


Dry Bones




E - ze-kiel cried, "Them dry bones!" E - ze-kiel cried "Them dry bones!" E -



ze-kiel cried "Them dry bones, Now hear the Word of the Lord!" E -



Lord!" The foot bone connect-ed to the leg bone, The leg bone connect-ed to the



knee bone, The knee bone connect-ed to the hip-bone, The hip-bone connect-ed to the




back - bone, The back - bone connect - ed to the shoul - der bone, The



shoul - der bone connect - ed to the neck bone, The neck bone connect - ed to the



jaw-bone, The jaw-bone connect-ed to the head bone, Now hear the Word of the Lord.



Them bones, them bones gon-na walk a-round, Them bones, them bones gon-na walk a-round, Them



bones, them bones gon-na walk a-round, Now hear the word of the Lord.

SINGING

Use this song to explore the full range of the voice. Have students sing the first verse(s) in a comfortable, low key while patting the beat or rhythm low on their bodies. While singing the ascending chromatic passage in the middle section reinforce the ascending line by touching each “bone” that is mentioned. Sing the final verse on pitch and using proper vocal technique in the higher key in which it is written. Reinforce use of this higher range by keeping the beat or rhythm high on the body or in the air.

PLAYING

Help students gain experience with the chromatic scale by playing the first pitch of each phrase in the middle section of the song on piano or resonator bells. Point out that the chromatic scale always proceeds to the very next key (or bell) regardless of whether it is black or white. The chromatic scale consists entirely of half steps.

CREATING

Find an appropriate instrumental or environmental sound to play as each bone is named in the middle section of the song. If scientific names of bones are being substituted for the traditional words in the middle section of the song (see CURRICULUM INTEGRATION) encourage students to choose sounds that they can associate with each bone to facilitate memorizing the bone names. They may find it helpful either to choose sounds that proceed in a predictable sequence or to choose sounds that remind them of the scientific name.

LISTENING

Have students listen as you play or sing either a diatonic (i.e. major or minor) or chromatic scale and then identify which one they heard. As you sing the middle section of the song for the class, progress in either chromatic or diatonic intervals and have the students identify which one they heard. Then have students play diatonic or chromatic scales for a partner and have the partner identify which one they played.

CURRICULUM INTEGRATION (Health—Anatomy)

Substitute the scientific names of the bones for the original words in the middle section of the song. (See CREATING) Memorize this modified version if desired. Because there will be a longer list of bones when using scientific names than there is in the original song, it may be wise to sing the first verse(s) in the lowest comfortable key so that the final verse is still in a singable range.