

Frère Jacques

The melody is probably the best known canon and is sung around the world. Although written in the 1600s, its still timely today anywhere there are people reluctant to leave a warm bed on a cold morning. Wake up John! (The supplementary mp4 gives an introduction to music repeat signs.)



guitar, oboe

core, 1, culture, pitch, health/safety, round, Europe(France), January



Frère Jacques

Key F, first note F(do)

a cappella count-in: 1,2,3,4,Frère...

France
folksong
c. 1600s

Frè - re Jac-ques, Frè - re Jac - ques, Dor-mez vous, dor - mez vous?

Son-nez les ma-ti-nes, son-nez les ma-ti- nes, Ding dang dong, ding dang dong.

It is widely accepted that the "frère" in Frère Jacques is a monk (known as "brothers") because the "bells" that are ringing are called "matines" which is the term used in the Catholic Church for early morning bells --a summons to one of the regular prayer times during the day. However, as France was almost entirely Catholic at the time the song was written the general population would have used the term "matines" to distinguish which bells were ringing (in lieu of having clocks, looking at the sun or listening for church bells was a way of keeping time). So the "frère" could simply be someone's brother.

The earliest printed version of this song is from the late 1700s. Earlier variations are found in "Fra Jacopino" (1615) and Chanson de Lambert (French song 1650) and a Hungarian folk tune. The tune to Frère Jacques is probably the most familiar folk tune world wide. In China, it has become so much a part of the culture that someone from China might consider it a Chinese folksong.

Music & Dance

New Song: Frère Jacques *Enough of bed and sleeping, time to wake up!*

1 "Once there was a boy named "Jacques" who liked to sleep. His friends would come over and sing, "Frère Jacques" which means "Brother Jacques." "Are you sleeping?" "Dormez-vous?" Listen, Jacques, "morning bells are ringing" "sonnez le matine." Where do you think Jacques lived?" (France, Quebec, Manitoba, New Brunswick ... anywhere people speak French eh?)

2 "Frère Jacques" is an echo song. Every line is sung once, and then as an echo. I'll sing the first line, you be the echo. (Sing clearly and slowly, exaggerating mouth movements will help students "hear" the sounds.)

Students may know this song from Kindergarten either in French or English. If they don't, learning the words and tune will come as students dance to it ---another form of **learning songs by immersion**.

Frère Jacques

Key F, first note F(do)

a cappella count-in: 1,2,3,4,Frère...

France
folksong
c. 1600s

Frè - re Jac-ques, Frè - re Jac - ques, Dor-mez vous, dor - mez vous?

Son-nez les ma-ti-nes, son-nez les ma-ti- nes, Ding dang dong, ding dang dong.

3 "To make sure Jacques stays awake, we're going to dance with him. When I say "Go!" find a partner, spread out a bit so there is some space around you and stand facing your partner. Go."

4 Teach the dance as you sing/say the words. Then play the CD or DVD and dance to the music.

Frère Jacques, Frère Jacques

walk 8 steps either with a partner or to get to a new partner

Dormez-vous? Dormez vous?

face partner, --point first finger on one hand --wave it as if chastising
--then wave first finger on the other hand

Sonnez le matine, Sonnez le matine

take both hands and push/pull to music as if jiving

Ding, dang, dong, ding, dang, dong.

pat knees twice, then partner's hands

Extra Time?

Do the music mapping activity for **Frère Jacques** from Lesson 18b.

New Repertoire



Cold and Flu Season
Frère Jacques

Dance(A) & Drama(B) Music(C)

Warm-Ups(3 minutes)

Body: Yawning Sighs
Pitch: Matching Solfa "so-mi"

Practice and Review

Song: It's C-c-c-c C-c Cold
(instead of using instruments,
stomp out the "c-c-c's")

Music & Movement/Dance

Frère Jacques
Work Page for inventing steps

Optional Ideas



Work Page

Pitch: Melody Mapping
with Frère Jacques



New Zipper Song

Baa Baa Black Sheep Revised



New Song for Drama

Miss Polly Had a Dolly
Paul, He Had a Dolly



Work Page Melody Mapping

The workbook page/activity this week is an exercise in mapping the pitch of the music for Frère Jacques.

1st time: connect the notes as the song is sung

2nd time: connect the notes as students listen to the music stop part way through, ask what word "note" it is

3rd time: connect the notes as students listen to the music stop part way through, ask what word "note" it is


If you want to do this as a class activity, enlarge the workpage to 11 x 17 or use a document reader.

I can do music in Lesson 18. My name is _____

Frère Jacques

Key: F, first note (Fido)
a cappella count-in: 1, 2, 3, 4, Frère...

France
folk song
c. 1800s



Frère - re Jac-ques, Frère - re Jac-ques, Dor-mez vous, dor-mez vous?
Son-nez les ma-ti-nes, son-nez les ma-ti-nes, Ding dang dong, ding dang dong

Dance Moves
*everyone in lines
(walk forward 4 steps) 4x
(walk backward 4 steps) 4x


Frère Jacques
Frère Jacques


Dormez-vous?
Dormez-vous?


Sonnez les matines,
Sonnez les matines,


Ding, dang, dong, (pat knees two times, then clap)
Ding, dang, dong, (pat knees two times, then clap and quarter turn right) 2x 1/4


Now you are the choreographer (the person who decides the steps in a dance).
Choose moves from the ones below to go with each line in the chorus.

① (clap down low, clap up high)  4x

② (step right, clap) (step left, clap)  4x

③ (jump, jump, jump)  4x

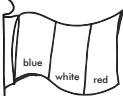
④ (step-together right, step-together right) (step-together left, step-together left)  4x

⑤ (tap toe twice, tap heel twice)  2x 2x

Ask me to show you my dance!

I can do music in Lesson XX. My name is _____


France's flag is blue, white and red.
Colour in the flag for France.



Frère Jacques

Key: F, first note (Fido)
a cappella count-in: 1, 2, 3, 4, Frère...

France
folk song
c. 1800s



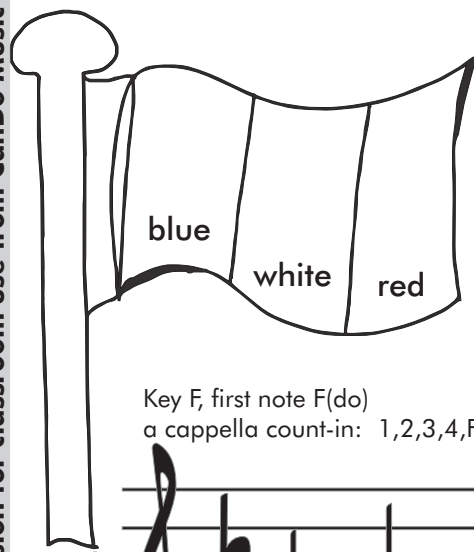
Frère - re Jac-ques, Frère - re Jac-ques
Dor-mez vous? Dor-mez vous?
Son-nez les ma-ti-nes, Son-nez les ma-ti-nes,
Ding, dang, dong. Ding, dang, dong.

Use a blue or red crayon to connect the notes in each line above.
You've just made a music map.
What does a music map show?

Ask me to show you my music map.
Ask me what country this song is from.

Work Page Choreography

I can do music in Lesson 18 . My name is _____

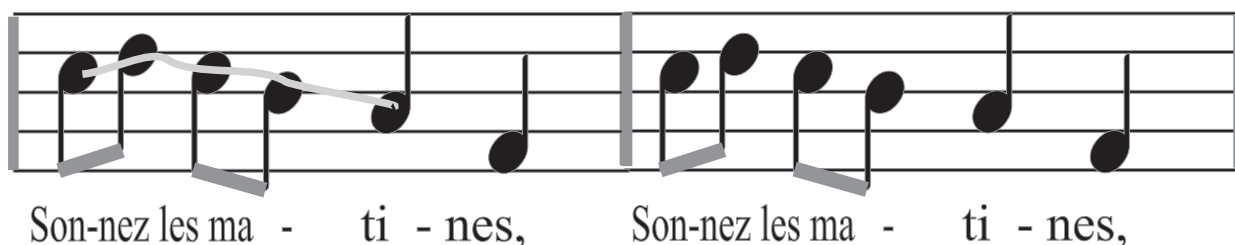
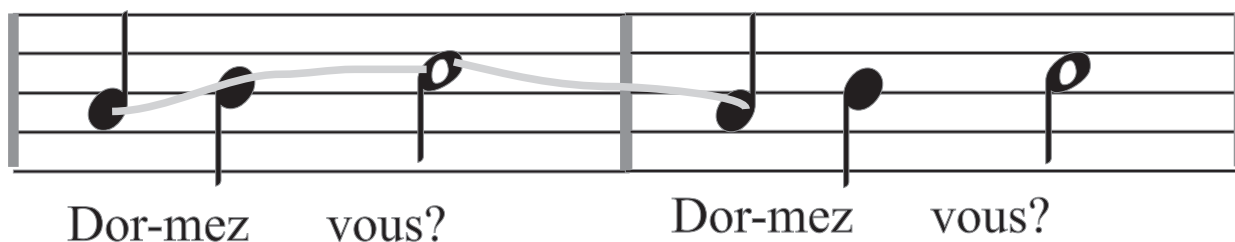
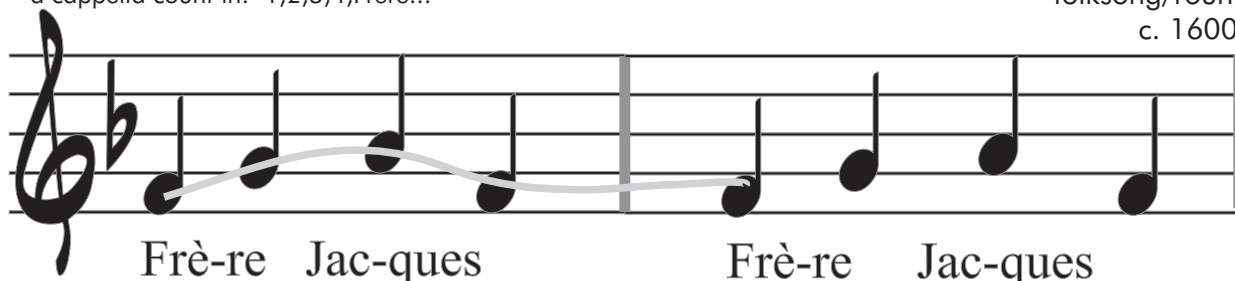


France's flag is blue, white and red.
Colour in the flag for France.

Frère Jacques

Key F, first note F(do)
a cappella count-in: 1,2,3,4,Frère...

France
folksong/round
c. 1600s



Use a blue or red crayon to connect the notes in each line above.
You've just made a music map.
What does a music map show?

Ask me to show you my music map.
Ask me what country this song is from.

I can do music in Lesson 18 . My name is _____

Frère Jacques

Key F, first note F(do)
glockenspiel count-in: 1,2,3,4,Frère...

France
folksong
c. 1600s

Frè - re Jac-ques, Frè - re Jac - ques, Dor-mez vous, dor - mez vous?

Son-nez les ma-ti-nes, son-nez les ma-ti- nes, Ding dang dong, ding dang dong.

Dance Moves *everyone in lines

Frère Jacques
Frère Jacques

(walk forward 4 steps)
(walk backward 4 steps)



Dormez-vous?
Dormez-vous?

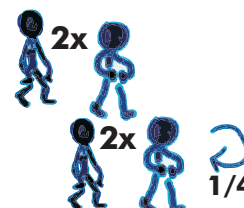


Sonnez les matines,
Sonnez les matines,



Ding, dang, dong,
Ding, dang, dong.

(pat knees two times, then clap)
(pat knees two times,
then clap and quarter turn right)

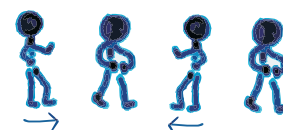


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Choose moves from the ones below to go with each line in the chorus.

① (clap down low, clap up high)



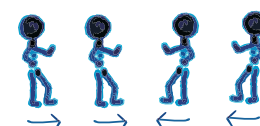
② (step right, clap)
(step left, clap)



③ (jump, jump, jump)



④ (step-together right, step-together right)
(step-together left, step-together left)



⑤ (tap toe twice, tap heel twice)



Ask me to show you my dance!

Dance(A) & Drama(B)



A1.1 use movement in a variety of ways

element: tempo

B1.1 engage in role play

element: time/place

Music(C)



C1.2 apply elements "Trot Old Joe"

(while singing and moving)

element focus: tempo

Warm-Ups(3 minutes)

1

Rhythm/Beat: Dipsy Doodle (see page 150)

2

Pitch: Matching Solfa "so-mi-la"

If you use the recorded solfa warm-ups, include a live performance of the handsigns for students to copy. OR use the warm-up videos.

so	mi	la	so	mi
so	mi	mi	so	la
so	la	la	so	mi
so	so	la	so	mi
so	mi	so	so	la



la A



so G



mi E

Key C

Practice and Review

1. Song: Chay Chay Cool-eh

Key C, first note so(G)
leader begins without count-in

Where does the song come from?

What do the words mean?

2. Beat Counting: Frère Jacques

Key F, first note do(F)

count-in: 1, 2, 3, 4, Frère...

Frere Jacques (including the repeats) has 8 musical measures/bars with 4 beats each. On the pocket chart, the first heart in each set of 4 beats needs to be a darker colour. If you want to include the count-in beats, make an additional bar at the top.

[Dark Heart]				[Light Heart]				[Light Heart]				[Light Heart]			
Frè	re	Jac	ques	Frè	re	Jac	ques	Frè	re	Jac	ques	Frè	re	Jac	ques
Dor	mez	vous	----	Dor	mez	vous	----	Dor	mez	vous	----	Dor	mez	vous	----
Sonnez	le ma-	tin	e,	Sonnez	le ma-	tin	e,	Sonnez	le ma-	tin	e,	Sonnez	le ma-	tin	e,
Ding	Dang	Dong	X	Ding	Dang	Dong	X	Ding	Dang	Dong	X	Ding	Dang	Dong	X

The words are added here for teacher information. Hearts on the pocket chart are blank.

- Everyone sings the song while the conductor uses a pointer on the hearts to track the beats.
- Everyone sings the song, clapping the beat while a student conductor uses the pointer.
- Everyone sings the song, stepping the beat while a student conductor uses the pointer.
- Everyone uses their "pointer eyes" while **someone sings part** of the song. A volunteer comes up and shows where they think the song stopped on the beat/hearts.

Frère Jacques
Key F, first note do(F)
count-in: 1, 2, 3, 4, Frère...

Singing Rounds

- 1 It's likely that students have heard "Frère Jacques" either in kindergarten or grade one. As a reminder, play one of the mp4s with students using "magic lips".
- 2 Play the mp4 again with students singing along.
- 3 Class sings the song once through without the mp4.
- 4 Both mp4s show the round being sung. Divide the class into two groups "top" and "bottom" of the screen.
Play the mp4 and have the class groups sing the round.
- 5 Try the song as a round without the mp4.
- 6 Switch parts and try it again.

Counting Beats

- 1 Set up the pocket chart hearts as shown below.

For a fuller explanation, see Lesson 30a -beat counting with "Clatter, Rumble".

Frere Jacques (including the repeats) has 8 musical measures/bars with 4 beats each. On the pocket chart, the first heart in each set of 4 beats needs to be a darker colour. If you want to include the count-in beats, make an additional bar at the top.

- 2 Conductor/teacher uses a pointer to follow the beats as the class sings the song.

- 3 Conductor/teacher uses the pointer only on the "count-in" beats.

Conductor/teacher stops the singing part way through the song. A volunteer comes up to point to the heart where the song stopped. Place a "marker" on that heart.

Class sings the song again to the stopping place to double check the marker.

- 4 Repeat several times.
- 5 Change the conductor to a student and repeat the process.

