

## BIRD SO MERRILY WINGING

Franz Schubert

*Gracefully*



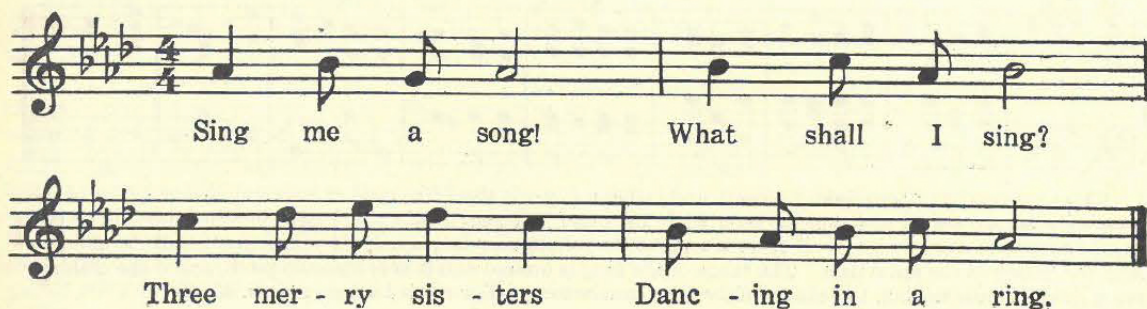
1. "Bird so mer - ri - ly wing - ing, While the sum - mer is sing - ing,  
2. "Child, with blue - bird and swal - low, Far, o'er hill - top and hol - low,  
What, when win - ter is bring - ing North wind and wild driv - en snows?"  
Light of wing I shall fol - low, Fol - low the sun and the rose."

A. Be sure to observe the correct time value of the tones. Count six pulses to the measure. Hold the first tone of the next-to-the-last measure four full beats. It will be helpful to sing the song very slowly while learning it.

Study this song carefully before teaching it. Children will learn it easily if you sing it well for them.

B. The mood of both verse and melody is melancholy and sad. Preserve and intensify the feeling by a slow, graceful movement. Sung in this fashion, the song is delightful and artistic. If sung in a regular two-pulse style, it is commonplace.

## SINGING AND DANCING



Sing me a song! What shall I sing?  
Three mer - ry sis - ters Danc - ing in a ring.

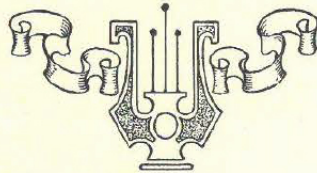
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*Books of Songs*

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MANUAL  
FOR  
FIRST GRADE  
MUSIC

*by*  
*Robert Foresman*



AMERICAN BOOK COMPANY  
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BOSTON ATLANTA

1931

Mary Mellich  
Archibald  
Memorial



MANUAL  
FOR  
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MUSIC

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FORESMAN—MANUAL FOR FIRST GRADE MUSIC

W. P. 4



AMERICAN BOOK COMPANY  
NEW YORK CINCINNATI CHICAGO  
ATLANTA BOSTON

MADE IN U. S. A.



## PREFACE

This book, the first of the Foresman *Books of Songs*, is a singing book for the first school year. It starts out with the assumption that the children of the first grade will have had varying types of pre-school musical experience, but that all are now at the beginning of their organized musical training. Observation of actual school conditions indicates that this is the most practical method of approach.

The objective of the first year of school music is assumed in this book to be *sense training*. The children must learn to hear musical effects correctly and reproduce them accurately; they must acquire the power to co-ordinate *tone* hearing and *tone* producing. To reach this objective the most efficient means is plenty of actual singing practice. To this end an unusually large number of songs and studies has been assembled and arranged in the order which seems best adapted for progressive sense training.

The directions on the songs have been made definite and full, and furnish a complete program for the year's work, adaptable to the slowest and also to the most musical classes. The notes suggest, in addition to the *song-singing*, which is kept throughout as the basic work of this year, a variety of allied and subordinate activities. These include simple rhythmic motions designed to bring out the song-rhythm, dances, marching, pantomime, and dramatizations of varying degrees of completeness. The purpose and scope of these is explained at some length on pp. 4-6. While they have been given in as great a variety and number as the limits of the book permit, and while the needs of many types of beginning classes have been considered, these activities have been strictly limited to those which actually serve a musical sense-training purpose, have creative and expressive value, and are practical for school-room use.

This book contains and provides for no technical study as such, but studies are given in connection with some of the songs. This material, like the songs, is intended for use in sense-training on certain musical effects—repeated tones, scale and chord progressions, in short rhythmic patterns. Full directions for its use in connection with the songs are given and should be followed carefully, as this use is essential to a successful year's work and to proper preparation for the work of the second year.

In order to give the song material in the most convenient order, the book has been organized as follows:

*Part I—(Introduction)* containing a brief discussion of the problems, objectives, and methods of the first year's work.

*Part II*—Containing what may be called the "basal" songs of the book. This is a large group of songs, each followed by full teaching instructions, outlining the use of studies and supplementary songs.

*Part III*—Containing a group of supplementary or, more correctly, *additional* songs, including those to be used on special days and those which will in many cases be sung for the class by the teacher or by special singers, as appreciation material.

A fully outlined Table of Contents and Topical and Alphabetical Indexes are also included.

In selecting the songs, three conditions have been complied with: Each song must have solid musical merit; it must serve its purpose of sense training; it must be within the ability of first-grade children to learn and sing, readily and acceptably.