

Roll The Old Chariot Along

Trad - Arr Paul Wilson



With a swing ♩. round 100

Chorus

9

17

Verse

24

Final chorus ends here

Straight back to next chorus

Detailed musical score for 'Roll The Old Chariot Along' in G major, 6/8 time. The score includes a chorus (measures 1-8), a verse (measures 9-16), and a final chorus (measures 17-24). Chords are indicated above the notes: A, G, E. Lyrics are written below the notes. The final chorus ends with a double bar line and repeat sign.

Chorus

Roll the old chariot along
Roll the old chariot along
Roll the old chariot along
And we'll all hang on behind

Verse

EATING ICE CREAM wouldn't do us any harm
EATING ICE CREAM wouldn't do us any harm
EATING ICE CREAM wouldn't do us any harm
And we'll all hang on behind

Try making up your own verses, replacing the words underlined with new phrases for example

SWIMMING WITH THE SHARKS
DRIVING A FERRARI

This is a great song for using in a larger space with wheelchairs who can roll around in a huge circle during the chorus - use the two long notes at the end of the verse to get "ready to roll"
 You might then need to stop and gather the group together before singing the next verse!



Roll The Old Chariot Along

Trad – Arr Paul Wilson

Chorus

**Roll the old chariot along
Roll the old chariot along
Roll the old chariot along
And we'll all hang on behind**

Verse

**EATING ICE CREAM wouldn't do us any
harm**

**EATING ICE CREAM wouldn't do us any
harm**

**EATING ICE CREAM wouldn't do us any
harm**

And we'll all hang on behind

*Try making new verses, replacing the words underlined: for example **SWIMMING WITH THE SHARKS** or **DRIVING A FERRARI***

Wheelchairs users might roll around during the chorus - use the long notes at the end of the verse to get "ready to roll" You might then need to gather the group together before singing the next verse!

Roll the old chariot along

Some suggestions on how to use this song

This song is based on a Traditional shanty. I have sung it with very large groups (e.g. 20-30) as well as smaller groups of children who have varying levels of ability. It works well because no one is excluded from choosing what to sing in the verses and then everyone can 'roll round' in the chorus.

During the chorus, we all move (in the same direction!) around the Hall or other space. Some learners will be walking and some will 'roll' in their wheelchairs. As we sing, we sign 'roll' continuously until we get to 'hold on' and then we sign that.

This is a flexible song – the verses can come in any order and you can easily make up verses to suit your learners.

I make large A4 symbols to represent the key word in the verse e.g. a penguin to represent 'Walking like a penguin won't do us any harm'.

During the verse, we all stand still and imitate the action suggested. Then we all start rolling again for the chorus.

All learners can have a turn at choosing the verses. They can choose by eye pointing to the symbols or to objects that represent the key word in the verse. Other learners can choose by speaking or pointing to written words which may or may not have symbols written with them.

If they use AAC devices, overlays can be made with symbols to enable them to choose what to sing in the verses.

A simple voice output device can be programmed with a prompt phrase that sets the chorus going e.g. 'And now we'll'. This gives an AAC user great control over the actions of the whole group and is lots of fun.

Another way of using an AAC device is to pause after the phrase 'And we'll ...' and then an AAC singer sings the 'all hang on behind' part, which is then repeated by everyone else.

Roll the old Chariot AlongScience –

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

PLLevel 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.

PLLevel 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-

PLlevel 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.