

# If You're Happy

Traditional Singing Game

The musical score is written in 4/4 time with a key signature of one flat (Bb). It consists of four staves of music. The first staff has a treble clef and a key signature of one flat. The lyrics are: "If you're hap - py and you know it, clap your hands. (clap, clap) If you're". Above the staff are chord markings "F" and "C7". The second staff continues the melody with lyrics: "hap - py and you know it, clap you hands. (clap, clap) If you're". Above the staff is a chord marking "F". The third staff has lyrics: "hap - py and you know it, Then your face will sure - ly show it. If you're". Above the staff are chord markings "Bb" and "F". The fourth staff has lyrics: "hap - py and you know it, clap your hands. (clap, clap)". Above the staff are chord markings "Gm", "C7", and "F".

## LYRICS:

1. If you're happy and you know it, clap your hands. (clap, clap)  
If you're happy and you know it, clap your hands. (clap, clap)  
If you're happy and you know it, then your face will surely show it.  
If you're happy and you know it, clap your hands. (clap, clap)
2. If you're happy and you know it, tap your toes. (tap, tap)  
If you're happy and you know it, tap your toes. (tap, tap)  
If you're happy and you know it, then your face will surely show it.  
If you're happy and you know it, tap your toes. (tap, tap)
3. If you're happy and you know it, blink your eyes. (blink, blink)  
If you're happy and you know it, blink your eyes. (blink, blink)  
If you're happy and you know it, then your face will surely show it.  
If you're happy and you know it, blink your eyes. (blink, blink)
4. If you're happy and you know it, snap your fingers (snap, snap)  
If you're happy and you know it, snap your fingers (snap, snap)

If you're happy and you know it, then your face will surely show it.  
If you're happy and you know it, snap your fingers (snap, snap)

## SINGING

Enjoy this activity song with all suggested actions. Reflect the jolly feeling by singing with a smile in the voice as well as on the face.

Individual children could solo on the first two lines joined by the class doing the actions and then singing the last two line with the soloist.

## PLAYING

Select non-pitched instruments to be played in place of body actions and change the words to fit the instruments. For example, *If you 're happy and you know it, beat the drum ... strike the triangle ... shake the maracas ... rub the sand blocks... hit the gong ... etc.*

## CREATING

Observe the change in mood by altering words to express other feelings such as, *If you 're tired and you know it, give a yawn. Or If you 're grumpy and you know it... If you 're sad ... If you 're excited...* followed by some kind of resulting action. Other feelings could be substituted, perhaps by asking various children how they feel today. Encourage them to find acceptable vocabulary building words.

## LISTENING

Play selections of recorded instrumental music that reflect various moods and let children describe the feelings that are communicated to them by listening to that music. Happy, bright moods are found in some Scott Joplin ragtime music, such as *Maple Leaf Rag*, and in the 1st Movement of the *Spring Concerto* from *Four Seasons* by Vivaldi. A quiet mood is found in the Second Movement of the *Spring Concerto* by Vivaldi and a serious mood in *Finlandia* by Sibelius. A peaceful mood is reflected in the *Canon in D* by Pachelbel, Brahms *Lullaby* and *The Swan* from *Carnival of the Animals* by Saint-Saens. A mood of excitement is found in the *Main Theme* from *Raiders of the Lost Ark* by John Williams. Classical music selections are good sources for "mood detectives" to determine the feeling composers wish to convey in their music, and often several different feelings are felt within a piece.

Notice the repeated tones that occur in this song. Compare them to the same characteristic in *Charlie Over the Ocean* and *Old Brass Wagon*.

## CURRICULUM INTEGRATION

In a small way, this song illustrates cause and effect. If something occurs, another thing results. This is seen in many aspects of life. If our room is all cleaned up, we can go out, etc. With some crowding of syllables, those or other words could be made to fit the melody and the song could become a useful tool for motivation.