

Floating Down The River

Traditional Arr Shan Cowan and Paul Wilson



Chorus - smooth, flowing ♩ round 120 / Verse - freer rhythm

C C/B A m F F G

Chorus We're float - ing down the riv-er — We're float - ing down be - low

9 C C/B A m F(maj7) G C

We're float - ing down the riv-er — To the O - hi - o

17 C C/B A m C

Verse (freer) List-en to the WATERFALL (sound effect) and you can't jump Jo sie —

22 A m A m/G F(maj7) G C C/B

Listen to the WATERFALL (sound effect) and you can't jump Jo-sie — Listen to the WATERFALL

27 A m E m G G sus4 G C

(sound effect) and you can't jump Jo - sie — Oh my Su - san — Brown

Chorus

We're floating down the river

We're floating down below

We're floating down the river

To the O-hi-o

Verse

Listen to the WATERFALL and you can't jump Josie

Listen to the WATERFALL and you can't jump Josie

Listen to the WATERFALL and you can't jump Josie

Oh my Susan Brown

This song is designed to create a feeling of space ideal for rustling/swooshing sound effects
A group member could be in charge of each effect to play in their own time

Try replacing the words underlined with other "river" sounds, for example **RUSHES**



Floating Down The River

Traditional Arr Shan Greabe and Paul Wilson

Chorus

We're floating down the river

We're floating down below

We're floating down the river

To the O-hi-o

Verse

Listen to the WATERFALL (*sound effect*)

and you can't jump Josie

Listen to the WATERFALL (*sound effect*)

and you can't jump Josie

Listen to the WATERFALL (*sound effect*)

and you can't jump Josie

Oh my Susan Brown

Perhaps replace underlined words with other "river" sounds, for example RUSHES

Floating down the river

Some suggestions on how to use this song

This is a traditional from Arkansas, USA.

It can work well both with individuals and class groups of 4-8 learners.

It enables learners to be physically active while joining in the song and to make choices. This might be by looking, reaching, showing interest in a sound or even just reacting to a sound.

You can sing it to a young child on your lap using smooth movements for the chorus and bouncing movements for the verses.

In larger groups the chorus can be sung slowly and 'floatingly'. I have made a long 'river' out of green and blue ripstop fabric. I also put a perfume on it so we can smell the river, too. This fabric is passed around the group or waved up and down to simulate the flowing water.

All the learners have the opportunity to choose what they might see, hear or feel by the river.

Their names and the things they chose are inserted into the song e.g. 'Jacob felt the slippery fish, and you can't jump Josie &c.' You can use all sorts of attractive things to represent the things by the river. I found a plastic hula skirt in one of those 'cheap' shops (it cost me 50p), which is perfect for rustling rushes.

An AAC singer can sing the repeated line 'To the Ohio' using a voice output device. The rest of the group can then sing the line again after the AAC singer.

Notes written by Shan Greabe

Speech & Language Therapist

Floating Down the RiverScience –

PLevel 4

- To imitate actions involving main body parts, for awareness of changes in sound or movement.
- To explore objects and materials provided.

GeographEnglish - Speaking and Listening – KS1 &2

PLevel P1(i) – P3(ii)

- To show a simple reflex response
- To show emerging awareness of activities and experiences
- To communicate consistent preferences and affective responses, to communicate intentionally
- To use emerging conventional communication

P4 -5

- To respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations
- To follow requests and instructions containing at least two key words, signs or symbols.

Mathematics – shape space and measures, using and applying mathematics

PLevels P1(i) - P3 (ii) as for English

P4-5

- To search intentionally for objects in their usual place
- To show awareness of changes
- To anticipate, follow and join in familiar activities when given a contextual clue.

Music –

KS 1 & 2

- Unit 1 Ongoing Skills
- Unit 3 The long and short of it – Exploring duration
- Unit 4 Feel the Pulse and rhythm
- Unit 7 Rain, rain go away – exploring timbre, tempo and dynamics
- Unit 8 Ongoing Skills
- Unit 13 Painting with sound – exploring sound colours
- Unit 15 Ongoing Skills

PLevel P1(i) – P3(ii)

- To show a simple reflex response i.e. sudden noises, any participation is fully prompted.
- To show emerging awareness of activities and experiences, may give intermittent reactions. To engage in coactive exploration.
- To communicate consistent preferences and affective responses, i.e. to relax to a piece of music but not others. To perform actions, often by trial and improvement.
- To use emerging conventional communication, i.e. clapping hands to initiate a particular song or choosing a shaker to shake rhythmically in an activity. To actively explore objects and events for more extended periods.

PLevel P4-5

- To use single words, gestures, signs, objects, pictures to communicate about a familiar musical activity.
- To be aware of cause and effect in familiar events.
- To repeat, copy and imitate actions, sounds or words in songs.
- To take part in simple musical performances

PSHE-

Plevel P1(i) – P3(ii)

- As above for English

P4-5

- To engage in parallel activity with several others.
- To maintain interactions
- To express their feelings, needs and choices.
- To join in discussions by responding appropriately to simple questions.