



**The Ark**

THE HENRY GIRLS

# Tracks in the Snow



**Classroom Activity Pack:  
Music in the Classroom: Listening, Responding  
& Performing.**



## Introduction

*Tracks in the Snow* is a new music performance commission from The Ark created especially for children and written and performed by Irish band The Henry Girls with bassist Dave Redmond. This festive music show features the heavenly harmonies, playful humour and trademark folk and trad melodies of the band to bring to life some of the things that we love to do and see when the world turns white.

In this accompanying classroom pack, three songs from the show have been used as the foundation for a range of accessible ideas for exploring music in the classroom to support teachers in the delivery of the Music Curriculum.

## How to use this pack

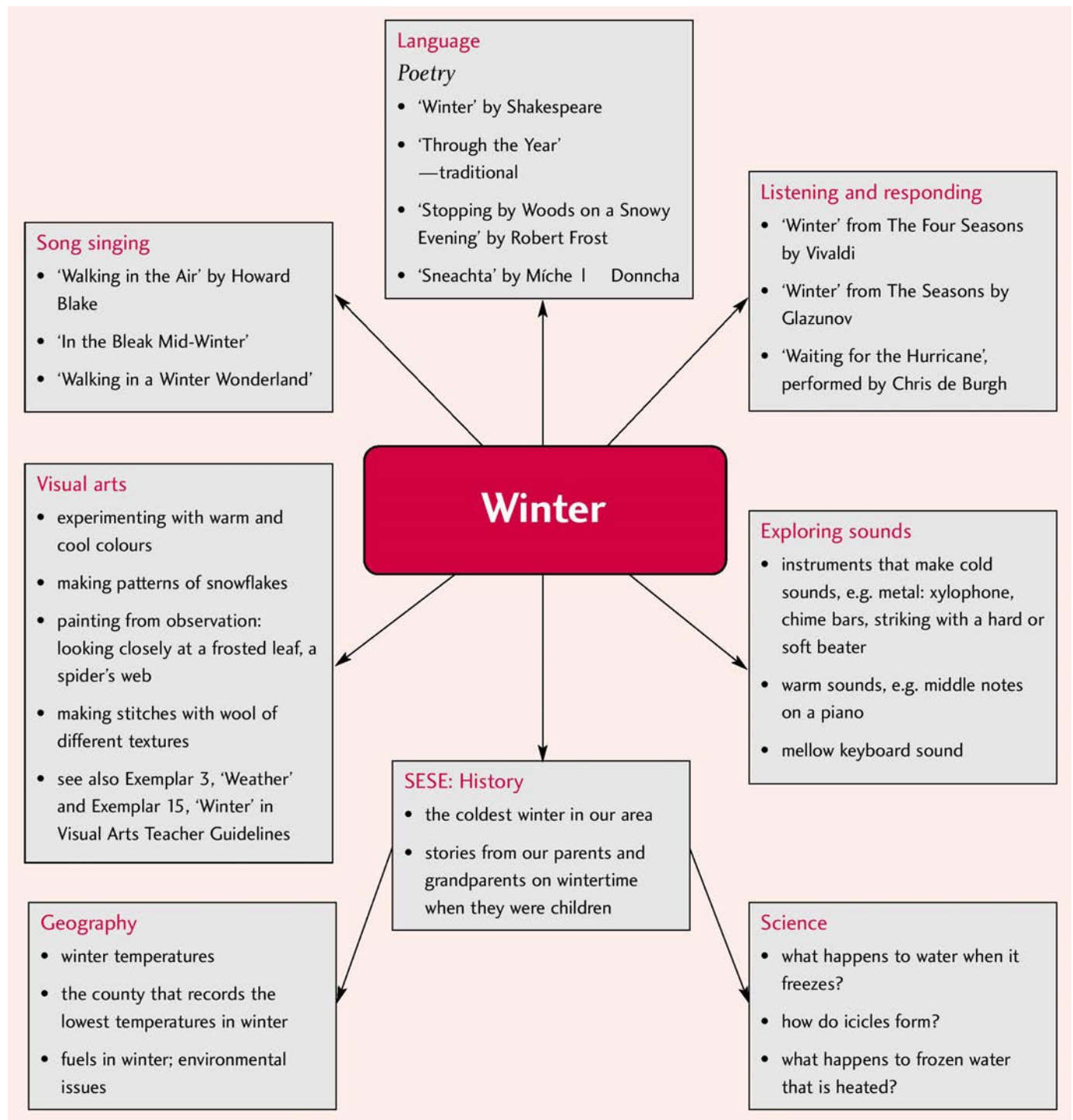
We aim for this pack to be used to further explore the performance of *Tracks in the Snow* with your pupils in the classroom either before or after attendance at a performance. The use of these activities will enhance and deepen the children's understanding and benefit from the experience of attending a performance as well as supporting their overall musical development.

All of the ideas presented here are linked to the winter theme of this music commission. However, cross-curricular integration and linkage with a range of other curricular subjects is both supported and encouraged. An example of how to approach this using the theme of winter is given on page 24 of the [Music Curriculum Teacher Guidelines](#) which is reproduced here as it may prove a useful aid for classroom planning. You are also encouraged to consider adapting the activities to themes of your own choosing as appropriate to your own thematic planning at other times of the year.

- The pack is laid out in 3 sections with each section following the same format.
- Each section uses one song from the show as its basis.
- Each starts with the notated melody, lyrics and song structure for that section's song.
- This is followed by an analysis of the song using all the key music elements outlined in the music curriculum. You can use this analysis for background understanding of the material and also as the basis for developing your students' awareness of these components in each song. You can also use the information on this analysis page to work on the exploring sounds strand units which form the basis for all compositional work.
- Finishing each section are a number of suggested music activities for the classroom. The activities allow for a range of levels and experience with some more suitable for beginners and others better suited to those with more experience. We leave it to your discretion to choose the activities suitable for the music experience level of your classes.
- All key music concepts will be developed through these activities including sense of dynamics, pitch development, rhythmic development, a sense of tempo, awareness of structure, texture, and style.
- For further advice on song singing in the classroom see [Music Curriculum Teachers guidelines](#) page 70 to 88.
- This pack primarily addresses the *Listening and Responding* and *Performing* curriculum strands, but also has relevance to the *Composing* strand. For additional support with composing in the classroom see our [classroom pack for A Most Peculiar Wintry Thing](#).

# Using the Theme of Winter Across the Curriculum

An example of how a theme such as Winter can be used to explore different strands across the Primary Curriculum. This approach could be used for a number of themes.



Extract from the NCCA [Music Arts Education Teacher Guidelines](#), (page 24)

# Section 1: Song: Tracks in the Snow

## Section 1

Activities based around song: **Tracks in the Snow**

Listen to the track at this link:

<https://soundcloud.com/the-ark-music/tracks-in-the-snow/s-DFQVa>

## Section 1 Contents

- Notated Melody, Lyrics & Song Structure
- Song Analysis
- Verse Notation for Tonic Solfa
- Verse Notation for Recorder/Tin Whistle
- Lyrics Wordsearch
- Classroom Activities
  - Pulse Exercise
  - Rhythm Exercise
  - Visual & Aural Exercise
  - Research Exercise
  - Structure & Performing Exercise

# Section 1: Song: Tracks in the Snow

♩ = 66

**INTRODUCTION**

4

**CHORUS**

5 Tracks in the snow tracks in the snow. Who made them? Where do they go?

6 7 8

9 Tracks in the snow, tracks in the snow. Who made them? Where do they go? The

10 11 12 13

**VERSE**

14 sun shines in my win - dow this glor - ious win - ter's day. The

15 16 17

18 snow fell hea - vy o - ver - night Now it's cal - ling me to play. I

19 20 21

22 step out - side the kitch - en door. The world is still a - sleep. I

23 24 25

26 not - ice foot - prints all a - round. Who made these tracks I see?

27 28 29 30

## Song Lyrics

### CHORUS

Tracks in the snow, tracks in the snow  
Who made them? Where do they go?

### VERSE 1

The sun shines in my window  
This glorious winter's day  
The snow fell heavy overnight  
Now it's calling me to play  
I step outside the kitchen door  
The world is still asleep  
I notice footprints all around  
Who made these tracks I see?

### CHORUS

### VERSE 2

I walk along the garden path  
I wonder who I'll see?  
Could it be a robin

Who's hiding in the trees?  
A rustle in the bushes  
The sound of crinkling leaves  
Could it be a rabbit?  
Who made these tracks I see?

### INSTRUMENTAL

### CHORUS

### VERSE 3

Round and round I follow them  
Wondering where they go  
My feet are getting cold now  
From walking in the snow  
It couldn't be a hedgehog  
They're sleeping peacefully  
One thing I know for certain  
It's not a bumble bee

### CHORUS

# Section 1: Song: Tracks in the Snow

## Song Analysis

<b>Pulse/ Beat</b>	● 6/8 (A jig beat)
<b>Duration/ Rhythm</b>	● Compound rhythm patterns such as crotchet-quaver and quavers in groups of three ● Conducted in two ● Includes syncopation
<b>Tempo</b>	● Moderate speed ● Metronome marking: Dotted crotchet = 66
<b>Pitch</b>	● Range: A below middle C to E above middle C (= 12th), due to key change. ● Key C modulating to Key D after Verse 2 ● The song is syllabic – one note per syllable, except for melisma on ‘who’ in the chorus. ● Begins with ‘ray’, ‘me’ to ‘doh’ ● Chorus ends on ‘doh’ ● Verse ends on ‘soh’ ● High note occurs in the second last line of each verse.
<b>Dynamics</b>	● Moderately loud.
<b>Structure</b>	● Introduction: 4 bars ● Chorus ● Verse 1 ● Chorus ● Verse 2 ● Instrumental version of Chorus ● Verse 3 ● Chorus
<b>Timbre</b>	● Introduction: piano (block chords) ● Chorus and verse: harp melody and accompaniment (broken chords) ● Interlude played on violin with harp accompaniment.
<b>Texture</b>	● Melody with chordal accompaniment ● Vocal harmonies
<b>Style</b>	● Christmas song for children with a moderate 2-beat tempo ● Story with a fun ending
<b>Note</b>	● Introduction consists of eight block chords on piano ● The song ends on ‘doh’ ● The verse does not end on ‘doh’ ● Begins with ‘ray, me, doh’ ● Q & A

# Section 1: Song: Tracks in the Snow

## Tracks in the Snow

Sing in Tonic Solfa!

See [Music Curriculum Teacher Guidelines](#) Pg 96 for more info on Tonic Solfa

VERSE

14 15 16 17  
s l t d' l s d' s f l s f m s

18 19 20 21  
l t d' l s d' d' s s l s f m s s

22 23 24 25  
l t d' l s d' d' s f l s f m s

26 27 28 29 30  
l t d' r' d' s s s l s f m s

## Tracks in the Snow

Play on Descant Recorder!

VERSE

14 15 16 17

18 19 20 21

22 23 24 25

26 27 28 29 30



## Section 1: Song: Tracks in the Snow

### Lyrics Wordsearch

See if you can find the following ten words in the wordsearch below. All of these words can be heard in the song *Tracks in the Snow*.

**asleep – bumblebee – cold – footprints – hedgehog  
path – rabbit – robin – snow – tracks**





# Section 1: Song: Tracks in the Snow

## Classroom Activities: Tracks in the Snow

### 1. Pulse exercise

Conduct the song in two, using this conducting motion:



See [Music Curriculum Teacher Guidelines Pg 77](#) for more info on conducting.

### 2. Rhythm exercise

Add rhythmic accompaniment to the chorus only, using unpitched classroom percussion. Choose from the compound rhythms below.



### 3. Visual and Aural exercise

Listen to the song and listen for the animals below to be mentioned in the lyrics. Write 1, 2 and 3 under the pictures to give the order you hear them in the song. Which do you hear first?



### 4. Research exercise

Identify the animal footprints below by matching the prints with the following animals:

**ELEPHANT**

**ROBIN**

**CHIMPANZEE**

**CAT**



# Section 1: Song: Tracks in the Snow

## 5. Structure and Performing exercise

- Perform a Rondo: ABACA
- Use the words (taken from the song) to help work out the rhythm patterns
- Chant the rondo. The A section could be chanted by the full group. The B and C sections could be chanted by a smaller groups.

**A**

**6/8**

Tracks in the snow, tracks in the snow. An - i - mals made them. Where do they go?

**B**

Ro - bin, rab - bit, hedge - hog, bee. Ro - bin, rab - bit, bee.

**A**

Tracks in the snow, tracks in the snow. An - i - mals made them. Where do they go?

**C**

Not a bum - ble bee! Not a bum - ble bee!

**A**

Tracks in the snow, tracks in the snow. An - i - mals made them. Where do they go?

### Section 2

Activities based around song: **Snow Bear**

Listen to the track at this link:

<https://soundcloud.com/the-ark-music/track-2-snow-bear-by-the-henry-girls/s-drf4D>

### Contents

- Notated Melody, Lyrics & Song Structure
- Song Analysis
- Classroom Activities
  - Pulse Exercise
  - Pitch Exercise
  - Exercise in Contrasts
  - Harmony Exercise
  - Visual & Aural Exercise
  - Questions About the Music in Snow Bear
  - Research Time: Find Out About Polar Bears



## Snow Bear

♩ = 100

**INTRODUCTION**

**CHORUS**

**VERSE**

### Song Lyrics

#### INSTRUMENTAL INTRODUCTION

#### CHORUS

Snow bear (snow bear); snow bear (snow bear)  
Loves snuggling up with Mama (loves snuggling up with Mama)

#### VERSE 1

Well the winter days were over and the sun was shining in the sky  
The little bear blinked and rubbed his eyes and said "Mama, I want to go outside"  
His Mama smiled and said to him "Baby Bear, that's ok!  
It's time for you to meet the world and today is the perfect day"

#### CHORUS

#### VERSE 2

Well the little bear rolled around outside in the soft and powdery snow  
Then he went down to the water's edge, a place he didn't know  
A friendly seal called to him 'dive in and give it a lash!  
The little bear smiled and jumped right in made a great big SPLASH!

#### CHORUS

#### VERSE 3

Well the little bear met a little girl on the other side of the woods  
She was fishing in the frozen lake and she offered him some food  
Then she took him in her sled back to his mother's arms  
His Mama gave him a big bear hug and he was safe from harm

## Section 2 | Song: Snow Bear

### Song Analysis

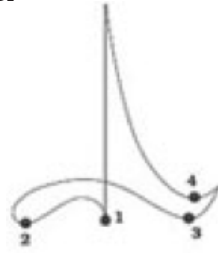
<b>Pulse/ Beat</b>	●	4/4
<b>Duration/ Rhythm</b>	●	Includes semiquavers
	●	Includes triplets
	●	Includes syncopation
	●	Includes dotted notes
<b>Tempo</b>	●	Lively
	●	Metronome marking: Crotchet = 100
<b>Pitch</b>	●	Range: A below middle C to B above middle C (= 9th).
	●	Key C with a short chromatic passage leading to a B major chord at the end of each verse
	●	The song is syllabic – one note per syllable.
	●	Begins with 'me' to 'doh'
	●	Repeated notes.
	●	Chorus ends on 'doh'
	●	Verse ends on 'te'
<b>Dynamics</b>	●	Moderately loud.
<b>Structure</b>	●	Introduction: 3 bars
	●	Chorus
	●	Verse 1
	●	Chorus
	●	Verse 2
	●	Chorus
	●	Verse 3
	●	Chorus
<b>Timbre</b>	●	Introduction: piano and jingle bells
	●	Chorus and verse: piano accompaniment (low register), jingle bells,
<b>Texture</b>	●	Melody with chordal accompaniment
	●	Vocal harmonies enrich the texture
	●	Echo effect produced by the voices
<b>Style</b>	●	Christmas song for children with a lively 4-beat tempo & sparkly vocal harmonies
	●	Word painting on 'snuggling' through the use of a sustained harmony note
<b>Note</b>	●	The song ends on 'doh'
	●	The verse does not end on 'doh'
	●	Piano introduction has a descending 4-note scale passage (s, f, m, r)
	●	Vamping piano accompaniment
	●	Low register on piano suggests the great size of an adult bear.
	●	The verses start on an upbeat / anacrusis

## Section 2 | Song: Snow Bear

### Classroom Activities: Snow Bear

#### 1. Pulse exercise

Conduct the song in 4, using this conducting motion:



See [Music Curriculum Teacher Guidelines](#) Pg 77 for more info on conducting.

#### 2. Pitch exercise

- The song begins with the tonic solfa notes 'me-doh'
- Use Kodaly / Curwen hand signs to show the interval between these notes
- Do some call and response e.g. 'me-doh-doh' / 'me-doh-me' / 'doh-doh-me-doh'
- Add 'ray'
- Sing 'Three Blind Mice' ('me-ray-doh') and 'Swing Low, Sweet Chariot' ('me-doh-me-doh-doh...')

#### 3. Exercise in Contrasts

- Focus on low and high notes. If there is a piano available, demonstrate with it.
- Show that the words low and high are different from slow and fast by giving examples of each.
- Do a group composition called 'The Planet of Extremes'. Explore opposites including fast-slow (tempo), soft-loud (dynamics) and happy-sad (mood).

#### 4. Harmony exercise

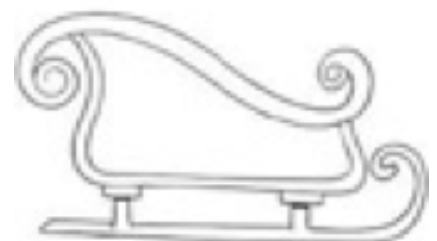
Add harmony to the chorus only, using classroom percussion

GLOCK/BELLS/CHIMES

Snow bear Snow bear loves snug-gl-ing up with ma - ma loves snug-gl-ing up with ma - ma.

#### 5. Visual and Aural exercise

Listen to the song and listen for the animals below to be mentioned in the lyrics. Write 1, 2 and 3 under the pictures to give the order you hear them in the song. Which do you hear first?





## Section 2 | Song: Snow Bear

### 6. Questions About The Music In Snow Bear.

#### Question 1:

The Introduction on piano lasts three bars. Listen carefully to it and decide which one of the following rhythm patterns best represents what you hear in the Introduction. Put a tick in one of the boxes to indicate your choice.



#### Question 2:

What is the difference between the first two Choruses?

#### Question 3:

How would you describe the music? (circle your answer)

(a) jaunty    (b) scary    (c) majestic    (d) dull

#### Question 4:

Write down a bar number where you can hear an example of each of the following:

- Semiquavers \_\_\_\_\_
- A tie \_\_\_\_\_
- A triplet \_\_\_\_\_
- A dotted quaver \_\_\_\_\_
- A dotted crotchet \_\_\_\_\_
- An accidental \_\_\_\_\_

#### Question 5:

How many bars are there in the Chorus? \_\_\_\_\_

How many bars are there in the Verse? \_\_\_\_\_

What does the metronome mark mean? \_\_\_\_\_

### 7. Research Time: Find Out About Polar Bears

Polar bears are between 6 and 9 feet tall. What is this in centimetres? \_\_\_\_\_

Polar bears weigh between 700 and 1,320 lbs. What is this in kilos? \_\_\_\_\_

How long do polar bears live? (circle your answer)

- (a) 10-15 years      (b) 20 - 25 years      (c) 30-35 years

Polar bears are carnivorous. What does this mean?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Cubs remain with their mother for (circle your answer)

- a) 6 months      (b) 1 year      (c) 2 years

### Section 3

Activities based around song: **Walking Through Winterland**

Listen to the track at this link:

<https://soundcloud.com/the-ark-music/track-3-walking-through-winterland-by-the-henry-girls/s-wTyXL>

### Contents

- Notated Melody, Lyrics & Song Structure
- Song Analysis
- Classroom Activities
  - Pulse Exercise
  - Pitch Exercise
  - Rhythm Exercise
  - Tonality Exercise
  - Visual & Aural Exercise
  - Creative Composing Exercise
  - Harmony Exercise
- Winterland Group Composition using Classroom Percussion



# Section 3 | Song: Walking Through Winterland

♩ = 170

## Walking through Winterland

### INTRODUCTION

25



26 CHORUS 27 28 29 30 31 32 33

Walk - ing through win - ter - land, oo Walk - ing through win - ter - land, what do you see?

34 35 36 37 38 39 40 41 42

Walk - ing through win - ter - land, oo Walk - ing through win - ter - land, what could it be?

43 VERSE 44 45 46 47 48 49 50

Snow fall - ing, snow fall - ing down down Snow fall - ing to the ground

51 52 53 54 55 56 57 58

Snow fall - ing, snow fall - ing, fall - ing on me.

## Song Lyrics

### CHORUS

Walking through winterland, Oooo  
Walking through winterland, what do you see?  
Walking through winterland, Oooo  
Walking through winterland, what could it be?

### VERSE 1

Snow falling, snow falling, down, down  
Snow falling to the ground  
Snow falling, snow falling, falling on me

### CHORUS

### VERSE 2

Silver bells, silver bells, hear them ring  
Bells ringing ding-a-ling  
Silver bells, silver bells, hear them ring.

### INSTRUMENTAL INTERLUDE

### CHORUS

### VERSE 3

Holly, Ivy and Christmas trees  
Wondrous, oh wondrous green  
Holly, Ivy and Christmas trees

## Section 3 | Song: Walking Through Winterland

### Song Analysis

- Pulse/ Beat** ●  $\frac{3}{4}$
- Duration/ Rhythm** ● Includes long tied notes.
- Tempo** ● Waltz time.  
● Metronome marking: Crotchet = 170
- Pitch** ● Range: A below middle C to B above middle C (= 9th).  
● Key D.  
● Descending 'lah' mode scale.  
● Melismas on the syllable 'oo' and 'snow'. The rest of the song is syllabic.  
● Begins with 'low soh' to 'doh'.  
● Chorus ends on 'me'.  
● Verse ends on 'ray'.
- Dynamics** ● Moderately soft / loud. Calm.
- Structure** ● Introduction: 25 bars (two parts: 8 + 17)  
● Chorus  
● Verse 1  
● Chorus  
● Verse 2  
● Interlude: 33 bars (two parts: 17 + 16)  
● Chorus  
● Verse 3
- Timbre** ● Introduction: piano chords, some harp; then violin plays melody, piano accompaniment.  
● Chorus and verse: piano accompaniment.  
● Interlude: harp; then violin, harp accompaniment.
- Texture** ● Melody with chordal accompaniment.  
● Vocal harmonies enrich the texture.
- Style** ● Christmas song for children with a gentle 3-beat and evocative vocal harmonies.  
● Word painting on 'snow falling'.  
● The instrumental sections use some of the vocal material.
- Note** ● The song, chorus and verse does not end on 'doh'.  
● This gives the impression that we are still walking through winterland. It is not over.  
● The 3-time beat gives the impression of dancing (rather than walking in 2 or 4-time).  
● The first two bars of the verse form a sequence (repeating a bar at a lower pitch).  
● The descending scale in the 'lah' mode. Creates a modal feel.

## Classroom Activities: Walking Through Winterland

### 1. Pulse exercise

Conduct in three, using this conducting motion:



See [Music Curriculum Teacher Guidelines](#) Pg 77 for more info on conducting.

### 2. Pitch exercise

Use hand signs to show the notes 'low soh' and 'doh'. The song begins with the notes 'soh-doh-soh-lah-te-doh'. Sing the notes in tonic solfa. Then replace the notes 'lah-te' with the notes 'me-ray'. This is called 'variation'

### 3. Rhythm exercise

The motif 'snow falling' has the rhythm 'quaver quaver crotchet'.

What other words could you sing to the music at this point? Examples: 'cat kitten' / 'dog barking'

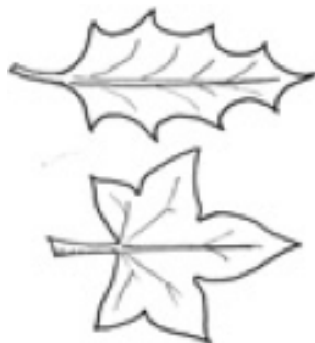
### 4. Tonality exercise

The tune at bars 43 and 44 consists of the 'lah' mode. You could play other versions of this on the piano or a pitched percussion instrument such as glockenspiel. The white notes from A to A also form the 'lah' mode. These are sung to the notes 'lah-te-doh-ray-me-fah-soh-lah'.

There are several other modes in music. We are most familiar with the major mode ('doh to doh').

### 5. Aural and Visual exercise

Listen to the song and listen for the animals below to be mentioned in the lyrics. Write 1, 2 and 3 under the pictures to give the order you hear them in the song. Which do you hear first?





## Section 3 | Song: Walking Through Winterland

### 6. Creative Composing exercise

- Invent a different 25-bar introduction in three-time
- This could contain snatches of the tune played on a tuned percussion instrument.
- The children could hum the tune.
- The introduction might be completely rhythmic with no tune.
- Someone needs to count the 25 bars.
- Someone needs to conduct.

### 7. Harmony exercise

Add the harmony notes D and A to the chorus only, using classroom percussion. Use glock / hand bells / chimes.

The note D corresponds with the tonic solfa note 'doh' and the note A corresponds with 'soh'

### ***Walking through Winterland Chorus***

GLOCK / HAND BELLS / CHIMES

VOICES

The musical score consists of two staves. The top staff is for Glock/Hand Bells/Chimes and contains a sequence of notes: D, D, A, D, D, D, A, D. Each note is enclosed in a square box. The bottom staff is for VOICES and contains a melody line with eighth and quarter notes. A slur is placed under the first three notes of the vocal line.

## Section 3 | Song: Walking Through Winterland

### Winterland Group Composition using Classroom Percussion

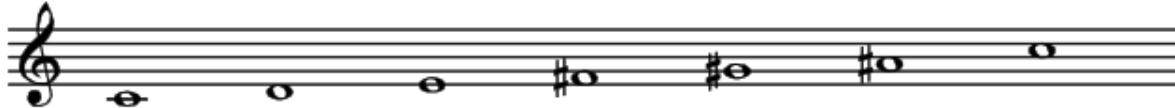
**TASK:** To create a winter scene using some or all of the following ideas.

#### HINT

- Consider creating a journey using the sled idea as a link.
- The structure could be Rondo Form, ABACADA
- A is the sled and the other letters are different 'destinations' or 'episodes'

#### Suggested elements:

1. **Falling snow** Slow gentle descending glissando
2. **Snow on ground** Crunchy footsteps (paper)
3. **Reindeer** Strike a two-tone block in a steady beat to indicate galloping – maracas
4. **Icicles** High-pitched notes – hissing – no rhythms
5. **Aurora** Whole-tone scale – C D E F#G#A#



6. **Quietness** Whispers – scraping guiro to indicate small movements
7. **Polar bear** Low ostinato (repeated rhythm) – snoring – some discords
8. **Sled** Jingle bells – crescendo – descending scale on glockenspiel
9. **Wolves** Make a steady long howl – drone effect
10. **Midnight** Hand bell
11. **Crossing a river** Pour water
12. **Climbing a hill** Use a sequence e.g.



13. **Stars** Random triangle hits
14. **Forest** Make the sound of wind with your mouth
15. **Time passing** Strike the two parts of a wooden agogo with a steady beat.
16. **Danger** The 'Jaws' motif – two notes a semitone apart, low down on piano

## About The Ark

The Ark is a unique, purpose-built cultural centre in the heart of Dublin's Temple Bar, where children aged 2 -12 can explore theatre, music, literature, art, film, dance and more. The programme of world class performances, exhibitions and creative workshops changes every few weeks, so audiences both young and not so young can expect a different experience every visit.

The Ark gratefully acknowledges the support of its principal funder the Arts Council and also its other annual supporters: the Department of Education and Skills, Temple Bar Cultural Trust and Dublin City Council.

Find out more about The Ark at [ark.ie](http://ark.ie)

## About The Henry Girls

The Henry Girls are three sisters from Co Donegal. Their music is infused with the rich cultural heritage of their native Donegal but with a transatlantic flavour.

Their shimmering harmonies and delicate musicianship have been revered since their early days but in the last number of years they have been renowned for their songwriting skills also. They have successfully learned to interweave their traditional roots with contemporary elements, earning them both commercial success and spectacular critical acclaim on both sides of the Atlantic. They are renowned for their captivating, heartwarming and often moving live performances. Those fortunate enough to have seen them perform live on stage will all agree with the sentiments of The Irish Times who simply described the experience as '*a joy*'.

The sisters have toured and collaborated on various other music projects, most notably Mary Black, Imelda May, Clannad, Sharon Shannon, The Hothouse Flowers, Donal Lunny, Altan and Dervish. They were nominated for an IFTA for Best Original Score on award-winning children's film *A Shine of Rainbows*.

Find out more about the band at [www.thehenrygirls.com](http://www.thehenrygirls.com)

**Activity Pack created by Anna Marie Higgins**

**All music and lyrics referenced in the pack are written and performed by The Henry Girls.**

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**Cover image: Hazel Coonagh/Studio Aad**

**We would be very happy to receive any feedback, images or recordings made by the children in your class.**

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