

## Name of Song or Rhyme

## Singing Game

Song type

| Melodic                                       |                                                                                                            | Melodic/Cultural Analysis          |                                                                                                | Rhythmic/Uses Analysis |                                              | Rhythmic      |                  |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------------------------------------------------------------------|------------------------|----------------------------------------------|---------------|------------------|
| M1. CSP                                       | F#                                                                                                         | Source's Starting Pitch: F#4       |                                                                                                |                        |                                              | R1. Meter     |                  |
| M2. Scale                                     | do pentatonic tetrachord                                                                                   |                                    |                                                                                                |                        | ♩ = 126                                      |               | R2. Metronome    |
| M3. Toneset                                   | (d) r m s                                                                                                  |                                    |                                                                                                |                        | ♪♪/♪♪/♪/♩                                    |               | R3. Note values  |
| M4. Range                                     | 1 - 5                                                                                                      |                                    | <input type="checkbox"/> Outer:                                                                |                        | <input checked="" type="checkbox"/> Inner: ♩ |               | R4. Upbeat       |
| M5. Mel. Form                                 | A B A <sub>v</sub> B <sub>v</sub>                                                                          |                                    | <input type="checkbox"/> Iso                                                                   |                        | <input checked="" type="checkbox"/> Hetero   |               | R5. Rhy. Form    |
| M6. Cadences                                  | 2 1 1 1                                                                                                    |                                    |                                                                                                |                        | 7½ 8½ 8 8                                    |               | R6. Beats/phrase |
| M7. Intervals                                 | d↑s (P5)                                                                                                   |                                    | <input checked="" type="checkbox"/> Iso                                                        |                        | <input checked="" type="checkbox"/> Bi       |               | R7. Podia        |
|                                               |                                                                                                            |                                    | <input type="checkbox"/> Hetero                                                                |                        | <input type="checkbox"/> Tetra               |               |                  |
| M8. Target Phrases                            | A: m-r-d-m-r<br>B: m-s-m-d-r-d-r-m-d<br>A <sub>v</sub> : m-r-d-m-r-d<br>B <sub>v</sub> : s-m-d-r-d-r-m-r-d |                                    | A: ♩ ♩ ♩ ♩     ♩ ♩  <br>B: ♩   ♩ ♩ ♩ ♩   ♩ ♩ ♩  <br>C: ♩ ♩ ♩ ♩   ♩ ♩ ♩  <br>D: ♩   ♩ ♩   ♩ ♩ ♩ |                        | R8. Target Phrases                           |               |                  |
| M9. M. Diffic.                                |                                                                                                            |                                    |                                                                                                |                        | R9. R. Diffic.                               |               |                  |
| M10. Other                                    |                                                                                                            |                                    |                                                                                                |                        | R10. Other                                   |               |                  |
| Cultural                                      |                                                                                                            |                                    |                                                                                                |                        |                                              | Classroom Use |                  |
| C1. Context                                   | Nursery rhyme                                                                                              |                                    | Actual Verses on Page 2                                                                        |                        | U1. # of verses                              |               |                  |
| C2. Ethnicity                                 | English                                                                                                    |                                    |                                                                                                |                        | U2. Improv.                                  |               |                  |
| C3. Geographic                                | England                                                                                                    |                                    |                                                                                                |                        | U3. Listening                                |               |                  |
| C4. Source: Where did this version come from? | Erdei, P. (Ed.). (1974) <i>150 American Folk Songs to Sing, Read and Play</i> (p. 7). Boosey & Hawkes.     |                                    | Additional Room on Page 2                                                                      |                        | See page 2                                   |               |                  |
| C5. Source info                               | <input type="checkbox"/> Primary                                                                           | <input type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Tertiary                                                   |                        | d-r-m-s                                      |               |                  |
| C6. Research Notes                            | Additional Room on Page 2<br>See page 2                                                                    |                                    |                                                                                                |                        | ♪♪                                           |               |                  |
| C7. Holiday                                   |                                                                                                            |                                    | Traveler, Citizen                                                                              |                        | U6. Roles                                    |               |                  |
|                                               |                                                                                                            |                                    | Travel, Time                                                                                   |                        | U7. Themes                                   |               |                  |

How man-y miles to Ba - by - lon? Three score and ten.

Shall I be there by can - dle-light? Yes, and back a - gain.

O - pen the gates and let us through! Not with-out a beck and bow!

There's the beck, there's the bow, O - pen the gates and let us through!

## How Many Miles to Babylon?

Name of Song or Rhyme

### Stick Notation:

**4/4**

m m m m m r d d m m m r

m s s s s m d d r d r m d

m m m m m r d d m m m m r d d

s s s m d d r d d r m r d d

### C6. Additional Research Notes

Roud Folk Song Index number 8148. While it was not recorded until the 1800s, the Scottish version includes references to Cantelon, possibly dating it back to the Crusades. Babylon may be a corruption of “Babyland”, but Babylon was a common allusion in 1600s England. “Can I get there by candlelight?” was a common saying in the 1500s.

In my classroom, I use “Washington” in place of Babylon. Washington, D.C. is *exactly* three score and ten (70) miles from my school. A perfect connection!

#### U4. Game/Dance/Movement Instructions

Game directions from *150 American Folk Songs*:

The players form into two rows facing each other, each row singing its own line. For the “beck” those in row 1 bend back, and for the “bow” they bow forward. At the demand “Open the gates” those in Row 2 form an arch. Row 1 now becomes Row 2 – the players forming the arch become Row 1 and the game restarts.

#### U4. Game/Dance/Movement Instructions

Game directions from a now unlisted Youtube video:

Two lines face each other.

Phrase 1: One line walks forward 4 steps, walks backward 4 steps.

Phrase 2: The other line walks forward 4 steps, walks backward 4 steps.

Phrase 3: The first line makes a “knocking” motion, the other line makes a “gate” with their arms held at in a T-shape.

Phrase 4: The first line bends backward and bows forward. The second line raises their arms into a Y-shape. The first line walks under their arms and both lines trade places, and the game continues with the players in the other role.