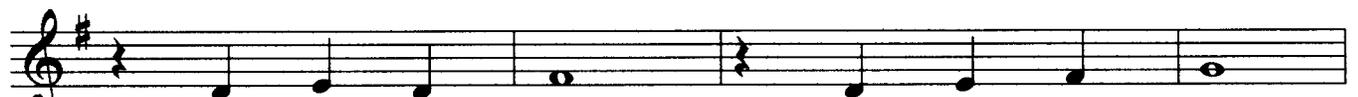


# Down by the Bay



1. Down by the bay, Where the wa - ter - mel - ons grow,



Back to my home I dare not go,



For if I do, my moth - er will say, "Did you



ev - er see a goose kiss - ing a moose, Down by the bay?"

2. Did you ever see a whale with a polka-dot tail ...
3. Did you ever see a fly wearing a tie ...
4. Did you ever see a bear coming his hair ...
5. Did you ever see llamas eating their pajamas ...
6. Did you ever have a time when you couldn't make a rhyme ...
7. This silly song's gone on too long

## **SINGING**

Sing the song while having students keep the beat (i.e. patting their knees or doing other body movements that do not interfere with quality singing) to ensure that the sustained notes are held out full value. The song can be turned into a simple part song by having one group echo the beginning of each phrase while another group sustains the long note at the end of each phrase. Both groups will need to sing in unison on each phrase that begins “Did you ever see a . . . ?”

## **PLAYING**

Because of the long, sustained notes at the end of each phrase it is very useful to maintain a steady beat during this song. Place several non-pitched instruments or available sound sources at the front of the class. Invite a few students to come forward and choose an instrument and keep the beat while the class sings. Always provide a few more instruments than there are students to play them so all students have a choice.

## **CREATING**

Create new verses for the song. Brainstorm a list of animals, then brainstorm a list of as many words as possible that rhyme with the animals on that list. To create a new verse, invite students to choose an animal from the first list and a rhyming word from the other list and then think of a word to link the two (i.e. frog, log--frog sawing a log) to create the new verse. This avoids the problem of having students choose just one animal (perhaps “dolphin”) and then trying to find a word to rhyme with it.

## **LISTENING**

Clap the syllables in the “Did you ever see a . . .” phrase of several of the traditional verses of the song. Listen to how the syllables fit into the melody. Then clap the syllables of that phrase in each student-created verse (see CREATING). Do the students’ verses fit as comfortably into the melody as do the traditional verses?

## **CURRICULUM INTEGRATION (Language Arts & Careers)**

If the text of a student-created verse (see CREATING and LISTENING) does not fit well with the rhythm of the melody, discuss with the class what changes might be made that would both respect the student’s intent and make the words better fit the melody. Try several ideas and discuss the effect of each. Are there writers who need to worry about how the syllables fall in their writing? (Poets, songwriters, advertisement copywriters, etc.)