

## Bee, Bee, Bumblebee

Circle Game for K–5: (Traditional Rhyme, Arr. K. Edwards)

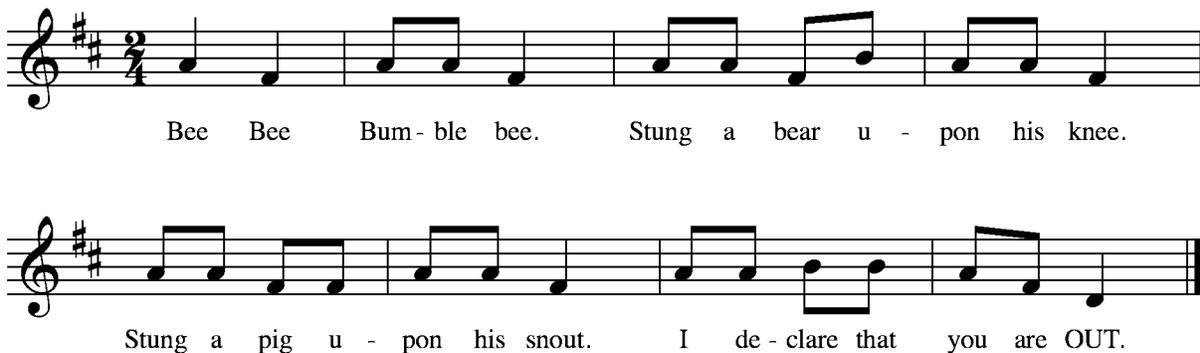
**RHYTHM** (Steady Beat);

**MELODY** (2<sup>nd</sup>–5<sup>th</sup> grade, *So-Mi-La*, introduce/review *Do*)

[Kindergarten/First grade can perform this as a spoken rhyme only, patting a steady beat; then add passing a yarn ball, plus the game.]

# Bee Bee Bumblebee

Traditional Rhyme  
arr. K. Edwards



Bee Bee Bum-ble bee. Stung a bear u - pon his knee.

Stung a pig u - pon his snout. I de - clare that you are OUT.

### Teaching Procedure:

1. Students sit in a circle on the floor.
2. “Be my echo.” As a warm-up, have the class echo various brief patterns of *So*, *Mi*, and *La*; have students echo and use hand signals.
3. “I have a special song today that uses a brand new hand sign. Listen to the song and figure out where the new hand signal happens.” While softly patting the steady beat, the students listen to and watch you as you sing the song for them. See if they can name where the new hand signal (for *Do*) occurred (on the very last note of the song with the word “OUT”). Show the class how to make the hand signal for *Do* by closing their hand(s) in a fist, held around waist high.
4. Using non-verbal gestures for “my turn” and “your turn,” teach the song by rote—line by line, using Curwen hand signals and solfege syllables for *So*, *Mi*, and *La*.
5. “Raise your hand if you’ve ever heard this poem (spoken to a steady beat):”

**Bee, bee, bumblebee,  
Stung a bear upon his knee;  
Stung a pig upon his snout;  
I declare that you are OUT!**

## Bee, Bee, Bumblebee

6. Next, teach the words to the melody. Have students pat the steady beat softly while they sing the song.

7. “Now we can learn the fun game that goes with this song.” Explain that a yarn or foam ball will be passed around the circle to the steady beat of the song as everyone sings it. Use “Pass, Pass, Pass, Pass” to practice (speak it, then whisper, then think; do with the song). The ball gets passed around the circle *to the beat* as everyone sings the song. Whoever is holding the ball on the last word, “OUT,” leaves the circle and goes over to one of the instruments you have set outside the circle. (In this way, being OUT will not be a bad thing; or, they can begin a second circle). For instance, have non-pitched percussion instruments such as hand drums or rhythm sticks for younger students (K–1) and a *D bordun* (open fifth with D in left hand and A in the right) for the other grade levels; or, they can begin a second circle).

### **Assessment:**

*Formative and Summative:* The performance-based assessment of noting individual student competency in the ability to keep a steady beat; singing and using hand signals to learn the song if applicable, is both formative and summative)

### **Extensions/Challenges for 4<sup>th</sup> and 5<sup>th</sup> grade:**

1. Add a second foam ball to pass around the circle to the steady beat.
2. Add a third, then a fourth foam ball all being passed from different points in the circle.
3. The game can be played while standing in a circle instead of sitting.
4. Add that whenever they hear [the sound of a triangle, or, the Teacher saying “Change” or “Switch” it means to switch the direction for passing the ball; for instance, instead of going counterclockwise (CCW), pass the ball the other direction (clockwise) when they hear the cue.