



Introduction

This book is a teacher's/parents aide for teaching Scots song and language and to help develop knowledge of cultural heritage in primary school aged children during the 2020 Covid-19 Lockdown.

It has been designed so that teachers and parents of levels of musical ability can use it, and also taught in the style that Scots songs have been taught and passed on for hundreds of years.

Background

Scots songs and Scottish street traditional street songs have long been used as educational aides for young children in Scotland. Within this context, their main use is to help with singing and Scots language skills, however, like nursery rhymes they are also useful for helping develop phonic skills by learning sounds. The rhythm and repetition makes them easy to commit to memory and memory skills can play a large part in helping children to learn to read.

What's included

Each song in this booklet has a song sheet, teachers and parents information/answer page, accompanying track and suggested further activities and reading/listening. Within it, I have also tried to include a wide selection of different types and genres of Scottish childrens song, which cover a range of different subjects normally used to help when learning a new language such as animals, body parts and foods.

There is an accompanying information page to each worksheet, with facts about the songs and a little background information.

How to Use – The Song Sheets

There are two ways to approach teaching the songs in this booklet. Before learning each song, you could start by reading out and discussing the info given for the song on the answer/info page, so as to give a little background knowledge prior to hearing the song. This will help prepare your child for learning the son, it also means they have to retain the information longer and repeating it will ensure further retention.

All of the songs have a further task or suggested activity for your child to do on the answer page, as well as additional extra worksheets relevant to some songs.

How to Use – Learning the Song

On the accompanying tracks, the song has been sung through in its entirety. It is not necessary for you to use the tracks when teaching the songs, you're very welcome to learn the songs first yourselves and teach them but I would still thoroughly advise teaching the songs in the call and response method which has been indicated above.

Thanks

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SONG:

Short Songs

Traditional

Woo'd an married an aa
Kissed an carried awa
An is no the bride weel aff
Bride that's woo'd an married

Listen to the full track. How many times do you sing each song?

X

Adam an Eve cam doon ma sleeve,
Tae fetch me in some gundy o
Wid ye believe that Adam an Eve
Said there's nane till Monday o?

X

Hielan man, hielan man
Whaur were ye born?
Up amang the Hielans, man?
Or doon amang the corn?

X

Whose yowes are these?
Whose yowes are these?
They're aa Jackie Corn's I can tell them by their horns
An I foond them in the meenisters gairden

X

TO DO:

1) Can you write the English Translations for the following words?

Weel aff _____ Yowe _____ Whaur _____

Gundy _____ Amang _____ Wid _____

Meenister _____ Doon _____ Nane _____

2) Can you write a brief description about each song?

Woo'd an Married _____

Adam an Eve _____

Hielan Man _____

Whose Yowes are These? _____

SONG:

Short Songs

Traditional

AGE GROUP:

Nursery +

TYPE:

Children's Songs & Rhymes

(NB – sometimes Woo'd an married too tricky for pupils below P3 age)

TRACK(S):

1. Whole song
2. Repeat of song lines

INFO:

- **Woo'd an Married** an aa is a song from Shetland and is about how happy and content a young girl is at getting married. This song can be sung as a round/cannon
- **Adam an Eve** is a finger or tickling nonsense song/game from Scotland.
- **Hielan Man Hielan Man** is a little scots street song, learned from the singing of Anne Neilson, a prolific Scots singer and teacher.
- **Whose Yowes are These** is the scots translation of an English traditional song about Tups.
- Together, these four songs work to make a little set of dance songs which can be sung together.

ANSWERS:

- 1) Well off Sheep Where
 Toffee Among Would
 Minister Down None

- 2) This song is from Shetland and is about a wedding and how happy the bride is

This song is about Adam and Eve coming down a sleeve to fetch some toffee/sweeties, but is then told there is none until Monday

This song is asking where a highland man was born, up in the highlands or in the lowlands where the corn grows

This song is about asking who the sheep belong to and someone saying they know they belong to Jackie Corns because of the way their horns look and they found them in the garden of the minister

FURTHER ACTIVITIES

- Make up actions for the songs to help with remembering the lyrics. This is especially useful for young children,
- Try singing the first song as a round either together (or can be done with the tracks). When one person finishes a line, the next person starts the song from the beginning.

SONG:

Three Wee Mice

Traditional

1) Three wee **mice**, skatin on the ice
Singin Polly wolly doodle all a day
But the ice wis thin an they aa fell in
Singin Mammy, Daddy, Granny I'm away
Bye bye ta ta cheerio.

2) Three wee **toads**, sittin on the road
Singin Polly wolly doodle all a day
But along came a bus an they all went smush
Singin Mammy, Daddy, Granny I'm away
Bye bye ta ta cheerio.

3) Three wee **flies**, crawlin on the pies
Singin Polly wolly doodle all a day
But along came a spider an they ended up inside 'er
Singin Mammy, Daddy, Granny I'm away
Bye bye ta ta cheerio.

4) Three wee **sheep**, followin Bo Beep
Singin Polly wolly doodle all a day
But along came a fox an stuffed them in a box
Singin Mammy, Daddy, Granny I'm away
Bye bye ta ta cheerio.

5) Three wee **fish** swimmin in a dish
Singin Polly wolly doodle all a day
But along came a shark an it allwent dark
Singin Mammy, Daddy, Granny I'm away
Bye bye ta ta cheerio.

SONG:

Three Wee Mice

Traditional

AGE GROUP:

Nursery - Primary 3

TYPE: Broad Scots/Glasgow

TRACK(S):

3. Whole Song

INFO:

- This is a Glasgow street song, slightly morbid, but goes down well once it is explained that it's all made up.
- This song is great for learning/revision of the Scots words for animals, despite the verses being in English, it's useful for leading the conversation in their translations.
Moose = Mouse
Taid = Toad
Flee = Flies
Tod = Fox
Yowes = Sheep

FURTHER ACTIVITIES

- Complete Worksheet 3 and complete the names of the animal translations from Scots to English
- Make up actions and put on voices for each verse/animal. For example:
 - Pretend to be ice skating and sing with a squeaky voice for the mice
 - Squat down and spread arms to make yourself look wide with a deep voice, pretend to drive bus and then squash hands together
 - Make crawling gestures with your fingers and sing with high nasally voice, act as a pider eating flies
 - Make your hands act like hooves in front of you sing with a bleaty voice, then scoop up sheep and put in an imaginary box under your arm
 - Put your hands together in a fish movement and wiggle them around, snapping your hands together to act as the shark's jaws.
- Make up your own verses by using scots animal names and finding rhyming words to describe what happens to the animals – they don't all have to be grizzly!

SONG: (Whit'll we dae wi the) Herrin's Heids?

Traditional

1) Whit'll we dae wi the herrin's **heids**?
Whit'll we dae wi the herrin's heids?
We'll mak them intae **loaves o breid**
Herrin's heids, loaves a breid
An aa sorts o things

cho. *Oh aa the fish that swim in the sea,
The herrin is the fish fer me
Sing fa la la li do, fa la la li do
Fa la la li do li day*

2) Whit'll we dae wi the herrin's **een**?
Whit'll we dae wi the herrin's een?
We'll mak them intae a **tin o baked beans**
Herrin's een, tin o baked beans,
Herrin's heids, loaves o breid,
An all sorts o things

cho. *Oh aa the fish that swim in the sea...*

3) Whit'll we dae wi the herrin's **fins**?...

...We'll mak them intae **needles an pins**

4) Whit'll we dae wi the herrin's **belly**?...

...We'll mak it intae a **wobbly jelly**

5) Whit'll we dae wi the herrin's **back**?...

...We'll mak it intae a **laddie ca'd Jack**

6) Whit'll we de wi the herrin's **tail**?...

...We'll mak it intae a **ship wi a sail**

SONG: (Whit'll we dae wi the) Herrin's Heids?

Traditional

AGE GROUP: Nursery - Primary 3 **TYPE:** Broad Scots/North East

TRACK(S): 4. Whole Song

INFO:

- This is a children's song from the North East of Scotland.
- It is a cumulative memory song about what should be done with the various parts of the fish's body.
- Herring were much fished in the North sea up until the early-mid twentieth century and along with potatoes (tatties) were a large part of Scottish coastal diets.
- This song helps to show that although many of the things 'made' with the herrin's body are just to help rhyme, waste was discouraged and almost every part of a fish would be used.
- This song is great for learning/revision of body parts in Scots.
- Original verse 2 is "whit'll we dae wi the herrin's eyes, we'll mak them intae puddins an pies" and original verse 4 is "Whit'll we dae wit the herrin's belly, we'll mak it intae a wobbly jelly".

FURTHER ACTIVITIES

- Complete Worksheet 4 and using an online scots dictionary fill in the missing body parts.
- Make up actions for each verse. For example:
Use your hands to point to the body part mentioned
Make your hands into a "fish" and wiggle it around during the chorus
Use your hands to gesture the item the body part has been made into
March on the spot during the fal la la li do bit in the chorus.
- Make up your own verses using other Scots body parts. You can do this by asking your child to suggest one and translate it using an online Scots dictionary, then ask them to suggest a rhyming word that the body part can be made into. Below are some common body parts to start using

MOOTH (*Mouth*)

NEB (*Nose*)

WALLIES (*Teeth*)

BAHOOKIE (*Bottom*)

SCALES

- Complete Worksheet 4 and using an online scots dictionary fill in the missing body parts.

SONG:

Marry Arry Arry
Traditional

1) I'll gie you a goon o reid, aa stitched roon wi a siller threid
If you will marry arry arry arry, you will marry me.

I'll no tak your goon o reid, aa stitched roon wi a siller threid
An I'll no marry arry arry arry, I'll no marry you.

2) I'll gie you a gowden spoon tae feed the wean in the afternoon...

I'll no tak yer gowden spoon tae feed the wean in the afternoon...

3) I'll gie you a wee white dove if you will be the one I love...

I'll no tak yer wee white dove an I'll no be the one you love...

4) I'll gie you a big TV wi a new X box an Now TV...

I'll no tak your big TV wi a new X box an Now TV...

5) I'll gie you a yella Ferrari, if you will agree tae marry...

I'll no tak yer yella Ferrari an I will no agree tae marry...

6) I'll gie you the keys tae my chest an aa the money that I possess...

OH YES I'll tak the keys to yer chest an aa the money that you possess

An I will marry arry arry arry I will marry you.

7) Well HA HA HA yer awfa funny, you don't want me but you want my money

So I'll no marry arry arry arry, I'll no marry YOU!!

SONG:

Marry Arry Arry

Traditional

AGE GROUP:

Nursery - Primary 3

TYPE: Broad Scots/Glasgow

TRACK(S):

6. Whole Song

INFO:

- This is a Glasgow street song, which was printed in Norman Buchan's book '101 Scottish Songs' – also known as the wee red book.
- It is a song about courtship, with an unconventional, liberating and humorous ending
- Verse 4 which mentions "Big TV" is a verse made up by Glasgow revivalist folk singer Anne Neilson (though her original lyrics were "new VCR an a DVD" – which I have exchanged for "new xbox and Now TV" as it's more current...for now)
- This is a children's version of many adult songs, which are offering gifts in exchange for love

FURTHER ACTIVITIES

- Make up actions for each verse. For example:
Point to yourself when saying "I" and point to your child/the room at large when saying "you"
Act out the different actions such as driving, feeding a baby
Use your hands to gesture the item on offer
Make a big deal of the last verse (7) to indicate the importance of it's message, gesticulating with your hands and shout singing the last YOU!
- Make up your own verses by drawing inspiration from items around the home, or trips or luxury items that may be desired by you or your child. You can either then just repeat the verse with the 'no answer' or use other words to indicate a negative response. Each half line word needs to rhyme eith the word at the end of the line
- Draw a picture of all the items on offer for the marriage proposal

SONG: The World Must be Comin tae an End (Oh Aye)

Traditional

1) We sent her for **eggs**, Oh aye, Oh aye
We sent her for eggs Oh aye, Oh aye
We sent her for eggs
An she fell an **broke her legs**
Oh the world must be comin tae an end
Oh aye

2) We sent her for **cheese**, Oh aye, Oh aye
We sent her for cheese, Oh aye, Oh aye
We sent her for cheese
An she fell an **skint her knees**
Oh the world must be comin tae an end
Oh aye

3) We sent her for **butter**...
an she **drapped it in the gutter**

4) We sent her for **breid**...
an she fell an **bumped her heid**

5) We sent her for **jam**...
an she **brought back ham**

6) We sent her for **mince**...
an she fell an **but we havnae seen her since!**

SONG: The World Must be Comin tae an End (Oh Aye)

Traditional

AGE GROUP: Nursery - Primary 3

TYPE: Broad Scots/Glasgow

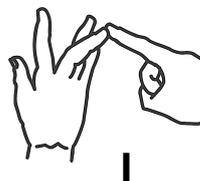
TRACK(S): 7. Whole Song

INFO:

- This is a Glasgow Street Song
- This song was made famous by the popular Scottish childrens entertainers, The Singing Kettle
- A girl is sent to buy the 'messages' (shopping) but she always meets with problems when trying to do this and often with a catastrophe.
- Some of the verses above are old and some have been made with children quite recently.

FURTHER ACTIVITIES

- Make up actions for each verse to help children remember the lyrics. There are many different things you can use for actions, but I tend to use BSL/Makaton finger spelling for doing actions for the Oh Aye lyrics, signifying the letters o and i. (Usually "Oh Aye" would mean Oh yes, although in broad scots, aye actually means always.)



- Complete Worksheet 4 and using an online scots dictionary fill in the missing body parts.
- Complete Worksheet 5 and using an online scots dictionary fill in the names of the foodstuffs in Scots, and draw a little picture of it
- By calling this song 'Shopping List' you can use it as an exercise for revision and study of Scots words for both body parts and food stuffs
- You can be quite imaginative with making up your own verses, it doesn't need to specifically include animals or foodstuffs, for example; these are verses made up by some other schools. You can use existing foods suggested in the song or encourage your child to think of their own foods.

I sent her for butter, oh aye, oh aye
I sent her for butter, oh aye, oh aye
I sent her for butter
An I'm sure I heard her mutter
Oh the world must be comin tae an end
Oh aye

I sent her for garlic, oh aye, oh aye
I sent her for garlic, oh aye, oh aye
I sent her for garlic
An she got zapped by a Dalek
Oh the world must be comin tae an end
Oh aye

SONG:

Three Crows

Traditional

cho. *Three crows sat upon a wa
Sat upon a wa, sat upon a wa
Three crows sat upon a wa
On a cold and frosty mornin*

1) The first crow wis greetin fer his maw
Wis greetin for his maw, wis greetin for his maw
The first crow wis greetin fer his maw
On a cold an frosty mornin

cho. *Three crows sat upon a wa...*

2) The second crow fell an broke his jaw
Fell an broke his jaw, fell an broke his jaw
The second crow fell an broke his jaw
On a cold an frosty mornin

cho. *Three crows sat upon a wa...*

3) The third crow couldnae flee at aa
Couldnae flee at aa, couldnae flee at aa
The third crow couldnae flee at aa
On a cold an frosty mornin

cho. *Three crows sat upon a wa...*

4) The fourth crow wisnae there at aa
Wisnae there at aa, wisnae there at aa
The fourth crow wisnae there at aa
On a cold an frosty mornin

cho. *Three crows sat upon a wa...*

4) An that's aa, I ken about the crows
I ken about the crows, I ken about the crows
An that's aa, I ken about the crows
On a cold an frosty mornin

cho. *Three crows sat upon a wa...*

SONG:

Three Crows

Traditional

AGE GROUP:

Nursery - Primary 3

TYPE: Broad Scots/Glasgow

TRACK(S):

8. Whole Song

INFO:

- This is a traditional Scots song, brought back to the general public's recognition in the folk song revival of the 1950's/60's.
- Made popular by the Singing Kettle in the 1980s/90s, it is now a well known children's classic
- The chorus does not need to be sung after every verse, but I think it helps to add to memory retention of the lyrics
- Scots language used in this song:
 - Craw = Crow
 - Wa = Wall
 - Greetin = Crying
 - Couldnae = Couldn't
 - Flee = Fly
 - Wisnae = Wasn't
 - About = About
 - Ken = Know
 - Aa = All

FURTHER ACTIVITIES

- Make up actions for each verse to help children remember the lyrics.
For example
Chorus - Hold up three fingers, then make a beak shape by your mouth with two fingers to represent the crow and then make them 'land' on a wall action
Verse 1 - Pretend to cry, use your hands to signify crying, can also change voice to sound like crying
Verse 2 – Cradle your jaw, changing from side to side with each mention of the word jaw.
Or act like you're falling and then grasp your jaw.
Verse 3 - Pretend you can't fly
Verse 4 - Hold up your hands in disbelief and shake your head
- Make up your own verses by adding extra verses in for the fifth, sixth and seventh crows who also weren't there but whom may have made an appearance. Watch for rhythm and length of lines to ensure rhymes aren't too long or too short.
- There are several craft and art activities that this song can be used as inspiration for.
Draw pictures of the different verses, Make a puppet show with crow puppets and a wall made from recycling, make models or collages of scenes from the song.