

Hello Song

A greeting song can be used at the beginning of the day or a session to welcome, calm and unify students; preparing them to engage and learn. Incorporating the song regularly can create a reassuring start to the day or session.

Transition
Songs
for
5-8 yr olds

Find more resources at [artslive.com](https://www.artslive.com)

Lyrics and chords

C

Hello everyone,

G7

hello everyone,

C

G7

hello, how are you?

F

C

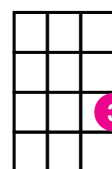
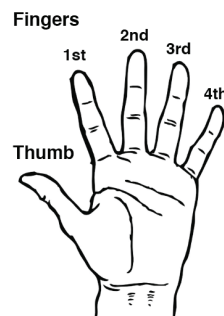
Put your arms up and then back down.

G7

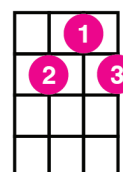
C

Breathe in it's time to begin.

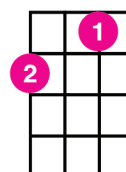
Ukulele chords



C



G7



F

Music tip

This song uses the same melody as the 'Hey Diddle Diddle' song.

Can you use the chords you've learnt here to play *Hey Diddle Diddle* too.

Introduce the concept

How did you get to school? How do you feel? How many different ways can we greet each other? What makes us feel welcome? What happens when we breathe in?

Introduce the song

Sing one line at a time and have students sing it back. Repeat this with the whole verse. Sing the song at least three times in a row to help students gain confidence with the words. Consider sitting in a circle and encourage eye contact and smiles. Students will match your enthusiasm, so bring it!

Actions can be incorporated into the song by having students respond to the 'How are you?' line with a thumbs up, thumbs down or a wavering hand.

Adapt

Use the song to introduce specific activities by changing a few words in the last line i.e 'it's time for reading to begin'

Explore the different ways the song can be sung. Use a squeaky voice, a robot voice, or a very deep voice. Ask students for their ideas.

Greeting Game Song

This is an active song that requires students to greet each other one at a time as they move around a circle - a bit like a simple bushdance. It can help students develop social skills, foster positive relationships and create a sense of belonging. It is most useful at the start of the day or a session.

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Lyrics and chords

Verse one - students wave at each other

C

Hello friend and how are you?

G

How are you?

C

How are you?

C

Hello friend and how are you?

G

C

How are you today?

Verse two - students shake hands

Take my hand and shake, shake shake,
shake, shake, shake, shake, shake, shake.

Take my hand and shake, shake, shake,
say hello today.

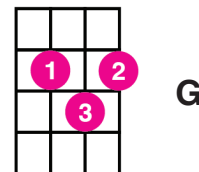
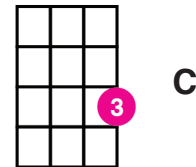
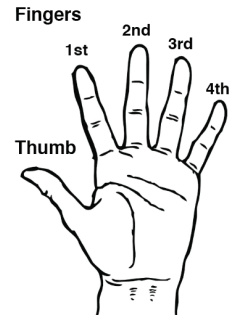
Verse three - students wave to each other and step towards a new partner

Take a step and wave goodbye,
wave goodbye, wave goodbye.

Take a step and wave goodbye,
Now meet your new friend.

All verses follow the same chord progression

Ukulele chords



Music tip

This song uses the same melody and the easiest chords for the 'London Bridge' song.

The audio recording is in a different key.

Introduce the concept

Why do people greet each other?

What are the different ways they do this?

Have you ever shaken someone's hand?

Are there different ways to shake hands?

Greeting Game Song

Teach the song before introducing the actions. Walk students through the movements one line at a time. It may be easier to speak the song rather than sing it while they are learning.



Find more resources at [artslive.com](https://www.artslive.com)

Introduce the song

Sing each verse through and have students repeat the verse back. Once students are confident with the words add in actions that students can do on the spot (such as waving or pretending to shake someone's hand). Once they have learned the song, encourage students to practice singing the song in their head. This can be developed by having the group alternate between singing out loud and singing in their heads. This challenge will take lots of concentration but will help students to internalise timing, pitch and words.

Introduce the movement

Have the class form a donut shape with an inner and outer circle. Each student should be facing another student (teachers will need to join in if there is an odd number). This can be done by getting students to find a partner and then stand facing them as part of two lines. The teacher can then guide the ends of the line together into a circle.

Verse one

Students look at their partner and wave as they sing the first verse.

Verse two

Students sing to their partner and shake hands.

Verse three

Students sing to their partner and wave goodbye. Students take a step towards their new partner. The inner circle will move clockwise and the outer circle will move anti-clockwise.

Encourage eye contact and smiling in each exchange.

Adapt

What other actions could be added into this song? Brainstorm with students and incorporate their ideas.

There is the option to include a set question for each pair to discuss when they first meet their partner. What is your name (if it's a new group)? What did you have for breakfast? What is your favourite show? Research 'circle time' activities for more discussion ideas.

Name Game Song

This is a circle song game that helps students get to know each other. It can be used to teach names or just to create a short brain break. This song gives students an opportunity to explore alliteration, rhythm, chanting and solos.



Find more resources at [artslive.com](https://www.artslive.com)

Lyrics and chords

Students: Hello friend and what's your name?

Student: My name's Cath and I like cookies.

Students: This is Cath and she likes cookies.

For more verse examples listen to the accompanying audio track.

Music tip

Add in body percussion to help children keep in time.

Click fingers, pat knees or clap along with the beat.

Introduce the concept

Before teaching the song, give students some time to think of something they like, that starts with the first letter of their name (such as Sarah/sunshine, Mo/marbles, Fatima/fruit). The song will be repeated around the circle, until everyone has had a turn. Consider having students create a drawing of themselves and brainstorm a list of words that they could use.

Introduce the song

Sing or chant the first line as a group and make yourself the first example. For example, 'My name's Cath and I like cookies'. Ask a few different students to have a turn to show they understand what they are required to do then go around the circle. Decide which direction to go around the circle.

Adapt

Once students know the song well, it can turn into a role play. Students can act out the objects/animals suggested and provide sound effects. For example, 'My name's Cath and I'm a tiger, ROAR!'/ 'This is Cath and she's a tiger, ROAR!'