

Itsy Bitsy Spider



The it - sy bit - sy spi - der climbed up the wa - ter-spout.



Down came the rain and washed the spi - der out.



Out came the sun and dried up all the rain, And the



it - sy bit - sy spi - der climbed up the spout a - gain.

LYRICS:

Itsy bitsy spider climbed up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain,
And the itsy bitsy spider climbed up the spout again.

The middle-size spider climbed up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain,
And the middle-size spider climbed up the spout again.

The great big spider climbed up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain,
And the great big spider climbed up the spout again.

SINGING:

Sing and enjoy the song with the motions several times. Discuss how sometimes small creatures make high sounds and large creatures make lower sounds. Think of some small creatures and imitate the high

sounds they make. Example: mouse, bird, kitten. Think of large creatures and imitate the low sounds they make. Example: cow, horse, lion. After imitating different sounds, discuss that when we sing, we need to place our voice softly, up high like the smaller animals. Sing Itsy Bitsy Spider again and listen for more in tune singing.

PLAYING:

Discuss the relationship between the size and sound of an instrument. (refer to listening ideas below) Explain to the students that "up" means getting higher and "down" means getting lower. Use barred instruments, tone bells or keyboards. First, have students sing a phrase of the song. After the phrase is sung have the students creep up the instrument starting on the lowest tone (C) and moving up to the highest tone. (high C) It helps the students to sing "up, up, up" as they play the instrument. Sing the next phrase and sweep back down to the lowest note. Continue through the song moving to the cue of the directional words of the song.

CREATING:

Create other verses to the song. Think about where the spider might go and what might happen to him. Add vocal or instrumental sound effects to the new verses. This could be written in a book format and illustrated by the students. Older students might enjoy creating a book and sharing it with a younger class. You could also have students improvise patterns on a barred instrument moving up, down or staying the same and students listening move their spiders to the direction of the sound.

LISTENING:

Have students listen to a variety of instruments and vocal sounds as the teacher plays or sings higher and lower sounds. Have students close their eyes while you play. If they hear a high-pitched instrument have them put their hands on their head. If they hear low pitched instrument put their hands on their knees. If they are not sure or can't decide, have them place their hands on their shoulders. Have them open their eyes and check their answer by looking at the size of the instrument and listening again.

CURRICULUM INTEGRATION: (Reading, Dance and Drama)

Sing as you read the text of the song. Locate the directional words of the song.

Read the story book "The Itsy Bitsy Spider" by Iza Tropini ISBN 1-87999085-69-0

Assign small groups of students a verse in the book. Give them opportunity to brainstorm various ways they could move or act out each portion of the story. Give some practice time. Reread the book.

As you read the book, have small groups perform their movement or drama. Sound effects could be added to the performance.