

Make New Friends

Traditional round

voice

Make new friends, but keep the old

One is silver and the other gold.

The image shows two staves of musical notation in G major, 3/4 time. The first staff is for the voice and contains the lyrics 'Make new friends, but keep the old'. The second staff is for a piano accompaniment and contains the lyrics 'One is silver and the other gold.' There are asterisks above the notes for 'keep' and 'gold' in the first staff, and above the notes for 'silver' and 'gold' in the second staff. A '3' is written above the first note of the second staff, indicating a triplet.

LYRICS:

1. Make new friends, but keep the old.
One is silver and the other gold.
2. A circle is round, it has no end;
That's how long I want to be your friend.
3. On the land, across the sea;
Friends forever we will always be.

Sample Name Song

(to the tune of *Make New Friends*)

A - my, Su - san, Jo - ey, Bran - don, Hi - lar - y, Ted, Pe - dro, Paul

Chris - ti - an - na, Hew - son, Chad, and Mar - i - anne.

The image shows two staves of musical notation in G major, 3/4 time. The first staff contains the lyrics 'A - my, Su - san, Jo - ey, Bran - don, Hi - lar - y, Ted, Pe - dro, Paul'. The second staff contains the lyrics 'Chris - ti - an - na, Hew - son, Chad, and Mar - i - anne.' There is a '3' written above the first note of the second staff, indicating a triplet.

LYRICS: Amy, Susan, Joey, Brandon, Hillary, Ted, Pedro, Paul,
Christiana, Hewson, Chad and Marianne.

SINGING

Use a vocal warm-up to precede teaching of song. Using a neutral vowel sound like 'oo', write selected words in cursive in the air. Have the children follow the direction up and down with their voices as they follow the writing. Teach the song using whole, part, whole method. When the students are comfortable with the song, add a simple ostinato using the "make new friends" words (F-C-F). Another effective ostinato pattern is the "other's gold" words (A-G-F). Sing the two ostinati with Kodaly hand signals. Sing the song as a round. This can be sung as a two, three, or four-part round. Let the musical independence of your group determine when they are ready for several parts.

PLAYING

Use a partner body percussion pattern with the song . . pat-clap-touch-clap. Teach this first without partners, with each student practicing the "air" version while they sing the song. Then let them practice with a partner. Add one or two non-pitched percussion instruments on the beat. You can also add the "make new friends" or "other's gold" ostinati on tone bells or Orff instruments.

CREATING

Teach the students the following chant:

"Hey there, hi there. walking down the street,
Nod your head, shake a hand, never miss a beat."

When the chant is familiar, have students walk about the room stepping the beat while they repeat the chant. Then have them greet a partner with a nod of head and shake of hand. This happens quickly because once a student has grabbed a partner, he/she needs to be ready to do the hand jive described above. Add the song and hand jive. Do this several times alternating the chant and the song without missing a beat so students have greeted many new friends. If students are ready, have one group sing an ostinato, another sing song, AND do the chant/song activity. As a follow-up, have the students do the chant with "inner hearing" while one or two students improvise a 16-beat rhythm pattern on temple blocks, tambourine, or drum.

LISTENING

At all points when singing and playing, pause to analyze what is working or more importantly not working as the activities become more complicated. Help the children discover what sounds better and why. Have the students vary expressive elements like dynamics, tempo, and articulation. Compare two or more variations of the song and have them discuss which they prefer.

CURRICULUM INTEGRATION (Language arts)

This is a good song to discuss the use of metaphor. What does it mean when we say of friends that "one is silver and the other gold"?

In the warm-up activity described above, you can use spelling words to write and sing. Then you are reinforcing cursive, spelling, and exploration of high and low vocal sounds all at once. A fun activity with this song is to replace the original words with student's names. You will have to change the notation to mostly eighth notes. It is great to help children distinguish the syllabication of names. See example on previous page.