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**S**inging  
Waters  
**D**ancing  
Flames

Music and  
the Elements

**AIMEE CURTIS PFITZNER**

*Supplemental materials  
available online!*

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Enjoy your preview of *Singing Waters, Dancing Flames!* Find more from Aimee and purchase your copy at:

<https://singsmileplay.com>

I have always been fascinated with the elements. As a child I would often lie on the summer grass, looking at clouds and imagining animals, trees, and trains. Later in life I became obsessed with kites, awed at how they flew simply by the power of air and wind. Growing up on a dairy farm on the Maine coast, everything revolved around the natural world: grass and corn to feed the animals, conservation practices with fishing and lobstering. My grandmother Curtis made jellies and jams, and summers were full of picking wild chokecherries, blueberries, blackberries, and strawberries. Watching the blooms of daffodils, irises, and peonies each spring is equally exciting and satisfying. The cycles of seasons bring comfort. Living near the ocean, and later, on a beautiful Maine lake, I learned how awe-inspiring and healing water was, though salt and fresh water are incredibly different. Being near salt water is at once comforting and inspiring. Coming in from skating on the lake in winter, I would build a fire in my woodstove and watch the flames for hours with a cup of steaming tea. Hiking in the mountains, deserts, rocky coasts, and forests around the US and abroad has brought me immeasurable joy and peace.

The elements of earth, water, air, and fire inspired the music within this book. A wide variety of musical styles, stories, and folk-inspired songs hold numerous possibilities for playful song, speech, and movement activities. You and your students will enjoy singing and creating with these pieces about the four elements. May you find some moments of joy and peace in nature as you become inspired by this collection.

A handwritten signature in black ink that reads "Aimee C. Fittner". The signature is written in a cursive style with a long, sweeping underline.

Included with this book are supplemental materials including full scores and printables, full color visuals for presentations in JPG and PDF formats.

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# Cloudy Sky

A. C. Pfitzner

VOICE  
AR

Ly - ing in the sum - mer sun, watch - ing clouds sail by, bye.

SG  
AG

AM

BM  
BX

V  
AR

Far a - bove as eye can see, in the sum - mer sky.

SG  
AG

AM

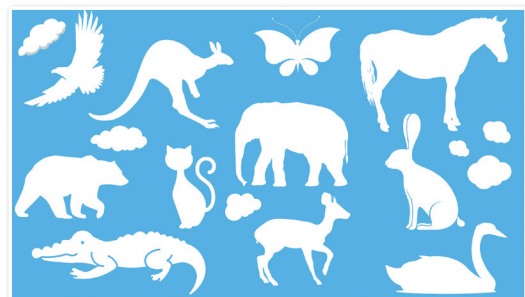
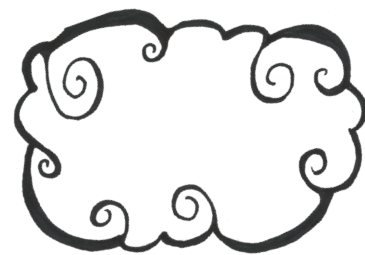
BM  
BX

## MATERIALS NEEDED

Cloud visual; animal visual; assorted small hand percussion;  
barred instruments

## MOVEMENT

- ☞ Show image of cloud; move hand beginning in top left tracing shape. Longer curved lines represent whole notes, shorter curved lines, half notes. (Bass Part has a whole note, two half notes rhythm.)
- ☞ Students trace shape in air.
- ☞ Students walk rhythm as though walking on clouds, lightly and carefully, while teacher sings song.
- ☞ Display images at right. Students explore moving like their favorite cloud animal.



# HURRICANE STICKS

A. C. PFITZNER

**A**

LEFT  
RIGHT  
CROSS TAP  
TAP LEGS

**B**

1/4 TURN  
Circle R Stick  
R Hit L

TURN R

TURN R

TURN R

TURN L

TURN L

TURN L

FACE FRONT

**C**

UNDER R LEG  
UNDER L LEG  
FRONT  
BACK

Walk FW

UNDER R LEG  
UNDER L LEG  
FRONT  
BACK

Walk BW

## MATERIALS NEEDED

Music: *Hurricane Season* by Trombone Shorty; rhythm sticks (2 each)

## STICK DANCE

### INTRODUCTION

🎵 Bounce or dance to beat (8 measures, 32 beats).

## LITERATURE CONNECTIONS

*Trombone Shorty* by Troy Andrews and Bryan Collier

*Five O'Clock Band* by Troy Andrews and Bryan Collier



# Big Blue Marble

A. C. PFITZNER

①

Voice

This green and blue mar - ble we call the Earth, how

BX/BM

②

V

beau - ti - ful seen from a - bove. But what would this love - ly

BX/BM

V

place be worth with - out the peo - ple we love?

BX/BM

## TIMBRE

- 🌀 Patsch bass rhythm.
- 🌀 Transfer to barred instruments.
- 🌀 Perform as 2-part canon beginning at measure 3.
- 🌀 Create introduction and coda as suggested by students.
- 🌀 Add movement as suggested by students.

## PERFORMANCE POSSIBILITIES

Song unaccompanied; song with accompaniment; canon unaccompanied; canon with accompaniment



### TEACHER TIP

Make into an Earth Dance. Students with experience performing circle dances can decide when to walk right, left, move forward, backward, etc.



# Coddiwomple

A. C. PFITZNER

VOICE

GL

AM

BX/BM

V

GL

AM

Clap

BX/BM

V

GL

AM

Clap

BX/BM

Come, take a trip to the moun-tains or the sea. Come, take a  
 (It's a-bout the jour-ney, come, let's go now. It's a-bout the  
 cod-di-wom-ple with me! Does-n't mat-ter how we go, ex-  
 jour-ney, come, let's go now. It's a-bout the jour-ney,  
 plor-ing wild and free! Come, take a cod-di-wom-ple with me!  
 come, let's go now. It's a-bout the jour-ney, come, come.)



# LISTEN TO THE WATER

Bob SCHNEIDER

**D** **G**

Lis - ten to the wa - ter, lis - ten to the wa - ter, roll - ing down the

**A** **D**

4 riv - er. Lis - ten to the wa - ter, lis - ten to the wa - ter,

**G** **A** *Fine* **D**

7 roll - ing down the riv - er. Well, we saw some birds by the  
fish  
ducks  
flowers

**G** **D** **G** **A** **D**

10 wa - ter - side. We saw some birds by the wa - ter - side. We

**D** **G** **D** **G** **D**

13 saw some birds by the wa - ter - side. Oh, oh, by the

**A** **D** **G** **D** **A** **D** *D.C. al Fine*

16 wa - ter - side, oh, oh, by the wa - ter - side.

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- 🎵 Teach song.
- 🎵 Add hand motions for expressive text as suggested by students.
- 🎵 Students suggest additional verses and movements for what they “see” by the waterside; the occasional unicorn and narwhale have shown up in my classroom.

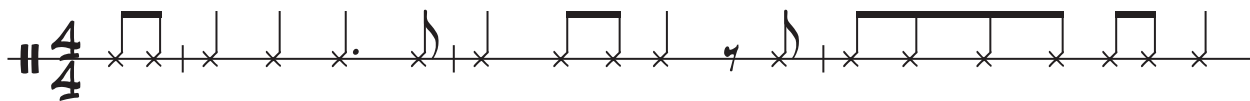
Many thanks to Bob Schneider for permission to share this song.





# EARTH SPACE EMBRACE

A. C. PFITZNER



An a - maz - ing space the Earth does em - brace; eight mil - lion plants and an - i - mals



in one place. From the moun - tain, to the jun - gle, to the des - ert, to the sea.



Ma - ny dif - f'rent kinds of life, bi - o - di - ver - si - ty!

## MATERIALS NEEDED

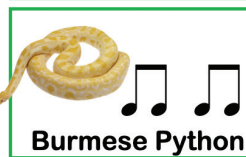
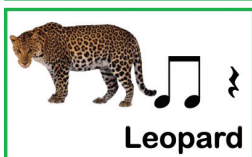
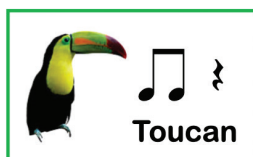
Printed mountain, jungle, desert, and ocean 2-beat building brick cards; scarves, small hand percussion instruments

## MOVEMENT

- ☞ Students pretend to “hike” on various terrain; walk half note pulse up mountain, quarter note beat hiking though flat desert, half note pulse trekking through jungle (while cutting through thick foliage), half note pulse swimming through ocean, etc.
- ☞ Students choose from mountain, jungle, ocean, or desert terrain, and decide how to move while teacher performs speech.
- ☞ Repeat activity; students change movements each time and join speech when comfortable.
- ☞ Use this site (<https://bppub.net/AnimalSounds>) to create backing track using animal sounds. Beastbox uses sampled animal sounds from varied ecosystems. Click “Play” and then add animal sounds to create a unique backing track for students.
- ☞ Perform using backing track.

## CREATE B SECTION

### JUNGLE ANIMALS



# EARTHSONG

A. C. Pfitzner

Djembe

Djembe

BX/BM

V

Friend,\* I hear you in the wa-ters\* song. I hear you mov - ing

AM

Djembe

BX/BM

V

on and on. I hear you mov - ing on and on.

AM

Djembe

BX/BM

\*Friend can be changed to "sister, brother, family, neighbor," etc.

\*Waters can be changed to winds, fires, and earth's to create additional verses.



**MATERIALS NEEDED**

Barred instruments; drum, scarves; small hand percussion; paper; twigs

**TIMBRE**

- 🌀 Students patsch half note pulse while teacher sings.
- 🌀 Change half note pulse to 2-measure rhythm pattern of bass xylophone/bass metallophone.
- 🌀 Add shifts in right hand to show where changes occur in pattern.
- 🌀 Transfer to bass xylophone/bass metallophone.
- 🌀 Add drum.

**MOVEMENT****CREATE ALTERNATING SECTIONS**

- 🌀 Continue Bass Xylophone/Bass Metallophone Part.
- 🌀 Four small groups (water, wind, fire, and earth) each create their own movement story about their element while humming melody of A Section. Accompany with movement, story, scarves, ribbons, instruments, etc.
  - ☉ Water: Ocean drums, rainsticks, chimes, bell tree, frog rasps
  - ☉ Wind: Whirling tubes, thunder drums, vocal sounds, “whoosh,” etc., bird callers
  - ☉ Fire: Crumple paper, snap twigs, vocal sounds to imitate fire
  - ☉ Earth: Drum playing “heartbeat” (short, long, short, long) pattern

**PERFORMANCE POSSIBILITIES**

- 🌀 Create coda and performance order.
- 🌀 Perform song *acappella*, with drum only, with barred instruments only, with full orchestration, or as Rondo (Water, Wind, Fire, Earth).

Each piece in the book has a complete orff process lesson plan! Find more singing games, songs, hand games, and at:

<https://bppub.net/SingingGames>



Full Color visuals and printables are included with each purchase.

## FIRE IN THE SKY

A. C. PFITZNER

① Rac - ing arcs and zig - zags dance. E - lec - tric

②

rib - ons — fly so high. Joy - ful, play - ful,

③

④ North - ern lights — paint the sky. —

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## Tides

  
Lighthouse

  
Salt Spray

  
Lobster Traps

  
Lobster Buoys





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