

Ickle Ockle

Text: Mother Goose, adapted

Melody, Arr. DMS

SG/AG

AX/AM

BX/BM

Ick - le, ock - le, blue bock - le, crea - tures in the sea. _____

This musical system is for the first line of the song. It features a vocal line (SG/AG) and two accompaniment lines (AX/AM and BX/BM). The key signature is one sharp (F#) and the time signature is 2/4. The vocal line has four measures of music with the lyrics 'Ick - le, ock - le, blue bock - le, crea - tures in the sea. _____'. The accompaniment lines provide harmonic support with chords and single notes.

Or any other sea creature: starfish, squid, stingray, whale, etc.
(See B section.)

SG/AG

AX/AM

BX/BM

If you want an *oc - to - pus,* please choose — me!

This musical system is for the second line of the song. It features a vocal line (SG/AG) and two accompaniment lines (AX/AM and BX/BM). The key signature is one sharp (F#) and the time signature is 2/4. The vocal line has four measures of music with the lyrics 'If you want an *oc - to - pus,* please choose — me!'. The accompaniment lines provide harmonic support with chords and single notes.

Original text:

Ickle ockle blue bockle, fishes in the sea.
If you want a pretty girl, please choose me.

(If you opt for the word *creatures*, you can include
all kinds of sea life, not just fish.)

sn. oc-to-pus

c. dol-phin

p. bar-ra-cu-da

st. jel-ly-fish,

a - ne-mo-ne

cor-al reef

sea-horse, and

shark!

The words of the B section are given as an example. Allow your students to brainstorm sea creatures, and help them arrange their list in a rhythmically interesting way. Presto! Kid-created music.

To incorporate movement, speak only one creature's name of the B section, but perform all body percussion. Movers move like the creature named. For example: If you sing "octopus" in the A section, then speak only "octopus" in the B section. Movers can then move through the space like an octopus during the B section.

You may want to make a really big piece out of this, changing the creature of the A section each time. (Ex: If you want a jellyfish, please choose me!)

Teaching tip: I like to teach the melody first, then practice the body percussion and movement game. (That may take the whole class, and that's OK!) The next time, I add the orchestration. Once everybody has practiced, then divide the class into 2 groups: players and movers. (Everybody sings!) Be sure to allow time for everybody to do both jobs. And enjoy!