

Bow, Wow, Wow

1. d d d 2. m m m m

Bow, wow, wow, whose dog art thou?

3. s s s l s m d 4. m r d

Lit - tle Tom - my Tuck - er's dog. bow. wow. wow.

GAME: *Bow, wow, wow.* - stamp 3 times
Whose - clap hands
dog art thou? -point right forefinger, about nose high, shake it on the beat
Little Tommy -partners clasp both hands and turn in a circle in 4 beats (be
Tucker's dog. back to your starting place by the word "dog")
Bow, wow, wow. - stamp 3 times

Game Variation: Make 2 circles, inner circle faces outer circle, in partners. On the last "Bow, wow, wow," turn away from partner, and move to a new partner on the right.

SINGING

Listen for in-tune singing, keep it lovely. Use the singing voice, not the talking or shouting voice. Enthusiasm in this song will increase out-of-tune-shouting, so help students evaluate themselves as they sing. Try singing the song in a round, everyone should be careful to keep the same steady beat. Use solfa hand signs to identify, and/or to teach *do-mi-sol*. Find the *mi-re-do* at the end of the song by using hand signs. Partner this song with "Hot Cross Buns." Start singing both songs at the same time. Where in "Bow Wow Wow" does it sound like "Hot Cross Buns?"

PLAYING

Give every other child a boomwhacker or tone bell. Use the tones *do-mi-sol*. Use the three tone (*do-mi-sol*) chord to accompany the song, having students play the chord all together on a steady beat or by using rhythmic motives from the song. Have the students without the instruments sing while the others play. Pass instruments to the right, so those who played will now sing and vice versa. Map the song on the board using colors for boomwhackers, letters for pitch, or *solfege letters*. Give students the following tones: *do, mi, sol and la*. Give each student a different tone. Read and play the whole song, playing the right tone, and keeping rhythm correct.

CREATING

Act out the story with characters: the dog and the person. Have the actors sing solo when their lines come in the song. Accompany the story on instruments (see above). Have students improvise own sounds and accompaniments on pitched and non-pitched instruments.

LISTENING:

Sing only the "Bow, wow, wow" words while playing the game. Do the rest in inner hearing. Keep a steady beat with a partner, and with the rest of the group. Sing everything EXCEPT "Bow, wow, wow." Evaluate: "Did we stay together and end together? What do we need to do better? How important is it to listen?" Do the whole song in inner hearing but doing the actions. Evaluate: "How did we do?" Try singing the song and doing the actions with eyes shut!

CURRICULUM INTEGRATION— Language arts, Science.

Caring for a pet: license, shots, etc. What should you do if you find a lost animal? What do dogs and other pets need to grow and be healthy and happy? Fit syllables of new words with the rhythms to replace lyrics: "Meow, meow, meow, who's cat art thou?"

Bow Wow Wow