

I See The Moon

Traditional Arr Shan Cowan and Paul Wilson



Slow, peaceful ♩ round 72

Musical score for "I See The Moon" in G major, 4/4 time. The score consists of four staves of music with lyrics and chord indications.

Staff 1: $A\ m$ $A\ m/C$ $E\ m$ $E\ m$
I see the moon and the moon sees me (chimebars)

Staff 2: C $E\ m$ $A\ m$ G
God bless the moon and God bless me (chimebars)

Staff 3: $A\ m$ C $A\ m$ $E\ m$
To - mor - row we'll see the ris - ing sun (glock/bells)

Staff 4: $E\ m$ C $A\ m$ $E\ m$ $A\ m$
And God bless all - and ev' - ry - one

**I see the moon and the moon sees me
God bless the moon and God bless me
Tomorrow we'll see the rising sun
And God bless all and ev'ryone**

This song is good for creating a peaceful space

Some very gentle tuned percussion very quietly played can add lots of atmosphere
Try and find one sound for "moon" and one for "sun" - for example a simple
3 or 4 note pattern made on a couple of chime bars, glockenspiel or tubular bells just
using the chord roots of A, C, G and E.



I See The Moon

Traditional Arr Shan Graebe and Paul Wilson

**I see the moon and the moon sees
me
God bless the moon and God bless
me
Tomorrow we'll see the rising sun
And God bless all and ev'ryone**

*This song is good for creating a
peaceful space
It's so short, you might like to sing it once, stop, and
wait for requests to repeat.*

I see the moon

Some suggestions on how to use this song

This is a Traditional song from Ireland which creates a restful and positive mood.

I have enjoyed using it with learners of all abilities. I use two sets of contrasting wind chimes, one low and one high. Even learners with physical control difficulties can manage to touch the chimes to accompany the song. Use one set of chimes to be a sound representation of the moon, then change over and use the other set for the sun.

Other learners will enjoy reading the words while we sing. You can make the pauses as long as you like, whilst turning the pages.

AAC

Since the song is sung slowly, you have plenty of time to sign the key words. Again, even learners with physical control difficulties are often able to join in broad gestures for some of the words like 'I, moon, sun, me, everyone.'

This is another of those useful songs that divide neatly into 4 sections. It fits beautifully on many AAC voice output devices such as a 4Talk4 or a Partner. Alternatively you can record the song as a sequence on a simple voice output device .

If your AAC device has more cells on the overlay e.g. 8, you can include some core vocabulary phrases like 'Let's sing that some more.' or 'I'd like to play drums this time.'

You could sing the song with the sound of one set of chimes recorded onto a voice output device, so some learners will be able to play the accompaniment. Because the chimes are untuned, it will not matter when or how often they activate the switches.

Multisensory possibilities.

Other learners will enjoy reading a tactile book of two pages – one to represent the moon and one to represent the sun. You could spray an 'icy' perfume on the moon page and a 'hot' perfume on the sun page.

Notes written by Shan Graebe

Speech & Language Therapist

I see the Moon

Science –

PLevel 4

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

Geography

English - 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.