

Shake Those 'Simmons Down

The image shows two staves of musical notation in 4/4 time, with a key signature of one flat (Bb). The melody consists of quarter and eighth notes. The lyrics are written below the notes.

Cir - cle left, do oh do oh. Cir - cle left, do oh do oh.

Cir - cle left, do oh do oh. Shake those 'sim-mons down.

Lyrics:

1. Circle left, do oh do oh.
Circle left, do oh do oh.
Circle left, do oh do oh.
Shake those 'simmons down.
2. Circle right, do oh do oh.
Circle right, do oh do oh.
Circle right, do oh do oh.
Shake those 'simmons down.
3. Promenade, do oh do oh.
Promenade, do oh do oh.
Promenade, do oh do oh.
Shake those 'simmons down.

SINGING

The student will learn to use body and voices as instruments of musical expression. Imagining ripe persimmons at the top of the tree will help students to see the actions suggested by the phrase in the song, "shake those 'simmons down."

Circle left, do-oh, do-oh

Circle left, do-oh, do-oh

Circle left, do-oh, do-oh

Shake those 'simmons down.

Game for older students:

Students stand in a circle and move to the left singing the words. At the cadence(ending phrase), they wiggle to the floor. The leader changes the direction by singing Circle right or mixing up the directions, Circle left, Circle right, Circle left etc. Each time the students wiggle to the floor on the phrase, "Shake those 'simmons down.

Other verses of the original song included: balance all, round your partners, round your comers," prom'nade all."

Leader can come up with other commands such as "Circle left, do-oh-do-oh, walk to the center, do-oh-do-oh, walk out again, do-oh-do-oh, Shake those "simmons down."

A singing game for young students would have students in a sitting circle. Children choose what part of the body they will name and touch as all imitate. At the cadence, the children raise hands high and sing, "Shake those fingers down."

The words to the song become: Touch your nose, can you do it?

Choose different body parts in this manner and sing about them.

Older children will enjoy doing larger movements to the song such as clap your hands, wiggle your hips, jump up and down, always stopping at the cadence to shake those fingers or "simmons down.

Create some harmony!

This song is pentatonic, only has five tones - Do, Re, Mi, Sol, La

Sing as a round - Start in different places. Which starting place do you like best? Choose one phrase, half of the students sing it over and over as an ostinato while the rest of the students sing the whole song. Beautiful!

PLAYING

Find some rhythmic patterns in the song such as ti-ti ta(Circle left) or ti-ti ti-ti (do-oh, do-oh.) Use percussion instruments to create ostinati as accompaniment to the singing of the song.

CREATING

Students might enjoy using the words of the song to make up and demonstrate a dance

(square-dance style). Divide the class into three or four groups. Brainstorm together what might be possible to do within the time of three or four singings of the song. LISTENING

Students can explore other play-party or barn-dance songs. Check the County Library for suggested recordings.

CURRICULUM INTEGRATION (Language, Drama)

Pantomime actions, students find words for them

Name parts of the body, connect word with correct body part

Name movements using verbs,(clap your hands) Put new words into the song.