



# Do Your Ears Hang Low?

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## Creative Movement

### INTERACTIVE LEARNING AND PRESENTATION OPTIONS

- Song Notation (Interactive Performance): Do Your Ears Hang Low?
- Song Notation (Interactive Practice): Do Your Ears Hang Low?

### AUDIO OPTIONS

- Song Vocal Track: Do Your Ears Hang Low?
- Song Accompaniment Track: Do Your Ears Hang Low?

### RECORDING ROUTINE

Introduction	(4mm)	00:00–00:05
V1 Question	(8 mm)	00:06–00:18
V1 Answer	(8 mm)	00:19–00:31
Turkey in the Straw	(8mm)	00:32–00:43
Interlude	(4mm)	00:44–00:50
V2 Question	(8 mm)	00:51–01:02
V2 Answer	(8 mm)	01:03–01:15
Turkey in the Straw	(8mm)	01:16–01:28
Interlude	(4mm)	01:29–01:34
V3 Question	(8 mm)	01:35–01:47
V3 Answer	(8 mm)	01:48–01:56
Coda	(4mm)	01:57–02:09

### INTERACTIVE OPTIONS GUIDELINES

The Song Notation (Interactive Practice) and Song Notation (Interactive Performance) options may be used to adjust the tempo to facilitate creating and learning movements.

- Experiment with different tempos as the children explore possible movements and also as they practice the movements that are chosen.
- Select a tempo at which the children can be successful with the creative process, as well as performing movements.
- Gradually increase the tempo until the children can successfully perform the movements with the Song Vocal Track, Song Accompaniment Track, or Song Notation (Interactive Performance).

### BACKGROUND

“Do Your Ears Hang Low?” is a traditional action song with rhythmic movements and gestures added that relate to the meaning of the text. The opening melody of “Do Your Ears Hang Low?” echoes the opening melody from an American folk song, “Turkey in the Straw,” which then reappears as a separate section of this version of the song.

### FORMATION

Children stand in scattered formation in the room. To help the children move within a personal space, invite them to create their own “bubble” as a defined space around their bodies. Explain that their bubbles must not get too close to another child’s bubble because the bubbles will pop.



## Do Your Ears Hang Low? Creative Movement continued

### CREATE MOVEMENTS

Using one of the audio or interactive options for “Do Your Ears Hang Low?”—Song Notation (Interactive Performance), Song Notation (Interactive Practice), or Song Vocal Track—have the children listen to the song.

**SAY** Listen for action words that tell us what to do.

After the first verse plays, stop the recording and have the children share the action words they heard (hang low, wobble, tie, toss, etc.) With each action word the children share, invite them to create non-locomotor movements that demonstrate the words.

**SAY** Show me what that action looks like.

Then choose one child’s suggestion and have the class perform it.

Suggested movements:

- *ears hang low* – point from ears to ground
- *wobble to and fro* – sway hands and arms from side to side
- *tie them in a knot* – roll hands in front and mime pulling on “knot”
- *tie them in a bow* – rolls hands other direction and mime pulling on a “bow”
- *toss them over your shoulder* – mime a toss with both hands
- *continental soldier* – march in place (You may want to ask, “What do soldiers do?” to prompt children to find an action word for this section of the song.)

Play the song again and have the children perform the movements.

During the B section, or “Turkey in the Straw,” have the children perform motions to a steady beat along with you.

**SAY** Do what I do.

Suggested movements:

- mm 14–15: pat legs with both hands
- mm 16–15: tap shoulders with both hands
- mm 18–19: roll hands and mime “pull” on *-haw*
- mm 20–21: remain still or march in place

For Verses 2 and 3, have the children remain still while listening to the question section of the song. Then, have them create and perform movements during the Answer section.