



# Simple Simon

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## Simple Simon

Traditional

arr. Hepburn

Sim-ple Si-mon met a pie-man go-ing to the fair. Said Sim-ple Si-mon to the pie-man,  
Can't pay! I have emp-ty pock-ets! Can't pay!

"Let me taste your ware!" Said the man to Sim-ple Si-mon, "Show me first your  
I have emp - ty pock-ets! Can't pay! I have

pen - ny!" Said Sim-ple Si-mon to the pie-man, "Sir, I have not a - ny!"  
emp - ty pock-ets! Can't pay! I have emp - ty pock-ets!

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### PATHWAY TO *Improvisation*: Rhythmic building blocks containing

- Students move as they pretend to "travel to the fair", matching the tempo of a drum or temple blocks.
- When the instrument stops, they freeze. Repeat several times, establishing the steady beat and stopping on the rest.
- Teacher speaks text of the poem while the students move to the steady beat.
- When they freeze at the end, ask what type of pie Simon may see at the pie-man's stand.
- Have the students speak and clap the pie names, repeating the pie name four times. (Example: a student may say "blueberry" and clap four times.)
- Continue process, clapping and speaking different types of pies, to prepare later composition activity.

This lesson is from  
**Purposeful Pathways: Possibilities  
for the Elementary Music Classroom,**  
Book One – by Roger Sams and  
Beth Ann Hepburn

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# Simple Simon, *Continued*

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## PATHWAY TO *Ensemble*: Rhyming word cue and ostinato

- Teach text, clapping rhythm of words with speech.
- Add a snap after each rhyming word, preparing the triangle part.
- Practice those two parts together, half the class snapping and half the class clapping.
- Teach **ostinato** by rote.



- Teacher speaks the rhyme while the class speaks the **ostinato**.
- Half the class on the rhyme, half on the **ostinato**.
- Repeat the two-part practice, with the teacher adding the snaps on the rest.
- Divide the class into three parts, prepare with **BP** (triangle part = snapping, poem = clapping, ostinato = patting,) and transfer to instruments. You may choose to speak the poem with two instrumental parts or consider playing the rhythm of the poem on wood block for a three-part percussion piece.

## PATHWAY TO *Composition*: 8-beat rhythms with rhythmic building blocks



- Compose an 8-beat rhythmic **ostinato** by selecting a rhythmic building block for each pie. Use as a sight-reading activity, changing the **ostinato** several times.



- Students create their own **ostinato** with the **rhythmic building block** cards in small groups.
- Transfer student **ostinati** to **UTP**. Choose a contrasting timbre instrument for the poem.
- Use student composed **ostinati** to accompany poem.

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