I can say ABC, And then there's a D, And D stands for David, And David, that's me!



Lesson 3

To let

Theme: Imaginary listening

Suggested age group: 4 years

Two little beaks went tap! tap!
tap!

Two little shells went crack,
crack, crack!

Two fluffy chicks peeped out,
and oh,
they liked the look of the big
world so

that they left their houses with-
out a fret,
and two little shells are now TO
LET.

Words: D Newey-Johnson

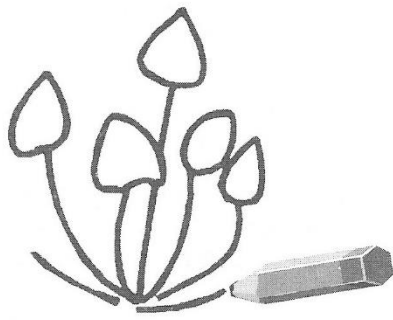
Music: Salóme Hendrikse

Phonetic transcription: | d' : t · l | s : f | m : f | s : | l : l · l | s : f | m : r | d : |

Two lit-tle beaks went tap! tap! tap! Two lit-tle shells went crack! crack! crack!

Two fluf-fy chicks peeped out, and oh, they liked the look of the big world so that they

Phonetic transcription: | d : d · r | m : m | f : f | f : - · s | l : l | t : l · t | d' : d' | r' : d' · t |



Lesson 4

Grasses

Theme: Experiencing $\frac{2}{4}$ time (rhythmic and melodic percussion)

Suggested age group: 4 – 5 years

Do you ever wonder if horses
and such
like all grasses equally much?
Or are some grasses like spinach
and prunes
and others like coconut macaroons?

Words: Aileen Fisher

Music: Salóme Hendrikse

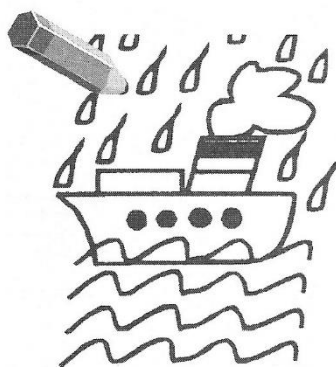
Sheet music for the song "Grasses" in 2/4 time, key of D major (two sharps). The music is written for piano and voice.

First System:

(Introduction) | s · s : l · l | s : m · m |
Do you e - ver won - der if

Second System:

| s : l · l | s : | s : s | d · r : d | d · r : m · f | s : · m |
hors - es and such like all grass - es e - qual - ly much? Or



Lesson 5

Rain

Theme: Creative drama

Suggested age group: 6 years

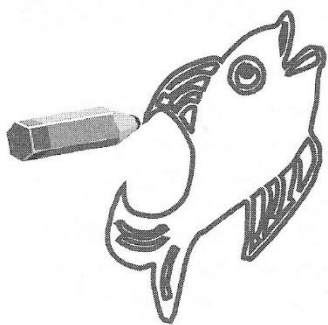
The rain is raining all around,
it falls on field and tree;
it rains on the umbrella here,
and on the ships at sea.

Words: Robert Louis Stevenson

Music: Salóme Hendrikse

s | $d : - : m$ | $s : - : s$ | $t : - : t$ | $s : - : s$ |

The rain is rain - ing all a - round, it



Lesson 6

Little Johnny

Theme: Going fishing

Suggested age group: 4 – 5 years

Little Johnny fished all day,
Fishes would not come his way.
"Had enough of this," said he,
"I'll be going home to tea!"

When the fishes saw him go,
Up they came all in a row,
Jumped about and laughed with
glee,
Shouting, "Johnny's gone to
tea!"

Words: Unknown

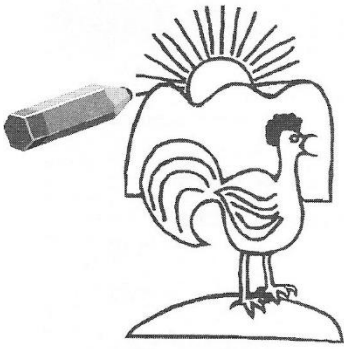
Music: Salóme Hendrikse

The musical score is written for a piano and voice. It consists of three systems of staves. Each system has a vocal line (treble clef) and a piano accompaniment (grand staff with treble and bass clefs). The key signature is one flat (Bb) and the time signature is common time (C). The lyrics are written below the vocal line.

System 1: Instrumental introduction.

System 2:
Vocal: Lit - tie John - ny fished all day, Fish - es would not come his way.
Piano: Accompaniment for the first line of lyrics.

System 3:
Vocal: "Had e - nough of this," said he, "I'll be go - ing home to tea!"
Piano: Accompaniment for the second line of lyrics.



Lesson 7

Cocks crow in the morn

Theme: Music movement and body awareness

Suggested age group: 4 – 5 years

Cocks crow in the morn
to tell us to rise,
and he who lies late
will never be wise;

for early to bed
and early to rise
is a way to be healthy
and wealthy and wise.

Words: Traditional English rhyme

Music: Salóme Hendrikse

| : | : | : | : | s · s : s · f | m : — · m | r · : d · r | m : · m |

Cocks crow in the morn to tell us to rise, and

he who lies late will ne - ver be wise; for ear - ly to bed and



Lesson 8

Bana ba sekolo

Theme: Rhythm, volume and instruments

Suggested age group: 4 – 6 years

Bana ba sekolo (x2)
 Tlang sekolong (x2)
 U kwa tshipi ya lla (x2)
 Ding dong bell (x2)

School children,
 come let's go to school.
 Hear the school bell ringing,
 ding dong bell.

Traditional (North Sotho)

Notation: Hildegard Endemann

| d : d | d : r | m : - | d : - | d : d | d : r | m : - | d : - | s : - | f : m | s : - | s : - | f : m | s : - |

Ba-na ba se - ko - lo Ba-na ba se - ko - lo Tlang se - ko - long Tlang se - ko - long

| s : l | s : m | d : - | d : - | s : l | s : m | d : - | d : - | d : - | s : - | d : - | d : - | s : - | d : - |

U kwa tshi - pi ya lla U kwa tshi - pi ya lla Ding dong bell Ding dong bell



Lesson 10

Listen

Theme: Body awareness, experiencing sounds
Suggested age group: 5 – 6 years

I'm list'ning to the wind,
I'm list'ning to the bees,
I'm list'ning to the little sounds
in ev'ry little breeze.

The world is full of whisperings
of little secret things,
and little hidden mysteries
and little flutt'ring wings.

Words: N. Kirby

Music: Salóme Hendrikse

Sheet music for the song "Listen". The music is written for voice and piano in 2/4 time, with a key signature of one sharp (F#).

Lyrics:

I'm list'ning to the wind,
I'm list'ning to the bees,
I'm list'ning to the
lit-tle sounds in ev'-ry lit-tle breeze.

Instrumental:

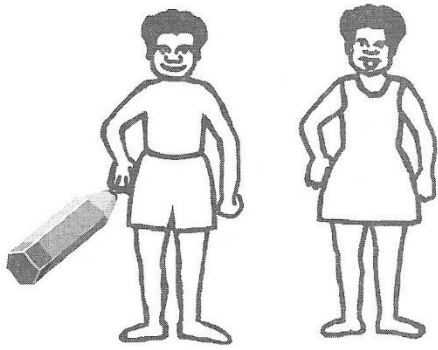
The world is full of whisperings of

The sheet music includes a vocal line and a piano accompaniment. The piano part features a steady eighth-note melody in the right hand and a simple harmonic accompaniment in the left hand. The vocal line is simple and easy to sing, with lyrics written below the notes.

Unit 2

Junior Primary songs and lessons

- Traditional songs: Notation by Hildegard Endemann
- Composed songs: Salóme Hendrikse
- Lessons: Tertia Jacobs



Lesson 1

Hlogo magetla

Suggested age group: 5 – 6 years

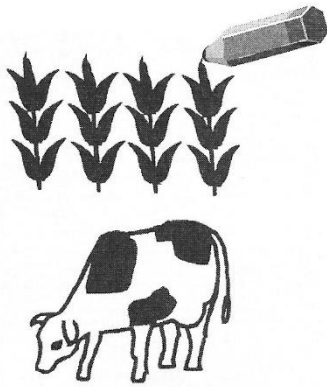
Hlogo magetla
sefuba le letheka
mangwele le menwana.

Traditional (North Sotho)

Notation: Hildegard Endemann

$d : m \cdot m \mid s : s \cdot s \mid d \cdot d : t \cdot l \mid s : s \cdot m \mid s \cdot s : f \cdot m \mid r : r \cdot r \mid f \cdot f : m \cdot r \mid d : d \parallel$

Hlo - go ma - ge - tla se - fu - ba le le - the - ka ma - ngwele le me - nwa - na. Ma - ngwele le me - nwa - na.



Lesson 2

Šila mabele

Suggested age group: 6 years

Šila mabele
gama dikgomo
tsatsi li phiri mele.

Bana ba tshwere
ke tlala ba tshwere
ke ramatheka monna o motelele.

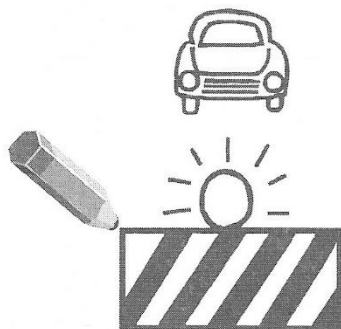
Traditional (North Sotho)

Notation: Hildegard Endemann

Sheet music for the song "Šila mabele". The music is written in 4/4 time and consists of two staves. The first staff contains the melody for the first line of the song, and the second staff contains the melody for the second line. The lyrics are written below the notes.

First staff: *s, d : -, t, | l, : s, | s, d : —, t, | l, : s, | d d : d r | m : d | s : — | — :*
 Ši - la ma - be - le ga - ma di - kgo - mo tsa - tsi li - phi - ri. me - le

Second staff: *m s : s f | m f : m r | m s : s s | m f : m r | s m : d t, | l, : s, | d : — | — :*
 Ba - na batshwe-re ke tla - la batshwe-re ke ra - ma-the- ka monna o mo - te - le - le.



Lesson 3

Automobiles

Suggested age group: 6 years

Automobiles
in a row
Wait to go
While the signal says: STOP.

Bells ring ting-a-ling-a-ling,
Red light gone!
Green light's on!
Horns blow!
And the row
starts to GO.

Words: Dorothy W. Baruch

Music: Salóme Hendrikse

| d' : d' · t | l : s · f | m : — | : d · r | m : — | : m · f |

The musical score is written for a voice and piano. It is in 4/4 time. The piano accompaniment consists of three staves: a right-hand treble staff, a left-hand bass staff, and a grand staff (treble and bass) for the piano. The melody is primarily in the voice part, with some piano accompaniment in the right-hand treble staff. The lyrics are written below the voice staff. The score includes dynamic markings such as *mf* (mezzo-forte) and *f* (forte). There are also performance instructions like "8ve" (octave) and "8va" (octave up). The lyrics are: "Au - to - mo - biles in a row Wait to go While the sig - nal says STOP. Bells ring ting - a - ling,". The score ends with a double bar line.

Au - to - mo - biles in a row Wait to go While the
 sig - nal says STOP. Bells ring ting - a - ling,



Lesson 4

A little child's prayer

Suggested age group: 7 years

I thank you God for a hundred
things,
for the flow'r that blooms,
for the bird that sings,

for the sun that shines
and the rain that drops,
for ice-cream and raisins and
lollipops.

Words: Anonymous

Music: Salóme Hendrikse

Sheet music for "A little child's prayer" in 3/4 time. The music is written for voice and piano. The lyrics are: "I thank you God for a hundred things, for the flow'r that blooms, for the bird that sings, for the sun that shines and the rain that drops, for ice-cream and raisins and lollipops."

The sheet music is divided into three systems, each with a vocal line and a piano accompaniment. The piano accompaniment features a steady eighth-note pattern in the left hand and a more melodic line in the right hand. The lyrics are written below the vocal line.

System 1: *s d : - : d*
I thank you

System 2: *t : t : t l : - : l s : - : s s l : - : l s : - : s s*
God for a hun - dred things, for the flow'r that blooms, for the

System 3: *f : - : f m : - : m r : - : m f : - : f f m : - : f*
bird that sings, for the sun that shines and the rain that



Lesson 5

Oh, look at the moon!

Suggested age group: 8 – 9 years

Oh, look at the moon!
She is shining up there,
Oh, mother, she looks
Like a lamp in the air.

Last week she was smaller
And shaped like a bow;
But now she's grown bigger,
And round as an O.

Pretty moon, pretty moon,
How you shine on the door,
And make it all bright
On my nursery floor!

You shine on my play things
And show me their place,
And I love to look up
At your pretty bright face.

And there is a star
Close by you, and maybe
That small, twinkling star
Is your little baby.

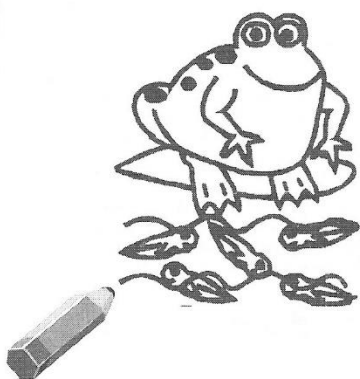
Words: Eliza Lee Follen

Music: Salóme Hendrikse

Larghetto: ♩ = 66

The first system of the musical score is in G major (one sharp) and 4/4 time. It begins with a treble clef and a key signature of one sharp. The tempo is marked 'Larghetto' with a quarter note equal to 66 beats per minute. The music features a melody in the treble staff and a piano accompaniment in the bass staff. The melody starts with a half rest, followed by a quarter note G, a half note A, and a quarter note B. The piano accompaniment consists of a steady eighth-note pattern in the right hand and a bass line in the left hand. The system ends with a double bar line and a fermata over the final note.

The second system of the musical score continues the melody and piano accompaniment. It includes lyrics under the melody: 'look at the moon! She is shi-ning up there, Oh, mo-ther, she looks like a lamp in the air. Last'. The tempo is marked 'a tempo'. The system ends with a double bar line and a fermata over the final note.



Lesson 6

Tadpoles

Suggested age group: 8 – 9 years

Ten little tadpoles
playing in a pool.
"Come," said the water rat,
"Come along to school."
"Come and say your tables,
sitting in a row,"
and all the little tadpoles said:
"No, no, no!"

Ten little tadpoles
swimming in and out,
racing and diving
and turning round about.
"Come," said their mother,
"Dinner time I guess,"
and all the little tadpoles cried:
"Yes, yes, yes!"

Words: Unknown

Music: Salóme Hendrikse

Allegretto: ♩ = 112

| d : d · m | s : s | l · s : f · l | s : | f : r · f | m · r : d |

Ten lit-tle tad-poles play-ing in a pool. "Come," said the wa-ter rat,

| r · r : s, · s, | d : | d · d : d · m | s : s | l · s : f · l | s : · s | f · m : r · f | m · r : d |

"Come a-long to school. Come and say your ta-bles, sit-ting in a row," and all the lit-tle tad-poles said:



Suggested age group: 6 – 8 years

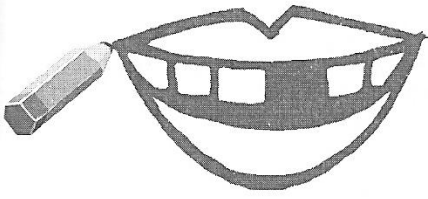
Words: R le Galliène

Music: Salóme Hendrikse

49

Lesson 8

My tooth



Suggested age group: 7 – 8 years

My tooth began to wobble,
it felt quite loose to me.
I touched it with my finger,
so everyone could see.

I pulled it, and I pushed it,
and I wriggled it about,
But I wouldn't let anybody
try to pull it out!

"I'll do it for you quickly,"
said Mommy with a smile.
"No thanks," I said, "I'd rather
just wriggle it a while."

"I'll take it out," said Daddy,
"While you count up to three."
"No, thanks," I said, "I'd rather
just wriggle it, you see."

"Let me try," said my brother,
"I've pulled out teeth before."
"No thanks," I said, "I'd rather
just wriggle it some more."

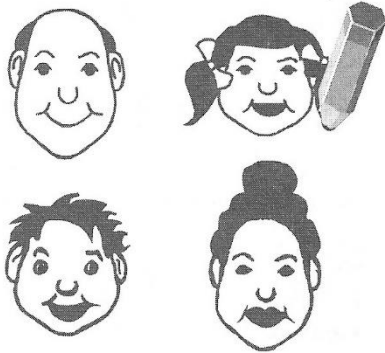
So I pulled it and I pushed it
and I wriggled it about,
But I wouldn't let anybody
try to pull it out.

Words: Anonymous

Music: Salóme Hendrikse

$\text{♩} = 96$

My
tooth be - gan to wob - ble, it felt quite loose to me. I touched it with my fin - ger, so



Lesson 9

Dumela

Suggested age group: 6 – 8 years

Dumela, dumela
Morutisi, morutisi.*
O kae, o kae
ke gona ke gona.

Hello, hello,
Teacher, teacher.
How are you?
I am all right.

* Verse 2 – lesogana
Verse 3 – mosetsana
Verse 4 – koko
Verse 5 – mme wa-aka
Verse 6 – ta-te

Traditional (North Sotho)

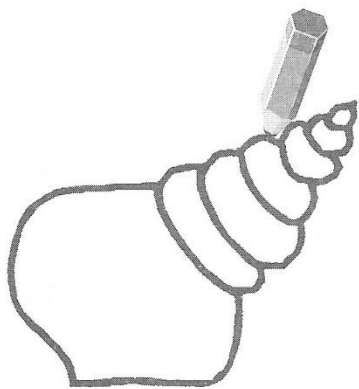
Notation: Hildegard Endemann

: s, | d : d : s, | d : d : r · r | m : m : r · r | m : m : s | s :—: s |

Du - me - la, du - me - la Moru - ti - si moru - ti - si O kae o

| s :—: m · r | d : d : m · r | d : d ||

kae ke go - na ke go - na



Lesson 10

Hush!

Suggested age group: 8 – 9 years

Hush!
I'm list'ning,
I'm list'ning to a shell.
I can hear inside the shell
Very well.

I can hear the sea a-swishing
As it rushes up the beach,
Little wavelets shushing,
Great big waves a-rushing,
Dashing on the breakers,
Crashing on the cliffs.

I can even hear the fishes
As I listen in my shell;
And I'm wishing,
Yes I'm wishing,
As I listen in my shell.
Hush!

Words: Margaret Black

Music: Salôme Hendrikse

Moderato: ♩ = 80

The musical score is written for piano and voice. It begins with a piano introduction in D major, 4/4 time, marked Moderato (♩ = 80). The piano part features a steady eighth-note bass line and chords in the right hand, including an 8ve (octave) marking. The vocal melody enters in the second system with the lyrics: "Hush! I'm list'n-ing. I'm list'n-ing to a shell. I can hear inside the shell Ve-ry well." The melody is in D major and includes triplet markings. The piano accompaniment continues with the same rhythmic pattern. The third system continues the vocal melody with the lyrics: "I can hear the sea a-swish-ing As it ru-shes up the" and includes an 8ve marking. The piano part remains consistent throughout.

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LET US SING, DANCE AND PLAY

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