

Gow Ayrn
Join in

Kiaull Manninagh son Keim 1 & 2
Manx Music for Key Stage 1 & 2

Undinys Eiraght Vannin
Manx Heritage Foundation
2008

Acknowledgments

**Grateful thanks to the Manx Heritage Foundation,
Isle of Man Department of Education, The Voices Foundation,
Centre for Manx Studies, Moonjey Veggey and the Manx National Heritage Library.**

In addition to the musical material recorded especially for this resource, permission to use selected tracks has been granted by individual artistes and ensembles with the proviso that they will only be employed within the classroom and in the Isle of Man. Sincere thanks to all of the musicians who have kindly contributed music from their own albums to this educational resource. Please support these individuals and groups as much as you can.

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Guide to using Gow Ayrn

This music resource book and accompanying CD have been designed for use in Manx schools. All of the songs, tunes and dances are related to the Isle of Man and **Gow Ayrn** has been designed for music coordinators and non-musicians alike for use in the classroom and for extra-curricular activities.

- Elements of the *QCA National Curriculum for Music Key Stage 1 and 2* have been addressed with particular reference to the philosophies of *The Voices Foundation*. A check-list of corresponding skills and concepts accompanies each piece of music together with ideas for class activities. For suggestions on including suitable Manx pieces within particular QCA units of work for music, see Appendix 4.
- Manx dance instructions and tips on beginning to play the D tin/penny whistle are included in Appendices 1 & 2.
- References for linking Manx music to other elements of the Manx curriculum (History, Geography & Religious Education) are included in the Appendix 5.

Each piece of music has one or more CD track demonstration/s to assist with learning the melody and performance ideas. Extra tracks are also included with some songs to aid pronunciation of Manx Gaelic lyrics [track number for pronunciation in **bold font**].

e.g.



CD Track Information is on p.64

Body rhythm pieces

The rhythmic patterns from some of the songs could be performed through body percussion. Suggested movements are:

X = Click fingers (both hands)

L = Tap left knee

R = Tap right knee

C = Clap hands

T = Tap both knees

e.g. Well Done Tom!

X X L R C T

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Step Dance/Cur Shaghey yn Geurey



1 G 2 Em 3 G 4 C 5 G 6 Em 7 G 8 [Intro]

9 C 10 Bm 11 Am 12 D 13 G 14 Em 15 G 16

Music	Bars	Dance Instructions
Intro		Couples face each other. Hands on hips. Wait for Intro...
1st	1-2	Bend right then left
	3-4	Clap own hands together 3 times
	5-6	Bend left then right
	7-8	Stamp feet RLR
	9-10	Shake right finger 3 times
	11-12	Shake left finger 3 times
	13-16	Slow spin on own. Boys raise arms. Girls put hands on hips
2nd	1-4	Face each other and move right foot heel-toe x 2
	5-8	Move left foot heel-toe x 2
	9-16	Take hands with partner and do the <i>Manx Waltz</i> (see p.53)

- Simple time signature 2/4
- Dance - Moving to music
- Major tonality
- Differences between beat (pulse) and rhythm

Cur Shaghey yn Geurey is Manx Gaelic for *Put off the Winter!*

Activity ideas:

1. Listen to CD01 and clap along with the beat [pulse]
2. Perform this dance with your class to the CD accompaniment. Children stand in couples facing each other.



02/03

Fer ny Clieen Click

An old children's song telling of three men (Click, Clock and Cluck) who came over from Ireland to try and court Aunt Joannee!

- Simple time signature 4/4
- Using body percussion
- Major tonality [key]
- Scale - controlling pitch from low to high
- Dynamics - *f* and *p*
- Duration of note values e.g. 'click' - short 'Joannee' - long notes
- Singing game

D A7 D D A
 Fer ny clieen Click haink neear ass Ner - in, Fer ny clieen Click haink neear ass Ner - in,
f Clock Cluck *p* Clock Cluck
 5 D A7 D D A D
 Fer ny clieen Click haink neear ass Ner - in, Soo-ree er my naunt_ Joan - ney.
 Clock Cluck
 9 D A D [D Intro A D
 Soo - ree, Soo - ree, Soo-ree er my naunt_ Joan - ney.

Activity ideas:

1. Traditionally the 'click, clock and cluck' are sounds made with the tongue.
2. As on the CD exchange ◇ 'click, clock and cluck' with a snap of the fingers, click of the tongue and a hand clap. Alternatively the pulse/beat could be played on different percussion instruments.
3. Sing along with instrumentalists on CD03 or with a class ensemble [see Appendix 3 for an arrangement]
4. Perform this melody with the words from 'Smuggler's Lullaby' [next page].
5. Sing the first two bars loudly [*f*] with the next two softly [*p*], and so on. i.e. call and response.

Smuggler's Lullaby

A smuggler's wife pretends to sing a lullaby to her baby, but she is really warning her husband that the excise men (customs officers) are nearby. The first phrase of the song is loud [*f*] so her smuggler husband can hear her warning, while the next phrase 'chaddil oo my laala' (Manx Gaelic for 'Sleep my Little Hero') is sung softly [*p*] to the baby. CD 03 has an instrumental version which you can learn with your folk group [see Appendix 3].

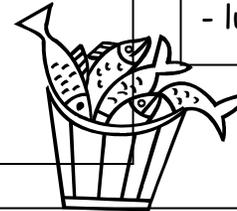
1. See the excise men are coming [*f*]
 Chaddil oo my Laala! [*p*]
 They'll be seeking wine and whisky [*f*]
 Chaddil oo my Laala! [*p*]
Chorus: *Ogh Hene child o' mine* [*f*]
Chaddil oo my Laala! [*p*]

2. Daddy's late and we must warn him
 Chaddil oo my Laala!
 This run, he'll have naught illegal;
 Chaddil oo my Laala!
Ogh Hene child o' mine
Chaddil oo my Laala!

3. O the Englishmen may board us
 Chaddil oo my Laala!
 Nothing wrong will they discover;
 Chaddil oo my Laala!
Ogh Hene child o' mine
Chaddil oo my Laala!

4. Let them search in boat and dwelling
 Chaddil oo my Laala!
 Nothing's in the hold but herrings
 Chaddil oo my Laala!
Ogh Hene child o' mine
Chaddil oo my Laala!

- Simple time signature 4/4
- Listening to instruments
- Major tonality
- Scale - controlling pitch Low to high
- Verse & chorus
- Dynamics - *f* and *p*
- Echo
- Social function in lyrics - lullaby



'Chaddil oo my laala' is pronounced 'haddill oo ma layla' with a guttural sound on the 'H' as in 'loch'.

Activity ideas:

1. Sing the above words to the melody from *Fer ny Clie Click* [p.7].
2. Sing the first two bars loudly [*f*] with the next two softly [*p*], and so on. i.e. like an echo
3. Listen to the instrumental arrangement on CD03. Notice the 'Introduction'.
 Which instruments are played? [piano, violin, whistle] How many times is the tune played? [3]
4. Learn to play the instrumental arrangement of Smuggler's Lullaby [Appendix 3] in your folk group.





05

Well Done Tom!

- Simple time signature 2/4
- Pitch - high and low
- Major Tonality
- Differences between pulse and rhythm
- Rhythmic patterns and notation
- Sequencing of melodic patterns

1
Hi ding ding - a - dong, Ho ding ding - a - dong.

5
Hi ding ding - a - dong, Ho ding ding - a - dong.

9
Well done Tom! Well done Tom!

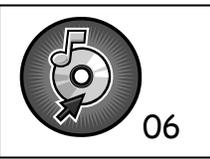
13
Intro
Cuck - oo did - dle doo! Well done Tom!

Activity Ideas:

1. To demonstrate the sequencing of the first phrase, get pupils to reach high for 'Hi ding...' and lower for 'Ho ding...'
2. Make flash cards denoting the rhythmic patterns. Ask half of the class to clap the pulse while the other half claps the rhythms on the cards. Ask pupils to arrange the cards into the correct rhythm of *Well Done Tom!* Play as a body rhythm piece [see guidelines p.3].
3. Use other words with the correct number of syllables to demonstrate the rhythms of the song. e.g. Isle of Man place names: Sulby, Ballaglass, Peel... Or first names: Sarah, Benjamin, Kate... Juan, Illiam, Paie...

X X L R C T

Body Rhythm Piece



Jingle the Bells for Charlie

①

Jin - gle the bells for Char - lie. Send him to school right ear - ly.

②

Jin - gle the bells Jin - gle the bells, Jin - gle the bells for Char - lie.

5

③

④

Ostinato

F C F C F C F C

F C F C

F C F C

Intro

Activity ideas:

1. Perform with chime bar ostinato - F and C
2. As on CD track 06, sing as a round, starting after each 2 bar phrase
3. Get separate groups to hold on certain words/notes to create drones while others continue singing melody.

🎵 An ostinato is a rhythmic or melodic motif which is persistently repeated



Triad Doh Me Soh

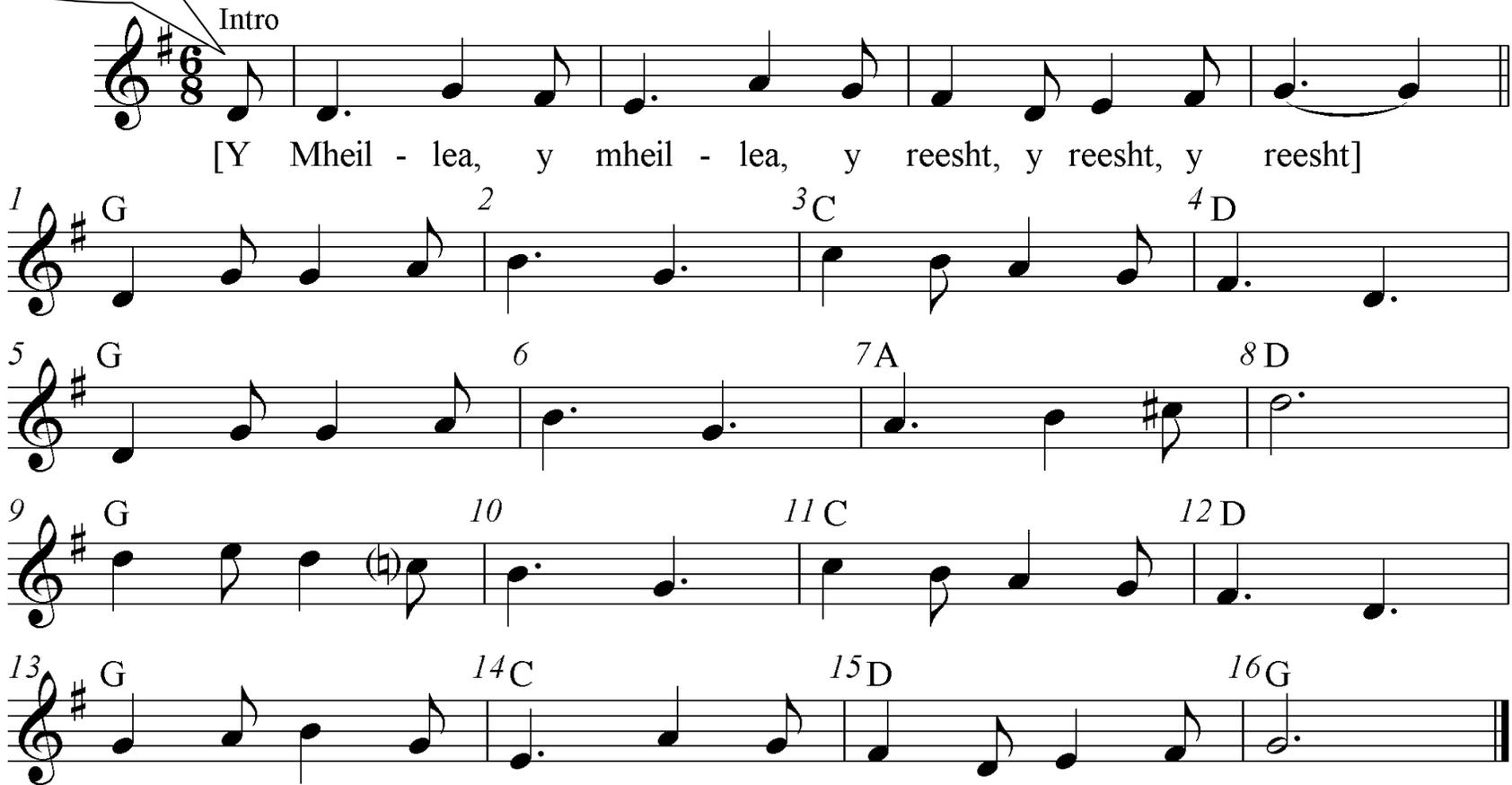
- Compound time signature 6/8
- Major tonality
- Melody based around the doh triad: **Doh - Me - Soh**
- Higher and lower
- Singing in parts - round
- Drone
- 2 note instrumental ostinato



Y Mheillea [The Harvest Dance]

Up beat/Anacrusis

Intro



[Y Mheil - lea, y mheil - lea, y reesht, y reesht, y reesht]

1 G 2 3 C 4 D

5 G 6 7 A 8 D

9 G 10 11 C 12 D

13 G 14 C 15 D 16 G

- Compound time signature 6/8 - 'jig' with an up beat/anacrusis
- Major tonality
- Dance - Moving to music [see instructions overleaf and steps in Appendix 1]. The whole dance accompaniment is played twice through on CD07.

For a simpler version, repeat the movements of the 1st verse each time.

 An up beat or anacrusis is the note/s that leads up to the stronger first beat of a bar (downbeat)

Y Mheillea

Dance Instructions

<i>Music</i>	<i>Bars</i>	<i>Shortened Version.</i> For steps see p.53. For full version see Rinkaghyn Vannin.
Intro	Intro	Couples join hands in a circle. Wait for Intro...
1 st verse	1-8 9-12 13-16	Dance 8 <i>slip steps</i> clockwise then 8 <i>slip steps</i> anti-clockwise. All take 3 steps to the centre, forward a double [kick], and same out. Partners loose hands and stand facing each other. Boys point with their foot and bring it up to the knee, left first then right. Then they turn clockwise with arms held out at shoulder level. Meanwhile girls <i>balance</i> right and left with hands on hips, then turn clockwise with arms held at shoulder level.
2 nd	1-8 9-12 13-16	Partners face each other and pass by the right in <i>reel step</i> to the next partner along and cross hands with them, swing one-and-a-half times around then release hands and return to positions. All take 3 steps to the centre, forward a double [kick], and same out. Partners loose hands and stand facing each other. Boys point with their foot and bring it up to the knee, left first then right. Then they turn clockwise with arms held out at shoulder level. Meanwhile girls <i>balance</i> right and left with hands on hips, then turn clockwise with arms held at shoulder level.
3 rd	1-16	<i>Manx Waltz</i> moving clockwise.
<i>Intro</i> <i>End</i>		Sing 'Y Mheillea, y mheillea, y reesht, y reesht y reesht' [The harvest... again...] Sing 'Y Mheillea... t'eh ayn, t'eh ayn, t'eh ayn. Oi! [The harvest... it's in...]





A Boy to Run

[Yn Guilley dy Roie]

Up beat/Anacrusis

A boy to run, a boy to hoe, a boy to clean the por-ridge bowl, A
 5 ve - ry hon - est boy was that, ex - cept - ing when he stole.

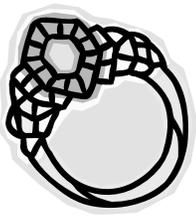
- Compound time signature 6/8
- Major tonality
- Sequencing of melodic patterns
- Up beat/Anacrusis
- Tied rhythms



Activity ideas:

Perform with chime bar accompaniment - F and C.

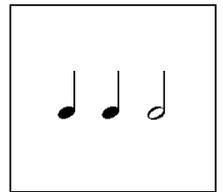
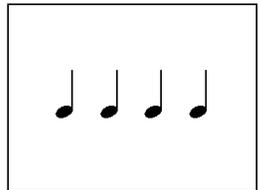
♪ Compound time signature - each beat of a bar is divisible by 3. i.e. 6/8 = 2 beats of 3 quavers



Lady I have Gold and Silver

1. La - dy I have *gold* and *sil - ver*, La - dy I have *house* and *land*.
 2. What care I for *gold* and *sil - ver*, What care I for *house* and *land*.

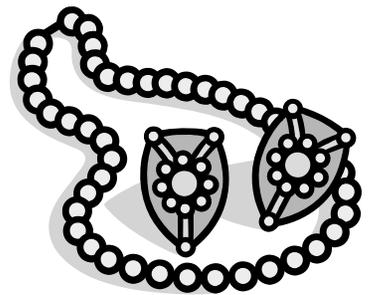
5
 La - dy I have *rings* and *jew - els*, All shall be at your com - mand.
 What care I for *rings* and *jew - els*, All I want's a *hand - some man*.

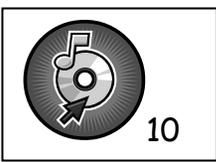


- Simple time signature 4/4
- Major tonality
- Question and answer
- Simple rhythmic notation
- Social function of lyrics - courting!

Activity ideas:

1. Divide the two verses between two groups - question and answer.
2. Pupils could exchange words in *italics* for new words using correct syllables to fit the rhythms e.g. fruit names! *Pears, apples, grapes...*
3. Ask pupils to notate the rhythmic patterns using flash cards.





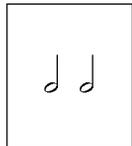
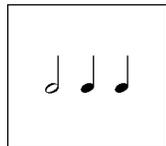
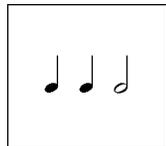
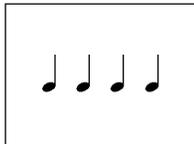
Are you Ready for a Fight?



Are you rea - dy for a fight? We are the *Vik - ings*
Manx - men

5

 We are rea - dy for a fight, We are the *fear - some* *Vik - ings*.
fear - less *Manx - men*



- Simple time signature 4/4
- Major tonality
- Question and answer
- Simple rhythmic notation

Activity ideas:

1. Divide the two verses between two groups - question and answer.
2. Pupils could exchange words in *italics* for new words using correct syllables to fit the rhythms.
3. Ask pupils to notate the rhythmic patterns using flash cards. Compare to *Lady I have Gold and Silver* (p.13).



11/12

Three Little Boats

Em D Em Bm

Three lit - tle boats went out to sea, Out to sea, out to sea.
Pull Push Pull Push

5 Em G D Em

Three lit - tle boats went out to sea on Christ - mas day in the morn - ing.

9 Em Am Em Am Em

Two lit - tle boats left one a - lone. One a - lone, one a - lone.

13 Intro G D Em

One got fish, the oth - er got none. Christ - mas day in the morn - ing.

- Compound time signature 6/8
- Jig - 'skipping beat'
- Minor tonality
- Structure A A1 B B1
- Listening - Melody & accompaniment

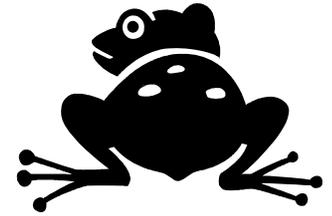
Activity ideas:

1. To illustrate the two beats per bar of this compound time signature, do rowing actions per beat. For the stronger first beat *pull* the oars and for the weaker second beat *push* the oars.
2. Listen to the instrumental version of this song played as a 'Jig' on CD track 12. Note how each two lines are repeated. How many times is the tune played? [2] Talk about the instrumentation [violin, accordion, bodhrán (drum)].



I Have a Little Frog

This song is based on the melody from a Manx courting dance called 'Return the Blow'.
Here, a poem about a frog and other creatures has been fitted to the melody.



Up beat/Anacrusis

9

Intro **Fine**

I have a lit - tle frog, his name is Ti - ny Tim, I put him in the bath tub to see if he could swim.

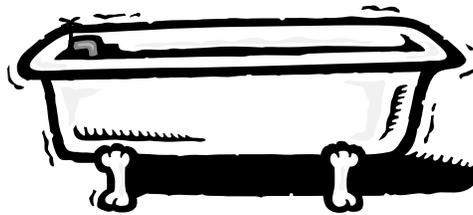
croak croak!

D D D D D D D D D A D D G A D

D.C. al Fine

He drank up all the wat - er and gob - bled up the soap! And when he tried to *croak* he had a bub - ble in his throat!

A A A A D D D D A A D D G G A



I Have a Little Frog

1. I have a little frog, his name is Tiny Tim,
I put him in the bathtub to see if he could swim [x 2]
He drank up all the water and gobbled up the soap!
And when he tried to *croak*, he had a bubble in his throat!
I have a little frog, his name is Tiny Tim...



2. I have a little duck, his name is Dinky Jim
I put him in the bathtub to see if he could swim [x 2]
He drank up all the water and gobbled up the soap!
And when he tried to *quack*, he had a bubble in his throat!
I have a little duck, his name is Dinky Jim...



3. I have a little croc, his name is Scaly Slim
I put him in the bathtub to see if he could swim [x 2]
He drank up all the water and gobbled up the soap!
And when he tried to *snap*, he had a bubble in his throat!
I have a little croc, his name is Scaly Slim...

- Simple time signature
- Structure A(A)BA
- Repeats & D.C. al fine
- Pulse & rhythm
- Major tonality
- Cyclic patterns
- Class Ensemble with instruments
- Ostinato - use chime bars GAD
- Rests
- Up beat/anacrusis

Activity Ideas:

1. Ask some of the class to clap the 'croak' rhythm while others sing.
2. Experiment with instrumentation. Ask the children to select percussion instruments which closely imitate the animal sounds.
3. Add the GAD ostinato on chime bars or keyboard.
4. Think of other animals and names which could be incorporated into this song.



14/15/16



Lhigey Lhigey

D A

Lhig-ey, lhig-ey gys y var - gey, Lhig-ey, lhig-ey gys y var - gey,

9 D G A D

Lhig-ey, lhig-ey gys y var - gey, Soo - ree er in - nee - nyn.

17 D A

Ghuil ley, ghuil-ley, gow in - neen, Lhig - ey, lhig - ey myr oc - hene,

25 D G Intro A D

Ghuil ley, ghuil-ley gow in - neen, Lhig-ey, lhig-ey gys y varg - ey.

- Simple time signature 2/4
- Major tonality
- Variation of melodic phrases

· Structure

A A1 B B1

- Singing game

See *Ree ny Marrey* for piano accompaniment

Lhigey Lhigey [Manx Gaelic for *Gallop Gallop*] is an old children's song about going to the market. In the past, schoolchildren imitated riding the horse by playing a clapping game while they sang.

Activity ideas:

1. Try singing it with this game: Face a partner and both kneel down on your right knee. Bring your left knees up to meet in the middle. On the first beat of the bar, pat your right thigh and on the next bar clap your partner's hand in the middle. Continue throughout the song.
2. Listen to the choral version sung by the children on CD16. How many times do they sing it? [3]. Notice how the tempo gets quicker each time and their use of dynamics (lounds and softs).

Little Alexander



17

Lit-tle Al-ex - an -der sit-ting in the sand. Weep-ing and smi-ling, a fair young man.

9 Fly to the East, Fly to the West, Fly to the one you love the best.

17 Fly to the East, Fly to the West, Fly to the one you love the best.

- Simple time signature 2/4
- Major tonality
- High and low pitches
- Structure AABCBC with developments
- Simple notation
- Drone possibilities
- Repetition
- Singing game

Although this song was collected in the Isle of Man without words in the 1890s, its title suggests that it was probably a version of the singing game 'Little Sally Waters' or 'Little Sally Saucer'.

Activity ideas:

1. Game - choose a child to play Alexander and make them sit in the middle of the group. For the first line they pretend to weep and smile while the others sing. They get up for the second line and pretend to look about. The rest of the children point/move *east* and *west* (perhaps give directions in advance!) while singing the words. On the last phrase '... one you love the best' Alexander chooses the next child to play him. (You could also change 'love' to 'like'!)
2. Change Alexander's name. e.g. Little Sally Waters... a fair young girl; Little Jonee Maddrell...
3. Drone arrangements - once familiar with the song, ask some of the children to hold on certain notes for the whole phrase while the others continue singing. e.g. the notes for 'Fly' [D] or 'East' [B].



18/19
20/21

There's the Moddha Dhoo



1 Bow wow wow, Bow wow wow

2 Bow wow wow wow Bow wow wow

3 There's the mod - dha Dhoo. There's the mod - dha Dhoo.

4 All a - lone_ wis out no bone, O Poor old mod - dha Dhoo.

D A D A D A

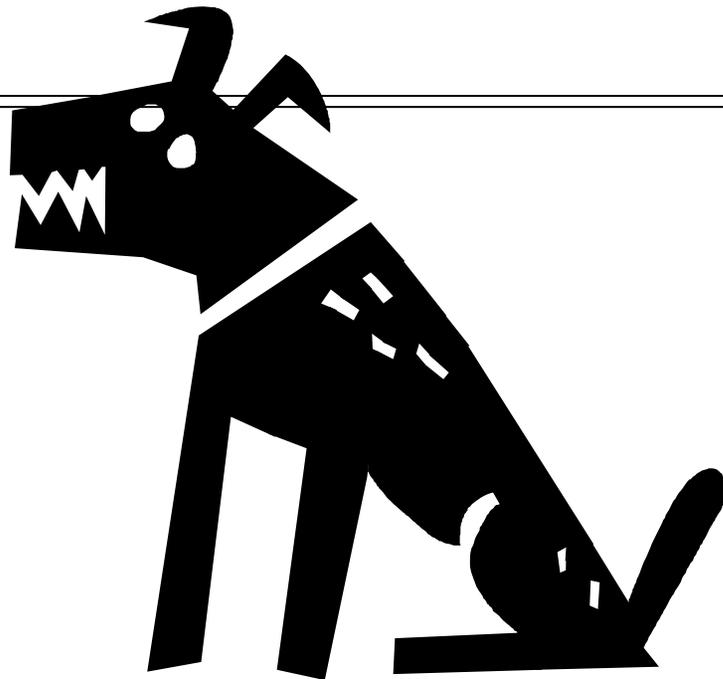
- Compound time signature 6/8
- Major tonality
- Tied notes
- High and low pitches
- Ostinato
- Syncopation
- Singing in parts - round
- Cyclic patterns
- Internalising melody

There's the Moddha Dhoo

This tune is from an old Manx song called 'Kiark Katreeney' [Katherine's Hen] but the poet Cushag set these new words for fun! The 'Moddha Dhoo' [usually spelt Moddey] is the legendary black dog from Peel Castle. Pronounce the 'dd' in Moddha as 'the'.

Activity ideas:

1. As on CD18 sing in the whole song in unison with the ostinato played on chimes or keyboard
2. As on CD19 use phrase 1 as a vocal ostinato
3. As on CD20 use phrases 1 and 2 as a longer vocal ostinato
4. As on CD21 sing phrases 3 and 4 as a round starting after one bar (with or without ostinato)
5. Once familiar with the song, divide class into the four parts and ask them to sing their line silently in their head [internalise] and just clap their rhythmic patterns in time with the other parts.



Original lyrics to 'Kiark Katreeney' from *Manx Ballads and Music* [1896]:

Kiark Katreeney Marroo;
Kiark Katreeney Marroo;
Gow's y kione,
As goyms ny cassyn,
As ver mayd ee fo'n thalloo.

Katherine's Hen is dead;
Katherine's Hen is dead;
Take thou the head,
And I will take the feet,
And we will put her under ground.

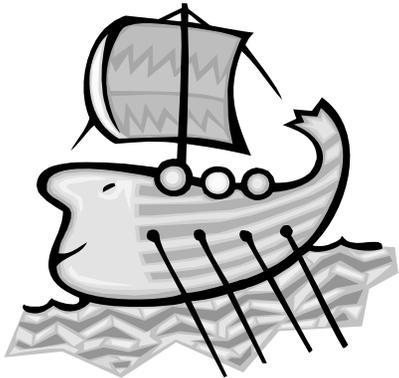


22/23

Birlinn Ghorree Chrovan

O vans ny ho - van O, Hir-ree O sy ho - van;
O vans ny ho - van O, Bir - linn Ghor-ree Chro - van.

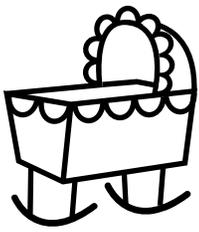
- Compound time 6/8
- Major tonality
- High and low pitches
- Verse and chorus
- Listening - unaccompanied



This is the chorus from *Birlinn Ghorree Chrovan* (Godred Chrovan's Galley). It is a Manx version of a Scottish Hebridean song which tells of the Viking, King Orry sailing to the Isle of Man in 1079.

Activity ideas:

1. Sing along with CD23 by joining in with the choruses [not written at pitch] and add percussion
2. Pull and push imaginary oars of a **longship** in time with the beat [see 'Three Little Boats' p.15]
3. Discuss the way this song is performed on the CD - without instrumental accompaniment
4. Learn the whole song - see *Manx National Song Book* for full versions in both Gaelic and English.



Cradle Song (Hurr as Thurr)

G C D

Hurr as thurr, as hym as hush, Bee maa cheet thie veih Rum - saa nish, Lesh

5 G C D [C Intro D G

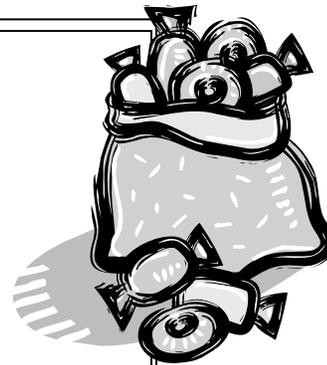
taf - fee son *Thom*, as *Kate* as mish, Hurr as thurr as hym as hush.

This Gaelic lullaby collected in 1904 translates as:

*Hurr as thurr, as hym as hush,
Mother will come home from Ramsey now,
With toffee for Tom and Kate and me,
Hurr as thurr as hym as hush.*

Activity idea:

Exchange names *Thom* and *Kate* for other names in your class.



- Compound time 6/8
- Major tonality
- Function - lullaby

The Mollag Band Song



Up beat/Anacrusis

(CD Intro - ostinato pattern from whole verse)

1. We are the Mol - lag Band. So glor - ious and so grand. Yo
 2. We're late - ly come from say. We have - n't had our tay.

C F C F C F C F C F C

5
 hi yo hi yo hi yo hi, we are the Mol - lag Band.

F C F C F C F C F C F

- Simple time 4/4
- Major tonality
- Up beat/anacrusis
- Structure AABA
- Dotted rhythms
- Ostinato - cyclic rhythms
- Verse & chorus

Traditionally, the Mollag Band visited houses at Christmas singing and waving mollags (inflated sheep's stomachs used as buoys!). Dressed in dark and menacing costumes they demanded money from Manx householders. 'Tay' means 'tea' (dinner).

Activity Ideas:

1. This is like a march. Children could step in time with the beats and march around the classroom whilst singing
2. Ask a small group to sing the verses whilst everyone else joins in for 'Yo Hi' chorus
3. As on CD25, some of the children could play the ostinato on chimes/keyboards notes F and C or just play the rhythmic pattern on untuned percussion.



Traa dy Gholl dy Valley

C ① F ②

Traa dy gholl dy val - ley, Traa dy gholl dy val - ley,

C F G Am G C

Ho ro Ho ro, Traa dy gholl dy val - ley

- Simple time 4/4
- Major tonality
- Structure AABA
- Dotted rhythms
- High and low
- Rhythmic repetition
- Round

- | | | | |
|---|---|--|--|
| 1. Traa dy gholl dy valley,
Traa dy gholl dy valley,
Ho ro Ho ro,
Traa dy gholl dy valley! | 2. Ny jarrood dty chooat nish
Ny jarrood dty chooat nish,
Ho ro Ho ro,
Ny jarrood dty chooat nish! | 3. Immee gys y dorrys,
Immee gys y dorrys,
Ho ro Ho ro,
Immee gys y dorrys! | 4. Traa dy gholl dy valley
Traa dy gholl dy valley,
Ho ro Ho ro,
Traa dy gholl dy valley! |
|---|---|--|--|

This is a recently composed Manx song which celebrates the best time of the school day - home time!

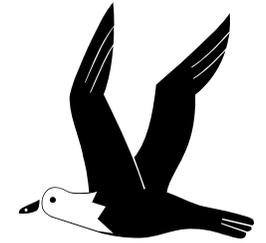
Translations: Traa dy gholl dy valley [Time to go home]; Ny jarrood dty chooat nish [Don't forget your coat now]; Immee gys y dorrys [Go to the door].

Activity Ideas:

1. On the CD, each verse is sung twice: First by a soloist, then followed by a group of singers. Try performing with a confident soloist or a small group of singers for the first time and everyone else can join in for the repeat
2. Add percussion and tuned instruments to the second repeat
3. Add actions to the song e.g. 1. & 4. Wave hands goodbye 2. Mime putting coat on 3. Point to a door and mime turning a handle.
4. This song could also be performed as a round, starting after the first bar.



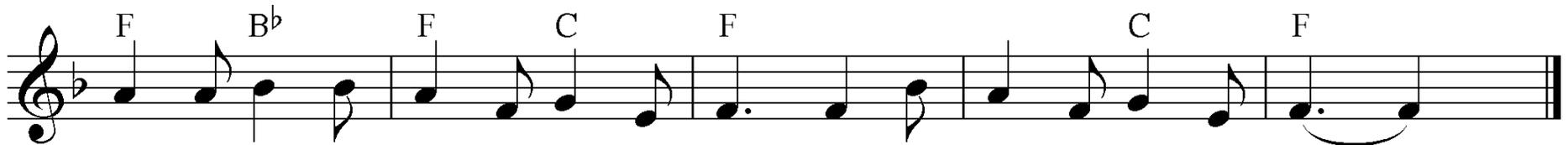
Last Night as I Lay Sleeping



Up beat/Anacrusis



1. Last night as I lay sleep - ing, I dreamed that I was ri - ding to the Isle of Skye on an



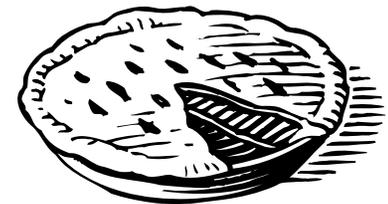
ap - ple pie and back a - gain by morn - ing, and back a - gain, my love. —

1. Last night as I lay sleeping,
I dreamed that I was riding
To the Isle of Skye on an apple pie
And back again by morning,
And back again, my love.

2. Last night as I lay sleeping,
I dreamed that I was flying
To the Isle of Mull on a herring gull
And back again by morning,
And back again, my love.

3. Last night as I lay sleeping,
I dreamed that I was sailing
To the Isle of Man in a frying pan
And back again by morning,
And back again, my love.

- Compound time Signature 6/8
- Major tonality
- Up beat/anacrusis
- High and low
- Rhythmic & melodic repetition
- Function - lullaby





29 Listening Example

Horizon

This Manx music extract demonstrates:

- Free time signature where there is no definite beat to refer to
- ICT - use of effects on a music programme

Activity Ideas:

1. Draw shapes with hands in response to the music
2. Talk about the instrumentation i.e. [low] *tin whistle* & *keyboard/synthesizer*
3. Compose your own piece of music in free time e.g. use a music writing programme such as *Garageband*.



30 Listening Example

Jerrey y Funk

This Manx music extract demonstrates:

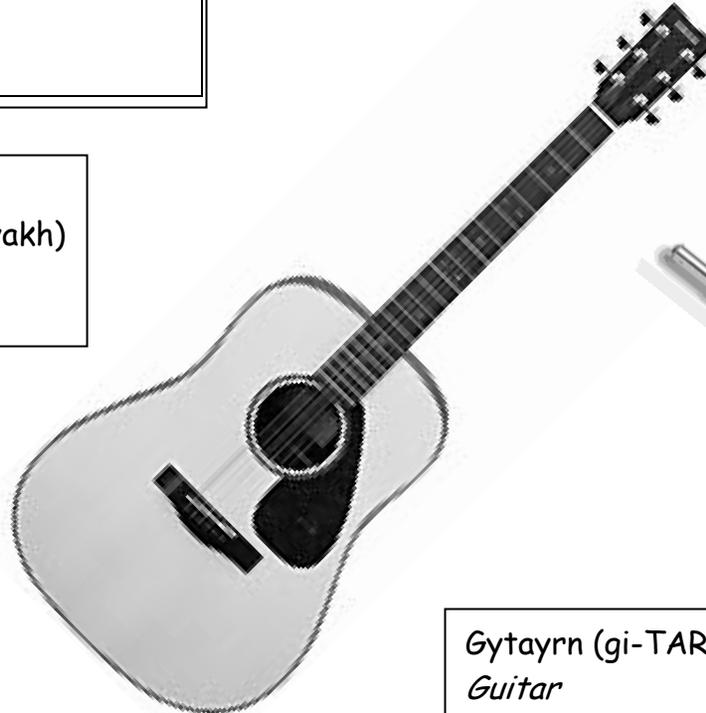
- Fast tempo with strong beat
- Middle section - long sustained sounds on *flutes* in contrast to short sounds on *guitar*

Activity Ideas

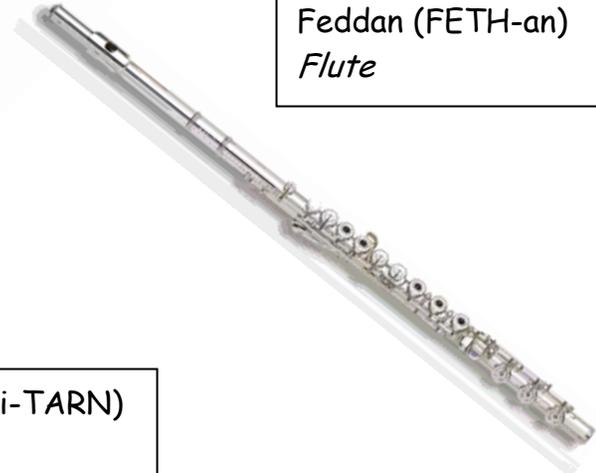
- Clap/tap along with a strong steady beat



Feddag stannagh
(FETH-ag STANN-yakh)
Tin Whistle



Gytayrn (gi-TARN)
Guitar



Feddan (FETH-an)
Flute



Arrane y Glashtin

This old Manx song with updated place names [in *Italics*] tells of a Glashtin visiting different parts of the Isle of Man at night: 'He spent a night in Douglas Town and a night in Groudle Glen... oh, the dark, the dark...' In Manx folklore, a Glashtin is either a harmless dark and hairy giant who would sometimes help farmers or a dangerous water-spirit who lured locals into the sea.

V'eh oie ayns *Doug-las Town*, as oie ayns *Grou-dle Glen*.

3
 chorus

 Son dy dhoo dy dhoo. Son dy dhoo dy dhoo. V'eh

5

 oie ayns *Bulg-ham Bay*, as oie ayns *Gar-wick Glen*.

7
 chorus

 Son dy dhoo dy dhoo dy dhoo dy dhoo.

- Compound time 9/8
- Major tonality
- Dynamics < >
- Up beat/anacrusis
- High and Low
- Moods & effects
- Rhythmic repetition
- Solo & chorus
- Structure ABAC
- 3 bar phrases

Arrane y Ghlustin

1. V'eh oie ayns *Douglas Town*, as oie ayns *Groudle Glen*.

Son dy dhoo dy dhoo. Son dy dhoo dy dhoo.

V'eh oie ayns *Bulgham Bay*, as oie ayns *Garwick Glen*

Son dy dhoo dy dhoo dy dhoo dy dhoo.

2. ... *Laxey Bay* ... *Port Cornaa* ...

Ballaglass Glen ... *Maughold Head*

3. ... *Ramsey Town* ... *Point of Ayre* ...

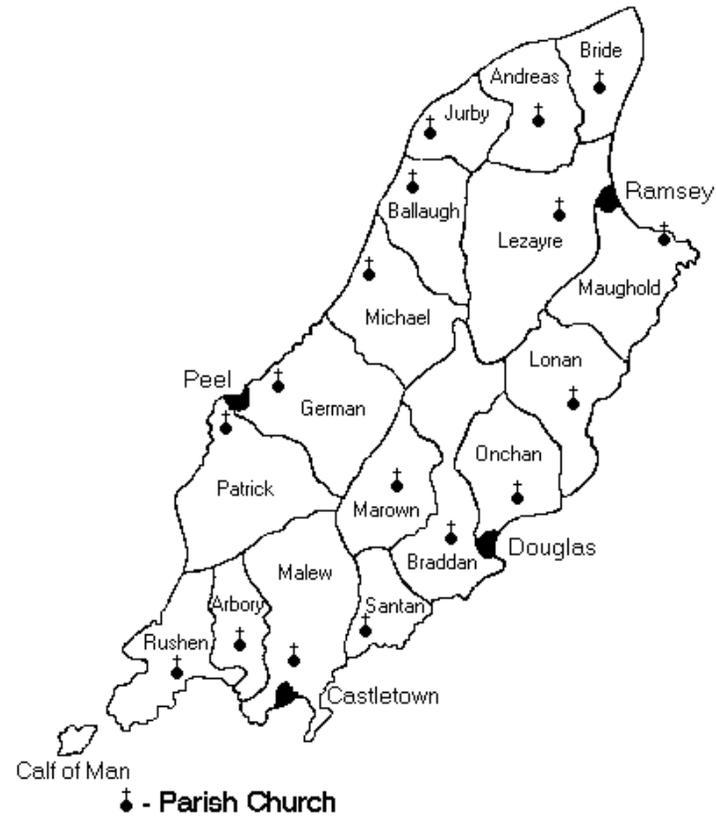
Jurby Head ... *Sulby Glen*

4. ... *Injebreck* ... *South Barrule* ...

Niarbyl Bay ... *Spanish Head*

5. ... *Calf of Man* ... *Chicken Rock* ...

Scarlett Stack ... *Silverdale*



Activity Ideas:

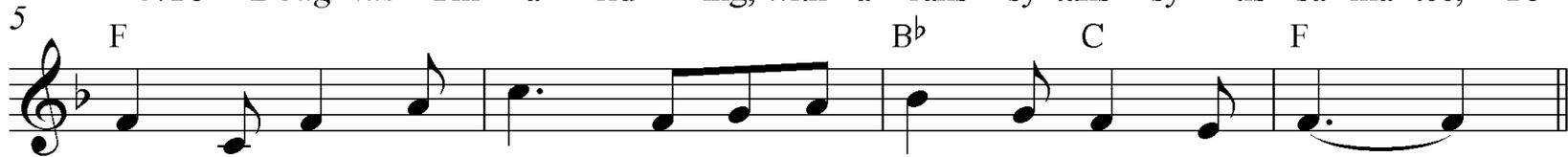
1. Create a spooky atmosphere by whispering some of the phrases, or by getting gradually louder and softer: < *crescendo* & > *diminuendo*.
2. As on CD31, have a soloist sing the 1st and 3rd lines, with everyone joining in with choruses: 'Son dy dhoo...'
3. Ask the children to follow the *Glashtin's* journey on a map of the Isle of Man. Which parishes are these place names in?
4. Think of other places which would fit the rhythms (e.g. foreign countries or shop names!) or exchange for Manx Gaelic place names. e.g. Balley Beg [Ballabeg], Ghlion Meay [Glen Maye], Skylley Stondane [Santon], Kiondroghad [Onchan].



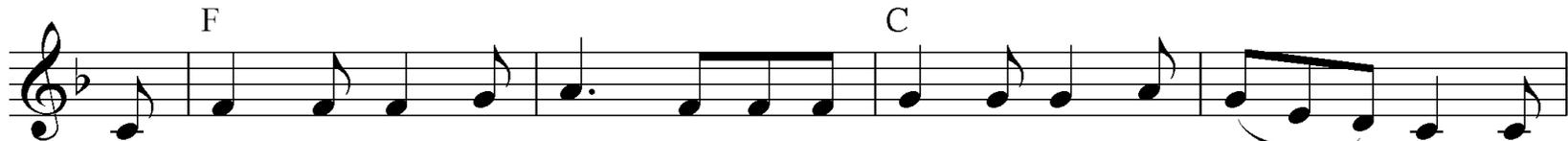
Here Comes Tom Dukes a-Riding



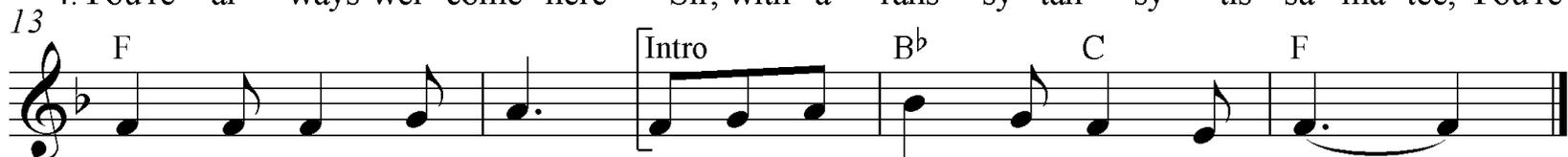
1. Here comes Tom Dukes a - rid - ing, with a rans - sy tans - sy tis - sa - ma - tee, Here
 3. To *Doug - las* I'm a - rid - ing, with a rans - sy tans - sy tis - sa - ma - tee, To



comes Tom Dukes a - rid - ing, with a rans - sy tans - sy tee. _____
Doug - las I'm a - rid - ing, with a rans - sy tans - sy tee. _____



2. Tom Dukes, where are you rid - ing? with a rans - sy tans - sy tis - sa - ma - tee, Tom
 4. You're al - ways wel - come here Sir, with a rans - sy tan - sy tis - sa - ma - tee, You're



Dukes, where are you rid - ing? with a rans - sy tans - sy tee. _____
 al - ways wel - come here Sir, with a rans - sy tans - sy tee. _____

- Compound Time Signature 6/8 - Jig
- Major Tonality
- Up beat/Anacrusis
- Melodic variation
- Rhythmic repetition
- Listening - Melody & Accompaniment
- Phrasing

Here Comes Tom Dukes a-Riding



Activity Ideas:

1. This song is likely to have derived from a traditional children's singing game called 'Three Dukes' found in Britain and America. *Try this with your class:*
 - Boys hold hands in a line facing a line of girls holding hands. They will take turns to sing each verse. Singing verse 1 the boys advance towards the girls for the first phrase and retire for the 2nd. The girls then advance and retire while singing verse 2. The same applies for the rest of the song, with the boys singing verse 3 and girls singing verse 4
2. As on CD 32, accompany the song with percussive sound effects such as the clip-clop of coconut shells
3. Ask the class to think of other place names to exchange with *Douglas*. Make up more verses
4. Listen to the folk group version played as a jig [CD33]. Discuss the instrumentation, tempo, variation in melody, etc.



34 Listening Example:

Shooyl Inneenyn

This Manx dance tune played by a Manx folk group demonstrates:

- Contrasting tempos on one piece of music: *slow A* tune - *quick B* tune
- Instrumentation in Manx folk music
- Minor tonality
- Listening - melody & accompaniment

Activity Ideas:

1. Lightly tap the beat of the music along with the CD track - note the change in tempo
2. Discuss the arrangement - how many times are the contrasting tunes played? [slow x 2, fast x 4, slow x 1]. What are the instruments? [harp, low whistle, (high) whistles, guitar, mandolin, bodhrán (drum)]. Which play the melody and which play the accompaniment? Which instruments make long and short sounds? Who comes in first? Which instruments play the slow tune at the end? What type of time signature? [simple 2/4].



Hainey Fainey

This is a traditional counting-out rhyme for the game of 'Tig'. Here the nonsense words have been adapted and set to a Manx folk tune. Pronounce 'ey' [as in Hainey or Ooilley] as 'ya'.

F B^b

Hain - ey fain - ey fig na fag, Ooill - ey dooill - ey Ad - am as nag.

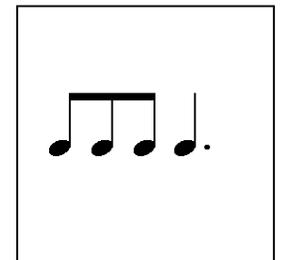
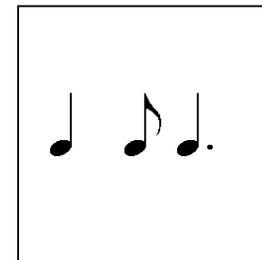
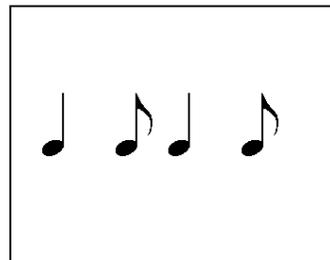
5 F B^b C F

Sto - ny rock as cal - i - co vack, Ham vam vash as Tig as a - way.

- Compound time signature 6/8
- Major tonality
- Notation - one bar different [bar 2]
- Structure - ABAB with development
- Social function of lyrics - counting game for 'tig'

Activity Ideas:

1. Chant the song on one note.
2. Make rhythm flash cards and ask pupils to put them in the correct order of the song.
3. Discuss contemporary counting rhymes used for playground games. Do they have nonsense words too? Work out their rhythmic patterns.





Y Cuccu [The Cuckoo]

The cuck - oo is a mer - ry bird, She sings as she flies; She
 brings us good tid - ings, And tells us no lies. She
 drinks the cold wa - ter to make her voice clear, So that
 she may sing — Cuck - oo, cuck - oo, The sum - mer is near.

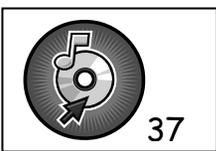


- Simple time signature 4/4
- Major tonality
- Structure - AABC
- Up beat/ anacrusis
- Pause [fermata]
- Descriptive sounds - 'cuckoo'

1. The cuckoo is a merry bird,
 She sings as she flies,
 She brings us good tidings,
 And tells us no lies.
 She drinks the cold water to
 Make her voice clear;
 So that she may sing -
 Cuckoo, cuckoo,
 The summer is near.

2. The cuckoo is a giddy bird,
 No other is like she,
 That flits across the meadow
 To sing in every tree.
 A nest she never builds,
 A vagrant she does roam;
 And her song is sad and tearful -
 Cuckoo, cuckoo,
 "I do not have a home."

3. The cuckoo is a witty bird,
 Arriving with the spring.
 When summer suns are waning
 She spreads wide her wing.
 She flies away at winter,
 She hates the rain and snow;
 And like her, I'd be singing -
 Cuckoo, cuckoo,
 And off with her I'd go!



- Simple time signature 4/4
- Major tonality
- Playing instruments
- Reading musical notation



The Cormorant

Musical notation for 'The Cormorant' in D major, 4/4 time. The piece consists of two staves of music. The first staff includes a 'D Whistle' section with fingerings (2, 2, 2, 2, 1, 2, 3, 4, 3, 3, 3, 1, 2, 3, 4, 5) and chord symbols (D, G, A, D, A). The second staff includes an 'Intro' section with fingerings (6, 6, 5, 5, 4, 4, 3, 6, 6, 5, 5, 4, 5, 6) and chord symbols (D, A, D, G, D Intro, A, D, A, D).

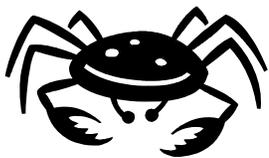


The Crabfish



Musical notation for 'The Crabfish' in D major, 4/4 time. The piece consists of two staves of music. The first staff includes an 'Intro' section with fingerings (2, 4, 2, 2, 2, 1, 3, 3, 3, 3, 3, 3, 2, 5, 4) and chord symbols (D, G, A⁷, D, A, D). The second staff includes an 'Intro' section with fingerings (6, 6, 5, 5, 4, 3, 2, 4, 4, 5, 5, 6, 6, 6) and chord symbols (D, A, D, D, A, D).

These two Manx tunes are especially good for beginner whistle, recorder and violin.
 D whistle finger numbers are given underneath the notes - see appendix 2 for the whistle fingering chart.
Activity Ideas:
 1. These tunes go well together as a set and by using the chord symbols could be accompanied by chime bars or keyboard
 2. 'The Crabfish' is a simplified version of the song overleaf. They can be sung and played together - as on CD39.



The Crabfish [Song]

There was a lit - tle man and he had a lit - tle wife, and he

loved her as dear as he loved his life, Mash - a - row dow dow dow

did - dle all the day, Mash - a - row dow dow dow did - dle all the day.

Activity Idea:
 'The Crabfish' has a simplified version for instruments overleaf. They can be sung and played together - as on CD39.

- Simple time signature 4/4
- Major tonality
- Perform with instruments
- Up beat/Anacrusis



Hi! Juan Jiggison

This lazy farm hand finds it difficult to wake up in the morning!

Translation: Hi! Juan Jiggison... Still two hours till day, boy!

Hi! Juan Jiggison... He's poor to rise in time, boy!

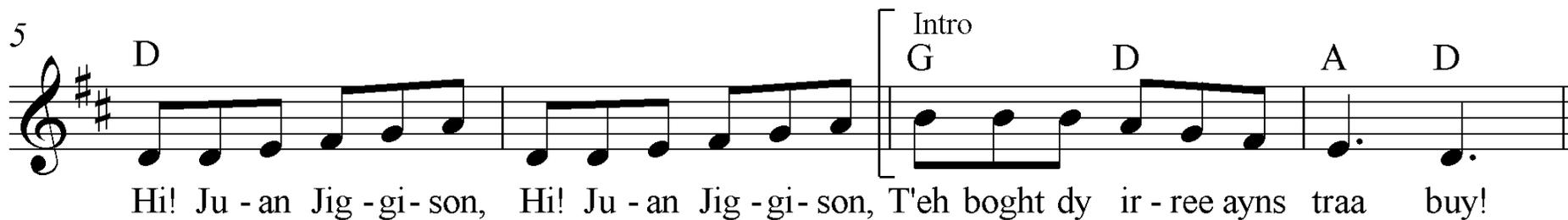


D G D A



Hi! Ju - an Jig - gi - son, Hi! Ju - an Jig - gi - son, Daa oor roish y laa buy!

5 D [Intro G D A D]

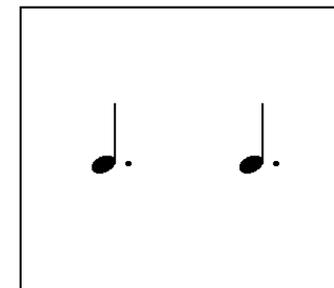
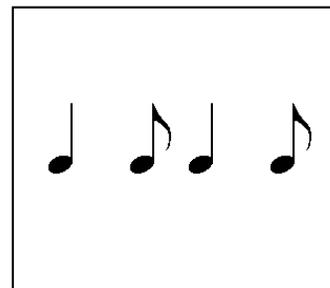
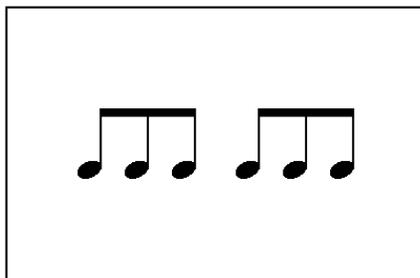


Hi! Ju - an Jig - gi - son, Hi! Ju - an Jig - gi - son, T'eh boght dy ir - ree ayns traa buy!

- Compound time 6/8
- Major tonality
- Scale - pitch
- Rhythmic patterns
- Simple notation

Activity Idea:

Make rhythm flash cards and ask pupils to put them in the correct order of the song.





Flitter Dance

A traditional dance associated with Good Friday when Manx people used to collect flitters (limpets) from the beach, cook them on an open fire, then stamp on the embers.

Activity Ideas:

1. Perform the dance to CD42
2. Tap the **dance step rhythms** along with CD42. You could click fingers for the rest or make silent gesture.

Dance Step Rhythms

1 Am 2 3 G 4 Em

5 Intro Am 6 7 G 8 Am

9 10 11 12 Em

13 Am 14 15 16 Em Am

R L R [rest] L R L [rest] R L R [rest] L [rest] R[rest]

L R L [rest] R L R [rest] L R L [rest] R[rest] L[rest]

out out out out in in in in

out out out out in in in in

- Simple Time 4/4
- Minor tonality
- Dance - moving to music
- Beats & rhythms
- Counting rests

Bars	Dance Instructions
Intro	Couples dance with left hands extended and right hands joined in processional form. Wait for Intro...
1-4	Shuffle stamp. Right-Left-Right [rest], LRL [rest], RLR [rest], L [rest] R [rest].
5-8	Shuffle stamp as above, but start on left foot LRL - RLR - LRL - R- L-
9-12	Girls dance 4 steps left passing in front of boys who simultaneously dance 4 steps right. Both partners give a single <i>balance</i> on the last step then return to places in 4 <i>side steps</i> with a single <i>balance</i> on the last. Repeat as above except on return dance 2 <i>side steps</i> (slightly longer) and 2 stamps (boys LR) (girls RL), partners joining hands and boys turning girls into place.



43

Wool Winding Song

A Niddy
Noddy

- Compound time signature 6/8
- 2 beats per bar
- Major tonality
- Structure AABC
- 32 beats!
- Beats & rhythms
- Social function of lyrics
 - work song
- One note ostinato



5

9

13

D A D

Hal - i - gan Hal - i - gan, Hal - i - gan Hal - i - gan, Hal - i - gan Hal - i - gan Lin - ky Long.

A D

Hal - i - gan Hal - i - gan, Hal - i - gan Hal - i - gan, Hal - i - gan Hal - i - gan Lin - ky Long.

A D

Lin - ky Long had a ve - ry good song and a ve - ry good song had Lin - ky Long, I'll

A G D G D A D

wa - ger a crown to a - ny of you that this is the score of the thir - ty two.

This is a Manx 'work song' collected in the 1890s and it is associated with wool-winding.

After the sheep's wool had been spun into yarn by the spinner, it was wound for use in weaving and knitting.

The wool was often wound around a wooden hand tool called a 'niddy noddy' to produce hanks of yarn.

Singing this rhythmical song while working would have ensured the lengths of wool were equally measured.

Activity Ideas:

1. Ask the children to count the beats on their fingers while listening to the first verse on CD43 and they *should* arrive at 'thirty two' as mentioned at the end of the song! Test their maths - how many beats if the song was sung twice, etc.?
2. Hold an imaginary niddy noddy in one hand and mime winding the wool around it with the other hand as you sing. Or make a real niddy noddy from card and wool! Repeat the song and gradually get faster [*accelerando*] while trying to keep the beat steady.
3. As on CD43, add a spoken or one note ostinato [D or A] of 'haligan' repeated behind song.

Reeaghyn dy Vannin [Kings of Mann]

Intro C G C chorus G C

O hi - o y varr-iaght O, O hi - o, my ski - an gial! O

5 C G C chorus G C

She mish cur ooash-ley, ooash-ley diu, O hi - o, my ski - an gial!

9 C G C chorus G C

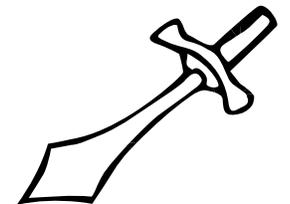
Hi - o, y varr-iaght O! O hi - o, my ski - an gial!

- Simple time signature 4/4
- Structure AA'BA'CA'
- Up beat/ anacrusis
- Repetition - melodic motifs
- Singing in parts - solo & chorus
- 3 parts
- round
- Social function of lyrics - to accompany a sword dance

Reeaghyn dy Vannin (pronounced 'Ree-agh-in the Vannin') was used to accompany the Dirk Dance, a solo male sword dance. In most Gaelic countries, this type of singing is called 'purt y beayll' which means 'mouth music'. In this dance, the music gradually gets quicker towards to the end.

Activity ideas:

1. As on CD44 perform with solo voice/s and chorus
2. As on CD45 sing lines simultaneously in 3 parts, add one part at a time or perform as a round
3. Gradually speed up (*accelerando*). Select a student to clap the beat (starting steadily and getting quicker) while others listen and follow with their singing.



Manannan Beg Mac y Leir

[Little Manannan Son of Leir]



Whistle 6 5 3 2 1 5 5 6 6 5 3 2 1 5 5 6

2 2 1 3 6 1 2 3 5 3 6 6 5 3 2 1 5 5 6

3 2 1 6 5 6 2 3 5 3 6 6 5 3 2 1 5 5 6

3 2 1 6 5 6 2 3 5 3 6 6 5 3 2 1 5 5 6

This is a song which asks the Sea God 'Manannan' to bless the fishing boats.

Activity Ideas:

1. Listen to the contrast between high and low whistles from the previous track [CD46 Nelson's Tonic]
2. Play this tune on whistle, recorder, violin, chimes or keyboard. NB. the use of high D' and E' in comparison to the previous piece. Talk about octave intervals
3. Learn the Manx or English words from the book *Ree ny Marrey*
4. Compose a new melody using the pentatonic mode.

- Simple time 4/4
- Pentatonic Mode
- 5 note scale
- uses notes DEGAB D'E'
- Structure AABACACA
- Dotted rhythms
- Repetition - motifs
- Low whistle
- Octave interval



48/49

Manannan Song

Manannan was a Sea God who lived on South Barrule [Barrool].

'Flaunys' is a Manx Gaelic term for 'paradise'. See *Ree ny Marrey* for piano accompaniment.

- Simple time signature 4/4
- Major tonality
- Structure ABAB'
- Dotted rhythms
- Question & answer
- Melodic shapes and phrasing

1. C'raad ta'n Ree? T'eh er jeet veih___ Flau - nys,
 3. Har - rish y cheayn dys Mul - lagh Var - rool.
 5. Where is the King? He has come from___ Flau - nys.
 7. Ov - er the sea to the top of Bar - rool.

1. C'raad ta'n Ree?
 T'eh er jeet veih Flaunys
 Harrish y cheayn dys mullagh Varrool.
[x 2 if singing fully in Gaelic]

2. C'rad t'eh jannoo?
 T'eh jeeaghyn my heear
 Soie fo chay er mullagh Varrool. *[x 2]*

3. Quoi ta'n Ree?
 Ta'n Ree Manannan
 Ta cashtal echey er mullagh Varrool. *[x2]*

Where is the King?
 He has come from Flaunys
 Over the sea to the top of Barrool.
[x 2 if singing fully in English]
 What is he doing?
 He's looking behind him
 Sitting under mist on top of Barrool. *[x 2]*
 Who is the King?
 The King is Manannan
 He has a castle on top of Barrool. *[x2]*

Activity Ideas:

1. This is usually sung in Manx with the verse repeated for music lines 3 and 4. The version on the CD mixes both the Manx and the English translation.
2. Soloists could sing the questions and the rest of the class sing the answers or two groups sing two lines each.



Arrane Queeyl Nieuue [Spinning Wheel Song]

As well as being a work song, Arrane Queeyl Nieuue (pron. 'Arr-airn 'k'wheel new') is associated with the folk tale 'The Lazy Wife' in Sophia Morrison's *Manx Fairy Tales*.



50/51

Snieu, wheeyl, snieu, snieu, wheeyl, snieu, Dy chooil-ley van-gan

er y vil-ley snieu_ er my skyn. Lesh y ree yn ol-lan, As

lhiam pene y snaih; Son shenn trit trot cha vow ish dy bragh!

- Simple time signature 2/4
- Major tonality
- Melodic sequencing
- Social function of lyrics - work song
- For English translation & piano accompaniment see *Ree ny Marrey*

1. Snieu, wheeyl, snieu,
 Snieu, wheeyl, snieu,
 Dy chooilley vangan er y villey
 Snieu er my skyn.
 Lesh y ree yn ollan,
 As lhiam pene y snaih;
 Son shenn trit trot
 cha vow ish dy bragh!

2. Snieu, wheeyl, snieu,
 'Rane, wheeyl, 'rane,
 As dy chooilley chlea er y thie
 Snieu er-my-hon.
 Lesh y ree yn ollan bane,
 As lhiam pene y snaih;
 Son shenn trit trot
 cha vow ish dy bragh!

3. Snieu, wheeyl, snieu,
 'Rane, wheeyl, 'rane,
 As dy chooilley tonn er y traie,
 Snieu er-my-hon.
 Lesh y ree yn ollan keeir,
 As lhiam pene y snaih;
 Son tra vees y Fidder cheet
 cha vow ish dy bragh!

The name 'Mollyndroat' can be exchanged with 'Trit Trot' to fit with the fairy tale. Also known as 'Spin Wheel Spin' or 'Snieu Wheeyl Snieu'. **Activity Idea:** Play along on whistles - see Appendix 2.



52

Hunt the Wren [Dance]



This dance and song is associated with the widespread custom of hunting the wren on St. Stephen's Day [26th Dec]. The dead wren would be suspended on a pole decorated with ribbons and evergreen leaves. Although no wrens are harmed anymore, this dance and song are still performed in the Isle of Man each year.

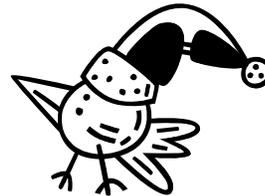
- Compound time signature 6/8
- Major tonality
- Up beat/ Anacrusis
- Structure ABA = *D.C. al fine* - return to the beginning until reaching *Fine*
- Occasion
- Moving to music - dance

Music	Bars	Dance Instructions - Adapted from Rinkaghyn Vannin
Intro		Form a large circle of couples. If possible, an extra person holds a wren pole/bush in the middle. Wait for Intro...
A	1-4	Hands joined in a ring, girls on right of boys, all swing right foot over left and stamp it on the first beat, then continue in <i>running step</i> round clockwise for 8 beats.
	5-8	All swing L foot over R and stamp it, then continue in <i>running step</i> round counter-clockwise for the next 8 beats.
B	9-12	Girls dance 2 <i>reel steps</i> forward to centre and shake their fists at the 'wren bush'. Simultaneously, boys dance 1 <i>reel step</i> backward and 1 forward.
	13-16	Girls face outwards and dance 1 <i>reel step</i> back towards original places, and a second one turning right again so that they are back in position facing inward, as at the start of the dance. Simultaneously, boys dance one <i>reel step</i> forward, honour the 'bush', turn right, and dance one <i>reel step</i> outward, finishing with backs to the centre and facing their partners. In this movement, partners pass each other by the right shoulder.
A	1-4	All couples <i>Reel spin</i> .
	5-8	Boys cross their partners handing right, move on to the next girl, take her L hand in their right and make one complete turn with her, so that she is in position on their right to start the next round as a new partner. REPEAT DANCE (Played 4 times on CD52)

Hunt the Wren [Song]

Perform these lyrics to the dance melody (overleaf)

* Sung lower than written music - voice starts on F.



1. "We'll hunt the wren," says Robin the Bobbin,
 "We'll hunt the wren," says Richard the Robin,
 "We'll hunt the wren," says Jack o' the land,
 "We'll hunt the wren," says everyone.

*"Where oh where?" says Robin the Bobbin,
 "O Where oh where?" says Richard the Robin,
 "Where oh where?" says Jack o' the land,
 "O Where oh where?" says everyone.*

"In yonder green bush," says Robin the Bobbin,
 "In yonder green bush," says Richard the Robin,
 "In yonder green bush," says Jack o' the land,
 "In yonder green bush," says everyone.

2. "How'll we eat him?" says Robin the Bobbin,
 "How'll we eat him?" says Richard the Robin,
 "How'll we eat him?" says Jack o' the land,
 "How'll we eat him?" says everyone.

*"With knives and forks," says Robin the Bobbin,
 "With knives and forks," says Richard the Robin,
 "With knives and forks," says Jack o' the land,
 "With knives and forks," says everyone.*

"Who'll come to the dinner?" says Robin the Bobbin,
 "Who'll come to the dinner?" says Richard the Robin,
 "Who'll come to the dinner?" says Jack o' the land,
 "Who'll come to the dinner?" says everyone.

3. "The King and the Queen," says Robin the Bobbin,
 "The King and the Queen," says Richard the Robin,
 "The King and the Queen," says Jack o' the land,
 "The King and the Queen," says everyone.

*"Eyes to the blind," says Robin the Bobbin,
 "Legs to the lame," says Richard the Robin,
 "Luck to the poor," says Jack o' the land,
 "Bones to the dogs," says everyone.*

The wren, the wren, the king of all birds,
 St. Stephen's Day was caught in the furze [gorse],
 Although he is little, his family's great,
 We pray you, good people to give us a treat.

This is a condensed version of the traditional song.
 The song is often performed to accompany the dance.

Activity Ideas:

1. As it is a very fast song, divide the lines between different groups of singers
 e.g. *Group One* could sing the first two lines and *Group Two* sings the last two lines. Everyone could sing the final verse.
2. Add untuned percussion to accentuate the beat
3. Try accompanying the Hunt the Wren dance with the song. NB. The written key for the instrumental version is at higher pitch than the vocal version on CD53.



54 English version
 55 Manx pronunciation
 56 Manx version

National Anthem

Arrane Ashoonagh



Written in 1907 by W.H. Gill, the National Anthem of the Isle of Man is based on a Manx folk tune called 'Mylecharaine'.

O___ Land of our birth, O___ gem of God's earth, O___ Is - land so
 O___ hal - loo nyn ghooie, O___ chlie-geen ny s'bwaai, Ry___ ghed-dyn er

strong and so fair; Built___ firm as Bar - rool, Thy___ throne of Home
 ooir aa - lin Yee; Ta___ dt'Ard-stoyl Reill Thie, Myr Bar-rool er ny

Rule, Makes us free as___ thy___ sweet mount - ain air._____
 hoie, Dy___ reayll shin___ ayns___ seys - nys as shee._____

- Simple triple time signature 3/4 - 3 beats per bar
- Major tonality
- Up beat/anacrusis
- Social function of lyrics - Occasion

Activity Idea: Perform with instruments e.g. violin, whistle, trumpet, etc.

See *Ree ny Marrey* for this piano accompaniment & *Manx National Song Book* for the full 8 verses.



Sea Invocation

A Manx Gaelic prayer for the fishermen



57/58/59

Chorus

Em D Em C Em G Em

Geay jeh'n aer, ta my ghraih er y cheayn, Ho ro y ree y ro, Ho ro y ree y ro.
 Wind of the air, my love's on the sea,

7 D Em

Jean yn ear - ish kiune as meein, Ho ro y ree y ro, Ho ro y ree y ro.
 Make the weath - er calm and fair,

13 Em D Em G D

Shon - est, Leod - est as y Raa, Cur aigh vie as mayn - rys da,
 Shon - est, Leod - est and the Raa, Grant good luck and for - tune to him,

17 Em D Em C Em G Em

Slaynt as shee as eash dy vea, Ho ro y ree y ro, Ho ro y ree y ro.
 Health and wealth and length of life,

NB. *Raa* can be pronounced as either 'rare' or 'ray' and *da* as 'dare' or day'

Activity ideas:

1. As on CD58, have a soloist or small group sing the first parts, with everyone else on the 'Ho ro' chorus
2. As on CD59 sing the 'Ho ro' chorus as a round starting one bar after another
3. This key is suitable for whistle and violin so try adding instruments.

- Simple time signature 4/4
- Major tonality
- Singing in parts
- Solo and chorus
- Round
- Structure ABCBCDAB
- Social function of lyrics - blessing

Shiaull y Cheayn [Sailing the Sea]



61

Optional Chorus

9

17

25

Intro

Through the mist I see them app - ear - ing; Boats a - hoy! Boats a - hoy!

Long the wait - ing the wom - en were fear - ing; Now at last they take joy.

Round the Head brown sails are bea - ting; Mak - ing home, Rol - ling home.

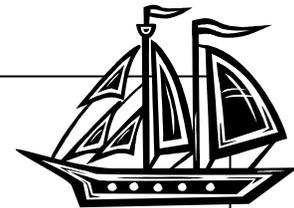
Soon shall sing the hap - py gree - ting; All a shore, Here they come!

- Simple triple time signature 3/4
- Major tonality
- Singing in parts
- Harmony in major third intervals
- Structure AABB
- Solo & chorus
- Social function of lyrics - fishing

Pronounce 'Shiaull y Cheayn' as 'shawl er hean'. Song is also titled 'The Return of the Boats'.

Activity ideas:

1. Sing in unison by following the upper melody
2. Solo and chorus - Solo singer or small group and chorus
3. As demonstrated on CD56 and written above, this song can be performed in two part harmony by singing a major 3rd below the melody. Finish on the same note.

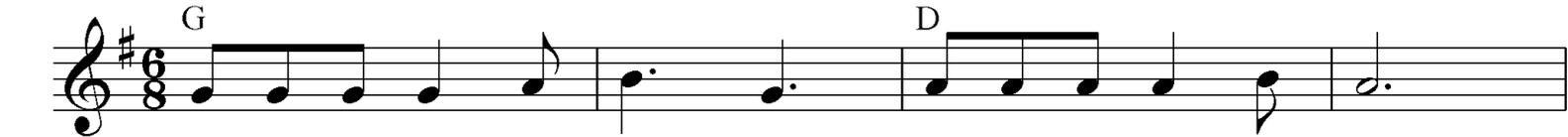




Peddyr Beg Swynkle

This is an old children's rhyme set to new music. The words 'fo yn voayrd' and 'fo yn chair' mean 'under the table' and 'under the chair'. The music deliberately descends in pitch to illustrate the meaning - *word painting*.

- Compound signature 6/8
- Major tonality
- Structure AABA'
- Word painting



 Ped - dyr beg swyn - kle swyn - kle, Ped - dyr beg swyn - kle swee.



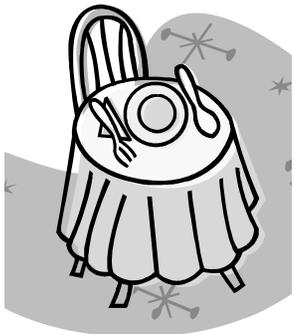
 Haink y bug-gane rish Ped - dyr As Ped - dyr boght ec y vee.



 Roie y bug-gane fo yn voayrd, As roie Ped - dyr fo yn chair.



 Dooyrt y bug-gane rish Ped - dyr, Cha jea-nym rhyt veg-gan ag - gair.



Translation:

Little Peter swynkle swynkle,
 Little Peter swynkle swee.
 The buggane came to Peter,
 And poor Peter at his meat.

The buggane ran under the table
 And Peter ran under the chair;
 Said the buggane to Peter,
 I'll do you no harm - so there.



Arrane Ben-Vlieaun

[Song of the Milkmaid]

1. Cur dty vain - ney, cur dty vain - ney, choud's mish ta goaill ar - rane. Lhig yn
 2. Mie dty vain - ney, mie dty vain - ney, lesh key son yn eeym. Jean dty

5
 curn nish goll har - rish lesh dty vain - ney my vooa veen. Ban-nacht
 chooid share dty cur dou palch - ey as yiw ous toil - ley oarn.

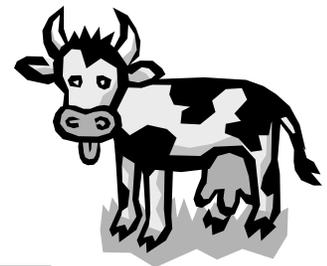
9
 Jee nish cur orts nish, Ayr as Mac as Spyr-ryd Noo. As

13
 Moir - rey ban - nit bish - ee Dty vain - ney my vooa.

Chorus

Intro

- Pentatonic Mode
 - DEGAB D'E'
 - Simple Time 3/4
 - Verse & Chorus
 - Up beat/anacrusis
 - Social function of lyrics - work song & blessing
- See *Ree ny Marrey* for piano acc.



Also known as 'Cur dty Vainney' [Give your Milk] this song asks for a blessing to be made on the milk.

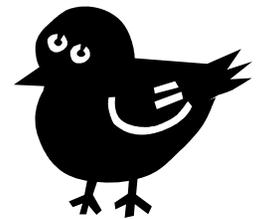
Activity ideas:

1. This melody is in the pentatonic mode [G scale]. Play this on a melodic instrument such as D whistle, violin, keyboard or chime bars. See Appendix 3 for whistle & violin finger numbers
2. Experiment with harmonies by holding on pedal notes from the 'pentatone'
3. Compose a new melody using the pentatonic mode.



65/66

Ushag Veg Ruy [Little Red Bird]



Ush - ag veg ruy ny moan - ee doo, moan - ee doo, moan - ee doo.

Ush - ag veg ruy ny moan - ee doo, c'raad chad - dil oo riyr 'syn oie.

- Simple Time 3/4
- Minor tonality - mood
- Verse & chorus
- Melody & accompaniment

The *chorus* of this song asks: "Little red bird of black moor... where did you sleep in the night?" In the *verses* the bird answers that he had a wretched night's sleep as he had to sleep on top of a bush, a briar and then a wave. Finally, in verse 4, he gets a peaceful night's sleep - between two leaves.

Activity Idea: Listen to CD66 (not at written pitch) and discuss the arrangement. Choose soloists/small groups to sing individual verses while the rest sing the chorus.

Chorus/Co-chiaull

*Ushag veg ruy ny moanee doo, moanee doo, moanee doo,
Ushag veg ruy ny moanee doo, c'raad chaddil oo riyr 'syn oie?*

1. Nagh chaddil mish riyer er baare y croww, baare y croww, baare y croww,
Nagh chaddil mish riyer er baare y croww, as Ogh! my chadley cha treih.

Chorus/Co-chiaull

2. Nagh chaddil mish riyer er baare y dress, baare y dress, baare y dress,
Nagh chaddil mish riyer er baare y dress, as Ogh! my chadley cha treih.

Chorus/Co-chiaull

3. Nagh chaddil mish riyer er baare y tonn, baare y tonn, baare y tonn,
Nagh chaddil mish riyer er baare y tonn, as Ogh! my chadley cha treih.

Chorus/Co-chiaull

4. Chaddil mish riyer eddyr daa ghuillag, eddyr daa ghuillag, eddyr daa ghuillllag,
Chaddil mish riyer er eddyr daa ghuillag, as Ogh! my chadley cha kiune.





Manx Dance Steps

Descriptions adapted from *Rinkaghyn Vannin* (1983)

Manx Waltz

Partners stand close together side by side, boy's right arm round the girl's waist and girl's left hand on the boy's right shoulder. The outside hands are joined, the boy's palm facing upwards, the girl's placed on top and the arms extended obliquely downwards. Keeping this position partners revolve clockwise with **Manx reel step**, beginning with the right foot.

Arms Raised

Raise both arms in 'W' shape so hands are at shoulder height with arms slightly bent.

Slip Step

When dancing sideways in a circle, place emphasis on directional foot [i.e. left for clockwise] and follow with the other.

Balance

Step on to the right foot and swing the left foot across in front of it; then step on to the left foot and swing the right foot across.

Manx Side Step

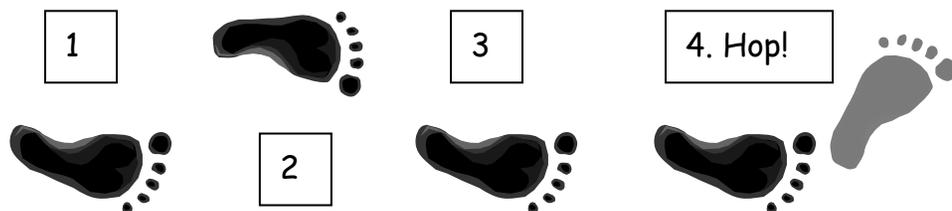
A rather smooth step. When moving to the right, dancers take a small spring sideways on to the right foot, then bringing up the left foot behind the right, transfer the weight on to the left foot (2 beats).

Reel Spin

A spin occupies 4 beats. In the pivot the weight is kept over the right foot, the turn being made on the ball of the right foot, the 'push off' being given with the toe of the left.

Manx Reel Step

1 step occupies 4 beats. 3 small running steps keeping the feet close to the ground and a hop on the 4th beat swinging the free foot across in front of the other ankle with a slight inward 'kick'. **R.L.R. Hop R. - L.R.L. Hop L. etc.**

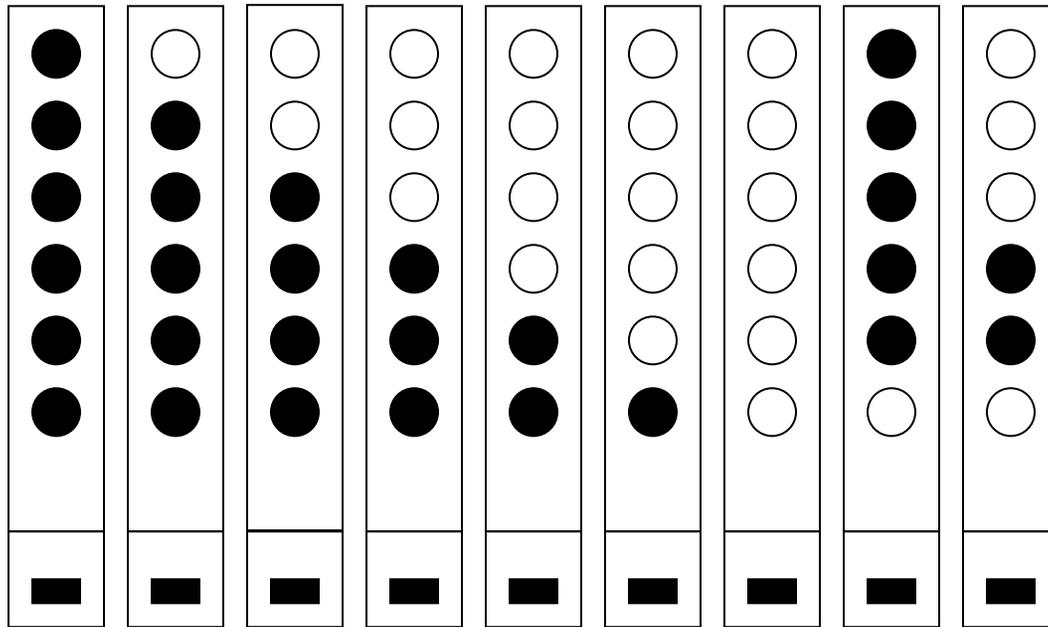
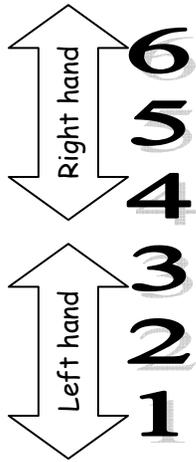


Appendix 2

Tin/Penny Whistle Finger Chart (D Major)

* Note that the chart shows the whistle mouthpiece at the bottom.

D E F# G A B C# D' C_♮(natural)

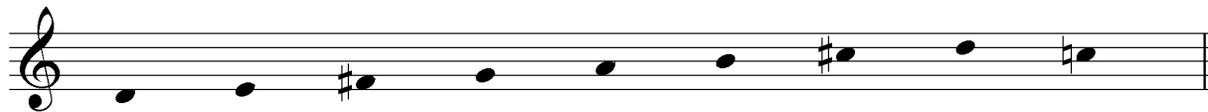


● = Covered hole
 — = Above a number indicates playing an octave above by over-blowing



Mouth piece

6 5 4 3 2 1 0 6̄ 1/2



TIPS ON GETTING STARTED

1. With the whistle mouth piece pointing towards you, put the 3 middle fingers [index, middle & ring] of your LEFT hand over the top 3 holes (finger numbers 1, 2, 3). Put the same middle fingers of your RIGHT hand over the bottom 3 holes (4, 5, 6). You can support the whistle by placing your thumbs behind. Cover holes firmly with the pads of your fingers (not the tips), so air cannot escape. When all of the holes are covered, this is low D or 6, the lowest note you can play on this whistle.

2. Place the whistle mouth piece in your mouth (between your lips, not teeth!). Blow gently but firmly to achieve a sound. Cover the holes to produce different notes - starting at 1 [B] and adding more fingers until you reach the bottom 6 [D] is often easiest. If the notes squeak, there is either air getting through the holes or you're blowing too hard.

3. Picking up speed, try playing down from 1-6 [B-D], and back up from 6-1 [D-B].

4. Add two more notes to create the D major scale. Uncover all holes to create 0 [C#] and try the higher 6 [D' an octave above] by blowing harder (over-blowing) and releasing the 1st finger. [D major scale ascending: 6, 5, 4, 3, 2, 1, 0, 6'].

5. Similarly, over-blow to achieve any notes in the octave above.

6. Accidentals can be produced by half covering the finger holes.

Easy tunes to play:

* Dashes [-] indicate holding a note on for further beat/s

MARY HAD A LITTLE LAMB 4/4

1 2 3 2 | 1 1 1 - | 2 2 2 - | 1 1 1 - |
1 2 3 2 | 1 1 1 1 | 2 2 1 2 | 3 - - - ||

TWINKLE TWINKLE LITTLE STAR 4/4

6 6 2 2 | 1 1 2 - | 3 3 4 4 | 5 5 6 - |
2 2 3 3 | 4 4 5 - | 2 2 3 3 | 4 4 5 - |
6 6 2 2 | 1 1 2 - | 3 3 4 4 | 5 5 6 - ||

THE CORMORANT 4/4 (see p.34)

2 2 2 2 | 1 2 3 4 | 3 3 3 1 | 2 3 4 5 |
6 6 5 5 | 4 4 3 - | 6 6 5 5 | 4 5 6 - ||

ARRANE QUEEYL NIEUEE 2/4 (see p.43)

2 - 2 4 | 1 - - - | 3 - 3 5 | 2 - - - |
4 4 4 4 | 3 3 3 3 | 5 6 5 4 | 6 - - - :||

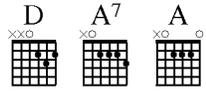
HI! JUAN JIGGISON 6/8 (see p.36)

6 - 5 4 3 2 | 6 - 5 4 3 2 | 1 - 1 2 - 4 | 5 - - 5 - - |
6 - 5 4 3 2 | 6 - 5 4 3 2 | 1 - 1 2 3 4 | 5 - - 6 - - ||



Smuggler's Lullaby

Melody



Violin

Whistle

7

D A7 D D A D D A D

0 1 2 3 0 0 3 3 2 0 0 1 2 3 0 0 3 0 0 1 2 3 0 0 3 3 2 0

6 5 4 3 2 2 3 3 4 6 6 5 4 3 2 2 6 2 6 5 4 3 2 2 3 3 4 6

0 1 2 3 0 0 1 0 3 2 1 1 2 0 1 2 3 0 0 1 0

6 5 4 3 2 6 5 6 6 4 5 5 4 6 5 4 3 2 6 5 6

Smuggler's Lullaby

Counter Melody

Violin

Whistle

7

1 0 3 2 3 1 0 3 2 3 0 1 0 3 2 3 1 0 3 2 3 1 0 3 2 3 1

4 5 6 0 6 4 5 6 0 6 2 4 5 6 0 6 5 4 2 5 4 5 6 0 6 4 5 6 0 6 4

3 2 1 0 3 0 1 0 3 2 3 1 3 2 3 0 3 0 3 2 1 0 3 0 1 0 3 2 3

2 3 4 5 6 5 4 5 6 0 6 4 6 0 6 5 6 2 2 3 4 5 6 5 4 5 6 0 6

Arrane Ben-Vlieaun

[Song of the Milkmaid]



Violin

Whistle

3 0 1 1 0 3 1 1 3 1 0 0 3 1 0 3 0

3 2 1 1 2 3 5 5 3 5 6 6 3 1 2 3 2

5

1 1 0 3 1 1 3 1 0 0 1 3 3 3 1

1 1 2 3 5 5 3 5 6 6 5 3 3 3 1

9

3 3 0 3 1 1 3 1 3 3 0 3 0 3 0

6 6 5 6 1 1 3 1 6 6 5 6 2 3 2

13

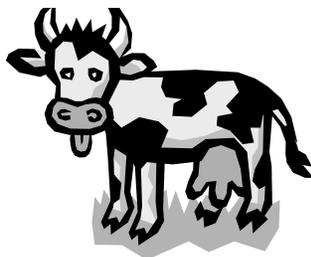
1 1 0 3 1 1 3 1 0 0 1 3 3

1 1 2 3 5 5 3 5 6 6 5 3 3

G C G D

G C G C G

Em G D G C G



Appendix 4 - References to the QCA National Curriculum for Music Key Stage 1 & 2

	QCA Units	Ongoing skills	Sounds interesting	The long & short of It	Feel the pulse	Taking off	What's the score?	Rain, rain, go away	Ongoing skills	Animal Magic	Play it again	The class orchestra	Dragon Scales	Painting with sound	Salt, pepper, vinegar, mustard	Ongoing skills	Cyclic patterns	Roundabout	Journey into Space	Songwriter	Stars, hide your fires	Who knows?
p.	Title/Unit no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
5	Step Dance [dance]																					
6	Fer ny Clie Click																					
7	Smuggler's Lullaby																					
8	Well Done Tom!																					
9	Jingle the Bells																					
10	Y Mheillea [dance]																					
12	A Boy to Run																					
13	Lady I have Gold and Silver																					
14	Are you Ready for a Fight?																					
15	Three Little Boats																					
16	I Have a Little Frog																					
18	Lhigey Lhigey																					
19	Little Alexander																					
20	There's the Moddha Dhoo																					
22	Birlinn Ghorree Chrovan																					
23	Cradle Song (Hurr as Thurr)																					
24	The Mollag Band Song																					
25	Traa dy Gholl dy Valley																					
26	Last Night as I Lay Sleeping																					
27	Horizon [listening]																					
27	Jerrey y Funk [listening]																					
28	Arrane y Glashtin																					
	Title/Unit no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

	QCA Units	Ongoing skills	Sounds interesting	The long & short of it	Feel the pulse	Taking off	What's the score?	Rain, rain, go away	Ongoing skills	Animal Magic	Play it again	The class orchestra	Dragon Scales	Painting with sound	Salt, pepper, vinegar, mustard	Ongoing skills	Cyclic patterns	Roundabout	Journey into Space	Songwriter	Stars, hide your fires	Who knows?
p.	Title/Unit no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
30	Here Comes Tom Dukes																					
31	Shooyl Ineenyn [listening]																					
32	Hainey Faaney																					
33	Y Cuccu																					
34	The Cormorant																					
34	The Crabfish [tune]																					
35	The Crabfish [song]																					
36	Hi Juan Jiggison																					
37	Flitter Dance [dance]																					
38	Reeaghyn dy Vannin																					
38	Wool Winding Song																					
40	Nelson's Tonic																					
41	Manannan Beg Mac Y Leirr																					
42	Manannan Song																					
43	Arrane Queeyl Nieuee																					
44	Hunt the Wren [dance]																					
46	Manx National Anthem																					
47	Sea Invocation																					
48	Juan y Jaggad Keeir																					
49	Shiaull y Cheayn																					
50	Peddyr Beg Swynkle																					
51	Arrane Ben-Vlieaun																					
52	Ushag Veg Ruy																					
	Title/Unit no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

Appendix 5

References to the Manx Curriculum

in *Gow Ayrn* & other resources

Abbreviations: KYT1 - *Kiaull yn Theay 1*; KYT2 - *Kiaull yn Theay 2*; MBM - *Manx Ballads & Music*. MNSB - *Manx National Song Book*, MNHL - *Manx National Heritage Library*; RM - *Roie Mygeayrt*, RNM - *Ree ny Marrey*.

History

Unit 1 Toys: [Playground Games] 'Lhigey Lhigey' (p.18), 'Little Alexander' (p.19), 'Here Comes Tom Dukes' (p.30), 'Hainey Fainey' (p.32)

Unit 2 Homes: Lady I Have Gold & Silver (p.13), Peddyr Beg Swynkle (p.50), The Ould Times***

Unit 3 Notable Events: Ellan Vannin Tragedy 'Ellan Vannin Tragedy' (MNSB:270 & CD Mannin Folk *Through the Years*), **Starting of the Laxey Wheel** 'The Laxey Wheel' (MNSB:280), **Launch of the Star of India** 'Euterpe Beautiful Star' [Star of India]* **Wreck of the Brig Lily** 'Brig Lily'* **Wreck of the Herring Fleet** 'The Wreck of the Herring Fleet' (MNSB:24), 'Loss of the Herring Boats' (MBM:150&154 words only), **Coming of the Railways** 'A New Song on the Opening of the Douglas & Peel Railway' (1873 Words only)** 'Bulgham Bombshell', 'Ride the Rails' (CD Mannin Folk), **Other** 'Battle of Pairk-ny-Earkan'***, 'Birlinn Ghorree Chrovan' ('Godred Chrovan's Galley' p.22/MNSB:268/RNM:4), 'Are you Ready for a Fight?' (p.14), 'Riding in the T.T. Races' (MNSB:218), 'T.T. Hall of Fame' (MNSB:277), 'Thurot' [Naval battle between Captains Thurot and Elliot in 1760] (MNSB:64), 'Thurot as Elliot' (MBM:28&236)

Unit 4 Seaside Holidays: 'Kelly, the Carman' (MNSB:204), 'Flanagan' (MNSB:207), 'Has Anybody Here Seen Kelly?' (MNSB:210), 'The Isle of Man' (MNSB:213), 'The Dear Old Isle of Man' (MNSB:216). Listen to Florrie Ford sing at www.manxheritage.org

Unit 5/9 Famous People:

Folklore & Collectors: **Sophia Morrison**, **Dr. J. Clague**, **W.H. Gill**, **Mona Douglas** 'There's the Moddha Dhoo' (p.20), 'Arrane y Glashtin' (p.28), 'Arrane Queeyl Nieuwee' (p.43), 'Peddyr Beg Swynkle' (p.50), 'The Nimble Mower' (RNM:1), 'Arrane ny Fee' (Fairies' Song RNM:6), 'Hello Little People' (MNSB:265), 'The King of the Sea' (MNSB:61), 'Hunt the Wren' (p.44), 'Arrane Ghelby' (KYT:13)

Historical Figures: **Godred Chrovan** 'Birlinn Ghorree Chrovan' ('Godred Chrovan's Galley' p.22/MNSB: 268/RNM:4), **T.E. Brown** 'When Childher Plays'* **Illiam Dhone** 'Illiam Dhoan' (MNSB:36&126), **Napoleon Bonaparte** 'The Bonny Bunch of Roses' (KYT2:11), **Captain Thurot** 'Thurot' (MNSB:64), 'Thurot as Elliot' (MBM:28&236)

Unit 6 People's Jobs:

Tourism 'Kelly, the Carman' (MNSB:204), 'Flanagan' (MNSB:207), 'Has Anybody Here Seen Kelly?' (MNSB:210), 'The Isle of Man' (MNSB:213), 'The Dear Old Isle of Man' (MNSB:216) **Farming** 'Y Mheillea' (p.10), 'Shooyl Ineenyn' (hiring fair dance p.31), 'Hi Juan Jiggison' (p.36), 'Wool Winding Song' (p.38), 'Arrane Queeyl Nieuwee' (p.43, MNSB:226), 'Arrane Ben-Vlieaun' (p.51), 'Maid of Port-e-Shee' (MNSB:112), 'The Ploughman's Song' (MNSB:136), 'The Cutting of the Turf' (MNSB:150), 'Ne Kirree Fo'n Sniaghtey' (Kirree fo Niaghtey/Sheep Under the Snow MNSB:176), 'Song of the Travelling Beggars' (MNSB:236 or RNM:52), 'Arrane ny Fee' (Fairies' Song - weaving RNM:6), 'Churning Song' (RNM:20), 'Arrane y Bleih' (Grinding Song RNM:46 or MNSB:238) **Fishing & Sailing** 'Smuggler's Lullaby' (p.7), 'Three Little Boats' (p.15), 'Sea Invocation' (p.47), 'Shiaull y Cheayn' (p.49), 'Cruise of the 'Tiger'' (MNSB:18), 'A Ship Sailing' (MNSB:249), 'The Harvest of the Sea' (Manx Fishermen's Evening Hymn MNSB:158), 'The King of the

- Sea' (MNSB:61), 'Shiaull Ersooyl' (Sail Away RNM:10), 'Vesper Hymn' (RNM:24), 'She Lhong Honnick Mee' (A Ship did I See RNM:33), 'The Fishermen of Mann' (CD *The Best That's In!*) **Mining** 'The Laxey Wheel' (MNSB:280), 'Foxdale Miner' (CD Mannin Folk)
- Unit 7 Celts: Myths & beliefs** [See Unit 5/9 Folklore & Collectors], 'Clean Suggane' or 'Invocation to St. Bridget' (RNM:72), 'Hop tu naa' (see MHF Hop tu Naa Education Pack), 'Hunt the Wren' (p.45), 'Manannan Song' (p. 42), 'Manannan Beg Mac y Leir' (p.41), 'Kiark Katreeney Marroo' (see p.20), 'The Nimble Mower' (RNM:1), 'St. Bridget's Day'*** [Manx Gaelic greetings - see *Roie Mygeayrt*]
- Unit 8 Life in Tudor Times: Illiam Dhone** 'Illiam Dhoan' [MNSB:36 & 126], 'Rushen Abbey'**
- Unit 10 Vikings:** 'Are you ready for a Fight?' (p.14), 'Birlinn Ghorree Chrovan' (p. 22, MNSB:268 & RNM:4), 'Heroes All! Row Slowly Forward' (MNSB:100), 'The Battle of Santwat' (MNSB:142), 'Birth of a Nation' (MNSB:272), 'Song of the Viking Princess'**
- Unit 14 Victorian Times: Children:** 'Step Dance' (p.5), 'Fer ny Clien Click' (p.6), 'Jingle the Bells' (p.9), 'A Boy to Run' (p.12), 'Lhigey Lhigey' (p.18), 'Little Alexander' (p. 19), 'Cradle Song' (p.23), 'Here Comes Tom Dukes' (p.30), 'Hainey Fainey' (p.32), 'Hi Juan Jiggison' (p.36), 'Hush, Little Darling' (MNSB:22), 'Slumber Song' (MNSB:242)
- Unit 17 What was it like to live in the Isle of Man in the past?** [see Unit 6 People's Jobs], **Marriage & Dowry** 'A Manx Wedding' (MNSB:118), 'Mylecharane' (MNSB:48), 'The Toghyr Song' (RNM:34), **Tradition** 'Good-night Song' (MNSB:252 or 'Arrane Oie Vie' RNM:50), 'The Washing Song' (MNSB:254), **Emigration & Nostalgia** 'Ellan Vannin' (RNM:60 & download***), 'The Ould Times'***
- Calendar Customs** 'Hop tu naa' (see Education Pack), 'Y Mheillea' (p.10), 'Flitter Dance' (p.37), 'Hunt the Wren' (p.44), 'The White Boys' Song' ('Carval ny Guillyn Baney' KYT2:81), **Market** 'Lhigey Lhigey' (p.18)

Geography

Placenames 'Little Alexander' (p.19), 'Cradle Song' (p.23), 'Arrane y Glashtin' (p.28), 'Ramsey Town' (MNSB:107), 'The Bells of Old Kirk Braddan' (MNSB:171), [See **History Unit 4 Seaside Holidays**], 'Hello, Little People' (MNSB:165), 'Laxey Wheel' (MNSB:280), 'The Spinster of Peel' (RNM:18), 'Skeeylley Breeshey' (Kirk Bride RNM:68) **Transport** 'Give me the busfare to Douglas' (MNSB:282), 'Riding in the T.T. Races' (MNSB:218), 'T.T. Hall of Fame' (MNSB:277), 'Song of the Three Steamers'*** **Weather** 'The Seasons'***

Wildlife 'Hunt the Wren' (p.44), 'Ushag Veg Ruy' (p.52), 'Song for the Terns' (MNSB:274)

Religious Education

Christmas 'Three Little Boats' (p.15), 'Oikan ayns Bethlehem' (Birth in Bethlehem RNM:28), 'The Stranger' (RNM:30), 'She Shoh yn Laa' (This is the Day RNM:75), 'Tra va Ruggit Creest' (When Christ was Born RNM:76 or MNSB:258), 'Sing Soft and Low' (RNM:78), 'O S'feayr yn Gheay' (Cold Blows the Wind RNM:86), 'The Baby Boy Carol' (RNM:88), 'Cadlee ny Moidyn Moirrey' (Lullaby of the Virgin Mary MNSB:256), 'Yeeseay Creest'* , 'Shee er Sheelnaue' (Peace on Mankind)* **Easter** 'Flitter Dance' (danced on Good Friday p.37)

* Contact the Manx Music Specialist for details: manxmusicspecialist@mhf.org.im

** These pieces are held in the Manx National Heritage Library (Manx Museum). Search on www.manxheritagemusic.org for more details.

*** Download from www.manxheritagemusic.org

Sources and Alterations

Unless stated, all adaptations by C. Woolley 2007

Abbreviations: EFDSS - English Folk Dance & Song Society; KV - *Kiaull Vannin*; KYT1 - *Kiaull yn Theay 1*; KYT2 - *Kiaull yn Theay 2*; MBM - Manx Ballads & Music. MNSB - *Manx National Song Book*; MNHL - Manx National Heritage Library; RM - *Roie Mygeayrt*; RNM - *Ree ny Marrey*; RV - *Rinkaghyn Vannin*.

Step Dance

Melody collected by Dr. J. Clague, W.H. & J.F. Gill ca. 1890. KYT1:34. Dance coll. Mona Douglas. Adapted from RV:12.

Fer ny Clein Click Smuggler's Lullaby

Coll. A. W Moore (ca. 1890). Melody adapted to combine with 'Smugglers Lullaby'. See KYT2:44. [Arrane Ben Drogh Hraghtalagh]. Coll. M. Douglas. In MNSB:246-8 (English & Manx combined).

Well Done Tom!

Coll. Clague/Gill. KYT2:82. Adapted from 'Arrane Meshtallagh' [Drinking Song] or 'Poor Tom'.

Jingle the Bells for Charlie Y Mheillea

[Originally called 'Manx Round']. Coll. Miss J. Kermode [Cushag] in 1912. MNHL MS 08979.

A Boy to Run

Coll. M. Douglas. Dance adapted from RV:16.

Lady I have Gold and Silver

Coll. Clague/Gill. Scottish traditional lyrics in P.W. Caine (1931). Melody adapted. Original is in 3/8.

Coll. Clague/Gill. Lyrics adapted from various Plough Monday plays - England & USA. See EFDSS *Plough Monday to Hocktide* (1995).

Are you Ready for a Fight?

Coll. Clague/Gill. Original lyrics: 'Are you ready for a fight? We are the rovers... We are the Roman soldiers'. Adapted by C. Woolley & Cinzia Curtis.

Three Little Boats

Coll. Clague/Gill. Lyrics from *Music of the Nineteenth Century* MNHL MD 778 Acc. 8073 no. 4.

I Have a Little Frog

Manx traditional dance melody to 'Hyndaa y Bwoailley'. Accompaniment adapted from W.H. Gill 1898. Lyrics from poem: 'I Have a Little Frog'. Anon. Adapted by C. Woolley & C. Curtis 2007.

Lhigey Lhigey

Coll. Mona Douglas. Piano accompaniment by F. Bazin RNM:12-3.

Little Alexander

Coll. Clague/Gill. Melody adapted. Lyrics reconstructed from variants of 'Little Sally Waters'.

There's the Moddha Dhoo

Originally coll. A.W. Moore as 'Kiark Katreeney (Catriney) Marroo'. See MBM:68-9 & KYT2:43. New lyrics by Miss J. Kermode [Cushag] MNHL MS 08979 ca. 1910 and adapted by C. Woolley.

Birlinn Ghorree Chrovan

Hebridean melody with Manx lyrics written by Doolish y Karagher, Brain MacStoyll and Seoras y Creayrie. For full version see MNSB:268&9 or RNM:4-5.

Cradle Song (Hurr as Thurr)

Traditional lullaby collected by John Nelson, Ramsey 1904. In Gilchrist 1924-6:311.

The Mollag Band Song

P. Leighton Stowell Collection. In KV:342. Melody simplified by C. Woolley.

Traa dy Gholl dy Valley

Lyrics, music & arrangement by A. Kissack in RM:40.

Last Night as I Lay Sleeping

Collected in Scotland by Louise Martin 2007. Reference to the Isle of Man.

Horizon

Composed by M. Stitt and C. Woolley - *A Nation's Lifeline*: Isle of Man Steam Packet DVD (2005).

Jerrey y Funk

Manx melody 'Jerrey y Theihll' (coll. Clague/Gill) arranged by Skeal on CD *Long Story* (2005).

Arrane y Glashtin	Coll. Clague/Gill. See Gilchrist 1924-6 for lyrics. Melody and lyrics adapted. Original is in 3/8.
Here Comes Tom Dukes	Coll. Clague/Gill. Lyrics from <i>Vocabulary of the Anglo-Manx Dialect</i> (1924). Adapted and extra verses written by C. Woolley & C. Curtis 2007.
Shooyl Ineenyn	Manx dance melody arranged by Paitchyn Vannin. From CD <i>The Best That's In</i> (2001).
Hainey Fainey	Traditional counting-out rhyme from Maughold. Coll. A.P. Graves. See <i>Mannin</i> Vol. 2 (1913). Also in <i>Vocabulary of the Anglo-Manx Dialect</i> (1924). Set to 'Untitled Jig' KV:285 by C. Woolley.
Y Cuccu	Coll. M. Douglas. KV:333. Melody simplified and lyrics adapted from several British versions - Opie 1951:139, Baring Gould & Sharp [N.D.]:68-9 & Kennedy 1975:348.
The Cormorant	[Yn shagg] Coll. Clague/Gill. KV:278/9. Adapted.
The Crabfish	[Y Partan] Coll. Clague/Gill. Melody KV:131. Melody simplified for whistle. Lyrics from 'The Crabfish' collected by Cecil Sharp in 1904 from Mrs Overd, Somerset. In Lloyd 1967:47.
Hi! Juan Jiggison	Coll. Clague/Gill. See RNM:69. Melody & Lyrics simplified.
Flitter Dance	Coll. M. Douglas. KV:325. Dance instructions from RV:12.
Wool Winding Song	Coll. Clague/Gill Collection. KV:208. See RNM:45. Although the title implies an association with wool winding, there is no written evidence of this song being connected to the 'niddy noddy'.
Reeaghyn dy Vannin	Coll. M. Douglas. See RV:37. Song adapted.
Nelson's Tonic	Melody by Peddyr Cubberley ca. 2000.
Manannan Beg Mac y Leir	Coll. M. Douglas. KV:349. See RNM:54 for lyrics.
Manannan Song	Coll. M. Douglas. KV:358. See RNM:51 for piano accompaniment.
Arrane Queeyl Nieuue	Coll. A.W. Moore & M. Douglas. See KYT1:60 & RNM:16-7. Piano accompaniment from RNM.
Hunt the Wren	[Helg yn Dreean]. Various sources. Condensed version of lyrics. Dance adapted from RV:13.
National Anthem	By W.H. Gill. Adaption of Manx melody 'Mylecharaine' with new lyrics by W.H. Gill. Piano accompaniment in RNM: 56. Original in MNSB:222&3
Sea Invocation	Coll. M. Douglas. KYT1:49. See RNM:58.
Juan y Jaggad Keeir	Coll. A.W. Moore: KYT1:10.
Shiaull y Cheayn	[alternative title - 'Return of the Boats']. Coll. Mona Douglas. MNHL 9545
Peddyr Beg Swynkle	Lyrics coll. G.W. Wood in <i>Mannin</i> Vol. 2 (1913). New melody by Breesha Maddrell (2007).
Arrane Ben-Vlieaun	Coll. M. Douglas. See RNM:22-3. [Also known as 'Cur dty Vainney'].
Ushag veg Ruy	Various sources. See RNM:42-3. Adapted lyrics. Sung by Bunscoil Ghaelgagh on <i>Cree</i> CD (2004).

Bibliography - Manx Music & Dance

All available from MNHL Museum gift shops, specialist book sellers or local libraries

Kiaull yn Theay 1 [yellow]. Colin Jerry. 1978. Yn Cheshaght Ghailckagh.

Kiaull yn Theay 2 [red]. Colin Jerry. 1979. Yn Cheshaght Ghailckagh. *Hand scripted traditional tune books with chords.*

Kiaull Vannin. Colin Jerry, ed. 1991. Peel: contact author.

Source book for Manx tunes, transcribed from the collections of Dr. John Clague and Others.

Manx Ballads and Music. A.W. Moore ed. 1896 [1998]. Douglas, Isle of Man: G. & R. Johnson [Facsimile reprint. Felinfach: Llanerch Publishers]. *Gaelic song lyrics with English translations. Features some music arrangements.*

Manx National Song Book: Combined Vols. I & II. W.H. Gill [1896] and Charles Guard [1980], eds. 2001. The Manx Experience, Douglas. *Popular Manx songs with piano accompaniment.*

Ree ny Marrey. Fenella Bazin and Charles Guard. 1994. Nelson Press Co. Ltd., Isle of Man.

Manx folk songs with piano accompaniment and chords.

Rinkaghyn Vannin: Dances of Mann. 1983. Sleih gyn Thie. *Instructional dance book with melodies.*

Roie Mygeayrt. Annie Kissack and Jenny Kissack. 2004. Manx Heritage Foundation/Mooinjey Veggey.

Rhymes and Songs in Manx Gaelic for young children. Lyrics and CD available to purchase from the authors.

Other References

EFDSS Monday to Hocktide: An Education Resource Pack for the Spring Term on British Traditions.

Rowe, D. Robson, C. ed. Taylor, M. 1995. English Folk Dance and Song Society.

English Folk-Songs for Schools. Baring Gould, S. and Sharp, Cecil. [No date]. J. Curwen & Sons, London.

Folksong in England. Lloyd, A.L. 1967 (1975). Paladin, Hertfordshire.

Folksongs of Britain and Ireland. Kennedy, Peter, ed. 1975. Cassell & Co. Ltd.

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Oxford Dictionary of Nursery Rhymes. Opie, Iona & Peter, eds. 1951. Oxford University Press, London.

Vocabulary of the Anglo-Manx Dialect. Morrison, S., Goodwin, E. & A.W. Moore. 1924.

When I was Young and Other Poems. Caine, P.W. 1931. Brown and Sons Ltd. Douglas, Isle of Man.

Further Reading & Sheet Music

- Eisht as Nish. Then & Now.*** 2007. Frank Woolley. 64 Manx piano solos of easy to moderate difficulty.
- Hop tu naa Education Pack.*** 2005. Manx Heritage Foundation. *Education Pack distributed to all Manx primary schools.*
- Kiaull Manninagh - Manx Music. A Course for Isle of Man Secondary Schools.*** Chloë Woolley for the Manx Heritage Foundation. 2005. *Education pack for Key Stage 3 with accompanying CD. Limited availability.*
- Leighton Stowell Book of Manx Dances.*** 1981. Manx Folk Dance Society.
Instructional dance book with melodies and accompanying cassette.
- Manx Dances for Schools: Key Stages 1, 2 and 3.*** Department of Education/Manx National Heritage. 1997.
Sets of videos, cassettes and music books for school use. Limited availability.
- Much Inclined to Music: The Manx and their Music Before 1918.*** Fenella Crowe Bazin. 1997. Manx Heritage Foundation, Douglas.
A history of Manx music suitable for use in schools.

The **Manx Music Database** <www.manxheritagemusic.org> contains virtually all references to Manx music and information on how to locate individual pieces of sheet music. Some music may already be transcribed and accessible online, while others may be obtainable from the *Manx Music Specialist*.
Email: manxmusicspecialist@mhf.org.im

Further Listening

- Mannin Folk. Through the Years.** 2000. RJCD04
- Paitchyn Vannin. Fragments.** 1995. MHFC1. *'Children of Mann' were a young instrumental group based at Ramsey Grammar School.*
[See *The Best That's In!*]. [Cassette only].
- Phynnodderee. There's No 'F' in Phynnodderee.** [no date]
- Phynnodderee. Y Reesht!** 2003.
Named after a mythical creature in the Isle of Man, this instrumental folk group perform a mixture of Manx and international melodies. They regularly accompany the Manx Folk Dance Society and these two albums feature most Manx dance tunes.
- Skeal. Long Story.** 2005. SKEEAL01.
- Various. Cree.** 2004. MCRC01. *Translating as 'Heart', this album was compiled to raise funds for Macmillan Cancer Relief and features a mixture of Manx Gaelic and folk groups.*
- Various. The Best That's In!** 2001. MHFCD1.
A compilation of music featuring most genres of Manx music. Available from the Manx Heritage Foundation.
- Various. Shennaghys Jiu.** 2007. Shennaghys Jiu. Contact the festival to purchase the CD. See: www.shennaghys.org



CD Track Information

Solo singers & instrumentalists include: Chloë Woolley, Cinzia Curtis, Breesha Maddrell, Annie Kissack & Katie Lawrence.
 Instrumental groups include: Sheear, Phynnoddoree, Scoill Vallajeelt, Skeal, Paitchyn Vannin, Mactullagh Vannin, Bunscoil Ghaelgagh.
 Recorded by Malcolm Stitt. Mastered by Charles Guard [Manx Heritage Foundation].

CD Track no.	Title	Artist
01	Step Dance [dance accompaniment]	Sheear
02	Fer ny Clien Click [pronunciation]	Annie
03	Fer ny Clien Click [song]	Chloë
04	Smuggler's Lullaby [instrumental]	Sheear
05	Well Done Tom!	Chloë
06	Jingle the Bells for Charlie	Chloë
07	Y Mheillea [dance acc]	Sheear
08	A Boy to Run	Chloë
09	Lady I have Gold and Silver	Chloë & Cinzia
10	Are you Ready for a Fight?	Chloë
11	Three Little Boats [song]	Chloë
12	Three Little Boats [instrumental]	Phynnoddoree
13	I Have a Little Frog	Chloë
14	Lhigey Lhigey [pron.]	Annie
15	Lhigey Lhigey [song]	Chloë
16	Lhigey Lhigey [choral]	Scoil Vallajeelt
17	Little Alexander	Chloë
18	There's the Moddha Dhoo 1	Chloë & Cinzia
19	There's the Moddha Dhoo 2	Chloë & Cinzia
20	There's the Moddha Dhoo 3	Chloë & Cinzia
21	There's the Moddha Dhoo 4	Chloë & Cinzia
22	Birlinn Ghorree Chrovan [pron.]	Annie Kissack
23	Birlinn Ghorree Chrovan [song]	Annie Kissack
24	Cradle Song (Hurr as Thurr)	Chloë
25	The Mollag Band Song	Chloë
26	Traa dy Gholl dy Valley [pron.]	Annie
27	Traa dy Gholl dy Valley [song]	Annie
28	Last Night as I Lay Sleeping	Chloë
29	Horizon [listening]	Chloë Woolley & Malcolm Stitt
30	Jerrey y Funk [listening]	Skeal
31	Arrane y Glashtin	Sheear
32	Here Comes Tom Dukes [song]	Chloë & Cinzia

33	Here Come's Tom Dukes [instrumental]	Mactullagh Vannin
34	Shooyl Ineenyn	Paitchyn Vannin
35	Hainey Fainey	Chloë
36	Y Cuccu	Chloë
37	The Cormorant	Chloë
38	The Crabfish [instrumental]	Chloë
39	The Crabfish [song]	Chloë
40	Hi! Juan Jiggison [pron.]	Breesha
41	Hi! Juan Jiggison [song]	Breesha
42	Flitter Dance [instrumental]	Sheear
43	Wool Winding Song	Chloë & Cinzia
44	Reeaghyn dy Vannin [solo & choral]	Sheear
45	Reeaghyn dy Vannin [choral]	Sheear
46	Nelson's Tonic [instrumental]	Cinzia
47	Manannan Beg Mac y Leir [tune]	Cinzia
48	Manannan Song [pron.]	Annie
49	Manannan Song [song]	Chloë
50	Arrane QueeYL NieuEE [pron.]	Annie
51	Arrane QueeYL NieuEE [song]	Chloë
52	Hunt the Wren [dance acc]	Sheear
53	Hunt the Wren [song]	Chloë
54	Manx National Anthem [song English]	Chloë
55	Manx National Anthem [pron. Manx]	Breesha
56	Manx National Anthem [song Manx]	Breesha
57	Sea Invocation [pron.]	Annie
58	Sea Invocation [solo & chorus]	Sheear
59	Sea Invocation [Ho Ro round]	Sheear
60	Juan y Jaggad Keeir	Cinzia
61	Shiaull y Cheayn	Chloë & Cinzia
62	Peddyr Beg Swynkle	Chloë
63	Arrane Ben-Vlieaun [pron.]	Annie
64	Arrane Ben-Vlieaun [song]	Chloë
65	Ushag Veg Ruy [pron.]	Annie
66	Ushag veg Ruy [song]	Bunscoil Ghaelgagh