

Rig-A-Jig-Jig

The musical score is written in treble clef with a key signature of one sharp (F#) and a 6/8 time signature. It consists of four staves of music. Above each staff are guitar chords: C, G7, and C. The lyrics are written below the notes. The first staff has lyrics: "As I was walk - ing down the street, down the street, down the street, A". The second staff has lyrics: "pret - ty girl I chanced to meet, Hi - Ho, Hi - Ho, Hi - Ho. — A". The third staff has lyrics: "rig - a - jig - jig, and a - way we go, a - way we go, a - way we go. A". The fourth staff has lyrics: "rig - a - jig - jig, and a - way we go, Hi - Ho, Hi - Ho, — Hi - Ho."

Lyrics: As I was walking down the street,
 Down the street, down the street,
 A pretty girl I chanced to meet,
 Hi-ho, hi-ho, hi-ho.
 A rig-a-jig-jig, and away we go,
 Away we go, away we go.
 A rig-a jig-jig, and away we go,
 Hi-ho, hi-ho, hi-ho.

GAME

Song Text	Action
As I was walking down the street, Down the street, down the street	Walk around on the beat while singing
A friend of mine I chanced to meet	Stop in front of someone on the word "friend"
Hi-ho, hi-ho, hi-ho.	Shake hands. Hold on with right hand and reach over to take the other hand, also, for the next part.

A rig-a-jig-jig and away we go, Away we go, away we go, A rig-a-jig-jig and away we go, Hi-ho, hi-ho, hi-ho.	The two make a back and forth movement with their hands on "rig-a-jig-jig." For younger children, sway hands side to side on "away we go..." For older children, skip off with partner until the end.
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Whoever you are closest to on the word "friend" is your partner. The song chooses, not you!

Variations:

The first singing of this song could be a teacher-led activity, with the teacher choosing a partner on the word "friend." The teacher then says something kind to the student, or asks their name, etc. When repeating the song, have the partner and teacher separate, then both choose a new friend. Keep going until everyone is involved. The song is usually started in a seated circle formation. When students are comfortable with the song and with each other, start in a standing circle. The one-who-is-it starts by walking around the inside of the circle finding a friend.

SINGING

This game usually produces enthusiastic singing. Make sure the "Hi Ho" parts are on pitch, high in the head voice and out of the speaking or chest voice. Keep a steady beat!

PLAYING

Put the rhythm of "rig-a-jig-jig" on rhythm instruments. Make an ostinato accompaniment. Keep a steady beat on drums or sticks. Combine body percussion and instruments.

CREATING

Figure out with your partner a new or different way to do the "rig-a-jig-jig" part. Have each partner make up their own action and sing "a-rig-a-jig-jig" twice so each partner has a tum. Figure out a way to do the "rig-a-jig-jig" part backwards with a partner. Walk around backwards when searching for a partner, feet must walk on the beat! Discover places to put the rhythm of "rig-a-jig-jig" on your body: in your feet, on your knees, shoulders, clap hands, touch your nose, etc. Try forming "friend" groups of 3, or 4, or 6, and figure out how to do "rig-a-jig-jig" in those groups, perhaps singing "a-rig-a-jig" one time for each person in the group, so each can do their own action. Take student suggestions and have fun!

LISTENING

How many sounds fall on one beat when singing "rig-a-jig-jig?" Sing all the words except "rig-a-jig-jig." Use body rhythm percussion to "hear" that part. Then try singing ONLY the "rig-a-jig-jig" part of the song, with the rest in inner hearing while doing the actions.

CURRICULUM INTEGRATION (Language arts, Social skills, Math)

Many social skills are covered in this song: being friendly to all, cooperation, teamwork, etc.