Activity 5: Make or Sing a Rousing Circus Song

In Brief: Imagine your own circus song with instruments, voice and lyrics.

Objectives: Your child will create (or simply sing) a circus themed melody and song. They will also learn how to use a graphic organizer to make sense of their research. This can be just a simple song or something more complex.

Background: Music is an essential part of the circus experience. Explore websites to hear circus songs and learn the history and traditions of circus music. See Resources.

Materials: A copy of the graphic organizer, paper, pen, instruments (actual instruments, toys, DIY see follow up and extensions).

Preparation: Use the graphic organizer (see below) to write down main findings of your research about the traditions and history of circus music. In each numbered square, write down the name of the website or book you looked up. Use the square on the right to record the main information you found.

Focus: You can use the graphic organizer to compile information such as examples of circus music on TV, in movies or on the Internet. You can also look up reasons why circus songs were invented and what their purpose is.

With/for Your Child: Engage!

Step 1. Use your previous work in Circus Activities 1 and 2 (Circus poster/program and Welcome Speech) to remind you of the atmosphere you are creating for your circus. Having that in mind, what kind of song are you going to sing (joyful, festive, daring)? What instruments will best show the spirit of your circus? Is there music to sing along with on the web?
Tip: You can make a Mindmap like you did in Circus Activity 2 to help you organize your thoughts.
à Gather any instruments you want to use.
Step 2. Go back to songs you found during the preparation phase and pick your favorite song. What do you like about it? You can use this song to help you create the rhythm of your own song.

Step 3. Now that you have a melody, write your lyrics. Use your circus Mindmap for inspiration.

Tips: Inverse steps 2 and 3 if you’d prefer to start writing your song before creating your melody.
Reflect: Did you create your own melody or did you write your own lyrics first? Why? What did you prefer? Did you adapt your melody to the lyrics, or did you adapt the lyrics to the melody? Can you say why? **Record your reflections on Brainstorming packet page 6.**

Follow up and Extensions: If you are ready to perform, make an audio or video recording of your song like you did in Circus Activity 2. Feeling creative? To make your own instruments, have a look over [here](#)!

**RESOURCES**

- [https://www.youtube.com/watch?v=zjedLeVGcfE](https://www.youtube.com/watch?v=zjedLeVGcfE) - Circus theme song
- [https://www.youtube.com/watch?v=6HV1B2CpAaQ](https://www.youtube.com/watch?v=6HV1B2CpAaQ) - Classic circus music
- [https://www.youtube.com/watch?v=i9w-9x0ur7A](https://www.youtube.com/watch?v=i9w-9x0ur7A) - Circus music
- Google search. Circus songs = lyrics or images
  - [historyofcircus.com](http://historyofcircus.com)
- See Resources below for sample song lyrics
  - [syncopatedtimes.com](http://syncopatedtimes.com)
How to Use the Graphic Organizer

Use the graphic organizer (see below) to write down main findings of your research about the traditions and history of circus music. In each numbered square, write down the name of the website or book you looked up. Use the square on the right to record the main information you found.

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>INFORMATION</th>
</tr>
</thead>
</table>

Clowns (Tune! Baby Rumblebee)

I see a little clown with a big tall hat.
I see a clown who is short and really fat.
I see a little clown with a funny nose.
I see a clown with pointy toes.

I like the little clown who’s big and strong.
I like the clown who giggles all day long.
I like the little clown who is happy as can be.
I like the clown who dances for me!