

Take Me Out to the Ball Game

Words by Jack Norworth
Music by Albert VonTilzer

The musical score is written in 3/4 time and consists of five staves of music. Each staff includes a treble clef, a key signature of one sharp (F#), and a 3/4 time signature. The lyrics are written below the notes, and chord symbols are placed above the staff lines. The lyrics are: "Take me out to the ball game, Take me out with the crowd. Buy me some pea-nuts and crack-er jack, I don't care if we nev-er get back. Let me root, root, root for the home team, If they don't win it's a shame, For it's one, two, three strikes you're out, At the old ball game."

C G7 C G7
Take me out to the ball game, Take me out with the crowd.

A7 Dm D
Buy me some pea-nuts and crack-er jack, I don't care if we

G C G
nev-er get back. Let me root, root, root for the home team, If

C C7 F F
they don't win it's a shame, For it's one, two,

C F (D7) G7 C
three strikes you're out, At the old ball game.

Lyrics: Take me out to the ball game,
Take me out with the crowd.
Buy me some peanuts and cracker jacks,
I don't care if we never get back.
Let me root, root, root for the home team,
If they don't win it's a shame.
For it's one, two, three strikes you're out
At the old ball game.

SINGING

Prepare to sing the octave leap on the first two pitches accurately by standing with arms at sides of body. Tap the outsides of the legs on the word "Take," and then raise the arms up and out, clapping the hands together overhead on the word "me." (This is a gentler version of the Jumping Jack exercise.) This movement also does wonders to energize the high tone. How many times does the octave come in the song? (3)

Keep the rib cage high for good breath support by playing a body percussion ostinato on the three beats of each measure. Tap the shoulders on beat one; snap up high on beats two and three.

Try other body percussion ostinato patterns such as (1) pat, clap, snap. With a partner in a patty-cake routine, (2) clap both hands of the partner on beat one, then clap the right hand of the partner on beat two and the left hand on beat three. Putting these two patterns together gives a six-beat routine.

For a challenge get in groups of four with partners facing each other diagonally. Couple #1 begins with the (1) pat, clap, snap, and continues with together, right, left. Couple #2 begins with (2) together, right, left and continues with pat, clap, snap. Increase the tempo of the song to add to the fun.

PLAYING

Select non-pitched instruments to play the strong-weak-weak beats as an accompaniment.

CREATING

Is there a song for the favorite sport of your students? Make up words to a familiar melody or start with new words and create a tune that fits it.

LISTENING

Play the octave from low C to high C on the bells or piano and have students match those pitches to feel the sensation of low and high in the voice. Experiment with the octave beginning on other pitches and continue singing the song with those pitches. Ask the students where the most comfortable range lies for them.

Identify the octave interval in other known songs, such as "Chum.hara," or in songs or hymns that students may hear other places.

CURRICULUM INTEGRATION

Baseball is America's sport, having been invented in Cooperstown, New York by Abner Doubleday in 1839. Jack Norworth, the author of the words to "Take Me Out to the Ball Game," had never seen a major league ball game himself until after his song was published in 1908. Now the song belongs to the tradition of baseball as it is frequently played and sung as part of the seventh inning stretch. If students already know this song, find out where they learned it. How does this song get passed around?