

# Unit 2 – Lesson 1: Tribal Moves

**Musical Elements:**

Beat, rhythm, melody, harmony, form, style

**Objectives:**

Students create body percussion for a rhythm pattern.

Students identify parts of a song arrangement.

**Activities:**

Listening, singing, moving, creating (organising sound & movement)

**Useful vocab:**

Aboriginal, Gunnai, lore, koolori, corroboree, freeform, arrangement, coda, tag, playout

**You will need:**

CD 2; DVD;  
Chart No. 12



CD 2: TRACK 01



CD 2: TRACK 01



## TEACHER BACKGROUND

The Aboriginal language in the song *Koolori* is *Gunnai/Kurnai* (pronounced *Guneye*). The Gunnai people are from Gippsland in Eastern Victoria. *Koolori* is their word for song & dance (or *corroboree*).

More information and some useful links can be found on the *Music Room* page of the website [www.bushfirepress.com](http://www.bushfirepress.com)



**NOTE:** The musical score for *Koolori* can be found on the *Music Room* page of the website. [www.bushfirepress.com](http://www.bushfirepress.com)

## TUNING IN

### Gumleaf & didgeridu

Class watches the DVD selection *Gumleaf & Didgeridu*.

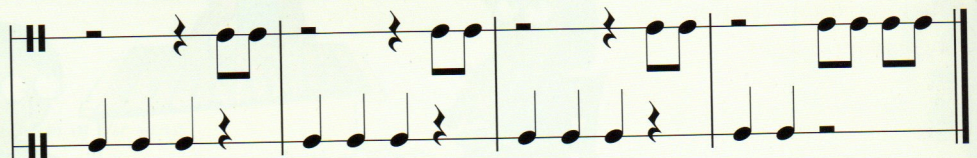
Class listens to the CD track *Koolori*.



CD 2: TRACK 01

### Tribal rhythms

Class watches the DVD selection *Koolori Rhythm* and copies the body percussion pattern:



Students create their own body percussion patterns.

Play the CD track *Koolori*.

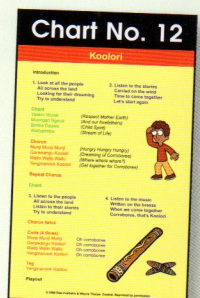
Class moves freely around the room, stopping and facing the front to perform their body percussion when they hear the rhythm pattern.

*How many times did that pattern occur?*  
3 times.

## TRIBAL MOVES

### Song form

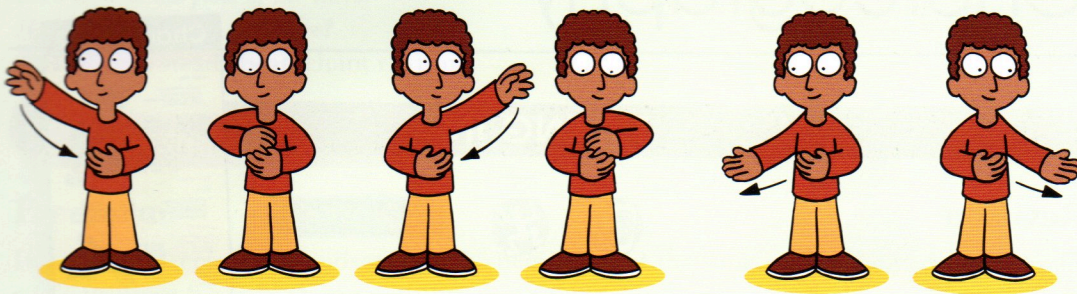
Class looks at Chart No. 12 and identifies the different parts of the song: **Introduction, verse, chant, chorus, coda, tag, playout.**



## Chorus

Class watches the DVD selection *Koolori Actions* and learns the chorus and moves.

These actions tell the story of the chorus words:



### Munji Munji Munji

*Collecting bush tucker and putting it in a basket*

**Right hand** reaches out and up, crosses to 'basket' at waist to **left**.

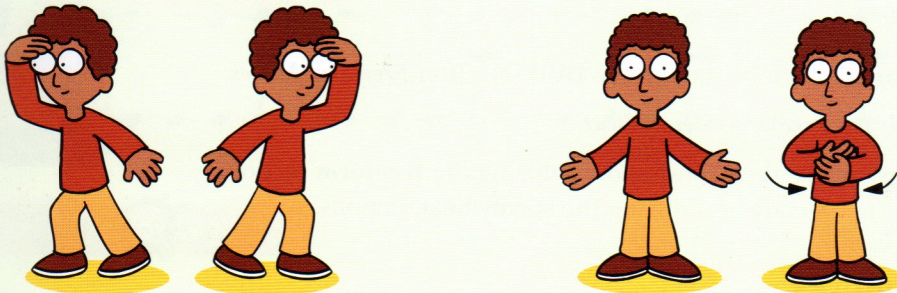
**Left hand** reaches out and up, crosses to 'basket' at waist to **right**.

### Garawangu Koolori

*Sharing out the bush tucker*

**Right hand** begins in front of waist (**left-hand-side**), curves out to **right-hand-side**, palm up.

**Left hand** begins in front of waist (**right-hand-side**), curves out to **left-hand-side**, palm up.



### Wallo Wallo Wallo

*Looking, looking*

**Right hand** shading eyes, look to the **right**.

**Left hand** shading eyes, look to the **left**.

### Yanginanook Koolori

*All coming together for Koolori*

Begin with arms outstretched, palms up.

Cross in front of body in a symbol of togetherness.

Class learns **verse** and **chant** sections of the song.

## Coda and tag

This song has a specific ending made up of a **coda**, a **tag** and a freeform 'playout'.

The **coda** consists of the chorus sung 4 times, with the words *Oh, corroboree* coming in as a vocal counterpoint.

At the end, the last line of the chorus (*Yanginanook Koolori*) is repeated as a **tag**.

Class performs the song with body percussion accompaniment and chorus actions.

**NOTE:** The **coda** can be performed in 2 groups: chorus words and counterpoint words (*Oh corroboree*).

## Thinkabout Talkabout

*How did it feel to sing in a different language?*

*Does anyone know any other Aboriginal words?*

*Does anyone know any songs in a different language?*



CD 2: TRACK 01

CD 2: TRACK 02



# Unit 2 – Lesson 2: Choreography

### Musical Elements:

Beat, rhythm, melody, harmony, form, style

### Objectives:

Students create and perform a movement sequence to accompany a song.

### Activities:

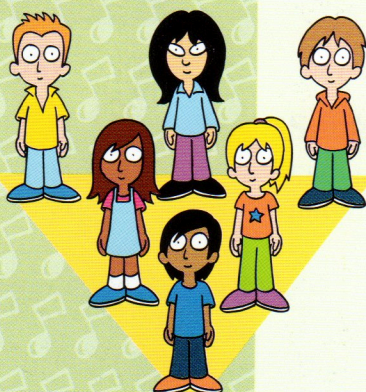
Listening, singing, moving, creating (organising movement)

### Useful vocab:

Freeform, coda, tag, outro, playout, choreography

### You will need:

CD 2; DVD;  
Chart No. 12;  
Chart No. 13



## TUNING IN

### Revision

Class performs *Koolori*.



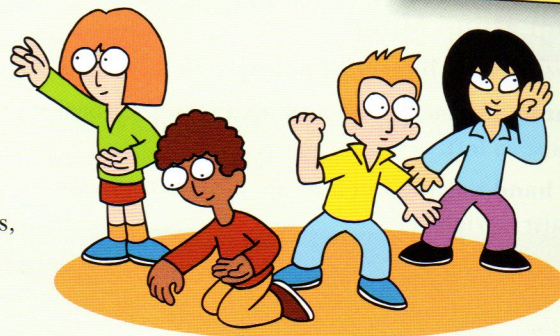
CD 2: TRACK 01

### Freeform/steady beat

This song has a freeform (*no-beat*) intro and playout (outro).

Think of some moves that fit the 'bush sounds'.

Collecting bush tucker, digging for yams, stalking animals, listening to birds, playing the gumleaf or didgeridu etc.



Some examples can be seen in the DVD selection *Freeform Moves*.

Play CD track *Freeform/Steady Beat*.

Students rehearse their 'bush moves' during the **freeform** sections and move to a steady beat during the **steady-beat** sections.



CD 2: TRACK 03



### Verse moves

We have been telling a story through movement in the chorus and also in the 'freeform' introduction music.

Are there any other sections of the song for which we can create movement to tell a story?

The verses.

Class looks at the verse lyrics and suggest possible movements or actions. Students try movements.

## CHOREOGRAPHY: Formations & Shapes

We are going to choreograph *Koolori*.

Choreography is not just about the moves, it is also about arranging the movers – in formations and shapes.

In this song there are 4 verses – so, let's have 4 groups.

### Groups

Students in 4 groups.

The room is divided into 4 quadrants – 1 per group.

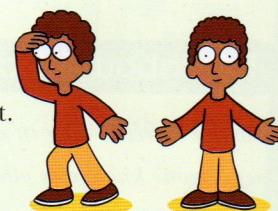
Each group decides on a formation (circle, square, triangle, star, rows, bunch etc) in which they will perform most of the song.

### Group verses

Each group is given a verse to interpret through movement.

They may use some of the movements that they learned in the chorus (*coming together, looking* etc).

Groups can perform their verse actions for the class.



## CHOREOGRAPHY: Flow

Choreography is also about 'flow' – how one section 'flows' into another.  
Let's look at the flow of the intro.

How many sections are there?

3: freeform, steady beat, chant rhythm.

### Intro flow

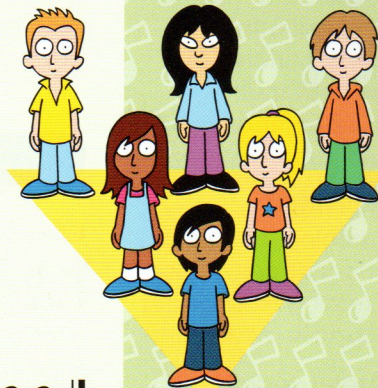
#### Freeform

During the 'freeform' soundscape at the beginning of the song, students move freely in their quadrant, using their 'bush moves'.



#### Formations

When the **beat** starts, their movements become more rhythmical and the students have 8 bars (32 beats) to move into their formations.



#### Chant rhythm

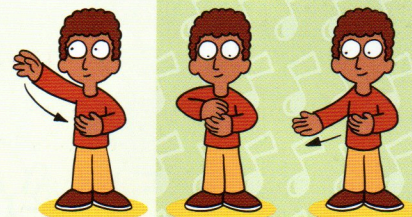
Students perform body percussion as rehearsed in the previous lesson.



### Outro flow

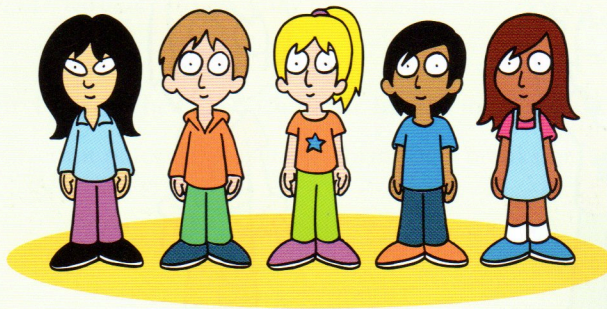
#### Coda

Students may use the chorus moves, or new moves, and/or body percussion.



#### Tag

All students face the front.



#### Playout

Students may reprise their opening moves.



## PUTTING IT ALL TOGETHER: A checklist

Class creates a performance of *Koolori*, being aware of the following:

- Freeform intro and playout
- Body percussion for chant rhythm.
- Into groups for chant rhythm and verse.
- Individual group actions for verses.
- Actions for choruses.
- Moves & vocal counterpoint for coda.
- Face front for tag.

The CD track *Koolori* – **backing** can be used.



CD 2: TRACK 01

CD 2: TRACK 02

# Unit 2 – Lesson 3: Body Music

**Musical Elements:**

Beat, rhythm, pitch, form, tone colour

**Objectives:**

Students create and perform body percussion & vocal sounds to accompany a chant.

**Activities:**

Listening, chanting, vocalising, moving, creating (organising sound & movement)

**Useful vocab:**

Breaks, beatboxing, pitch, sound colour/ tone colour

**You will need:**

CD 2; DVD

## TUNING IN

### Body echo

Class follows the leader on the DVD selection *Body Echo*, echoing the body rhythms.



## BODY MUSIC

Class watches the DVD selection *The Beat Is the Body*.



CD 2: TRACK 04

The chant is taught:

### The Beat Is the Body

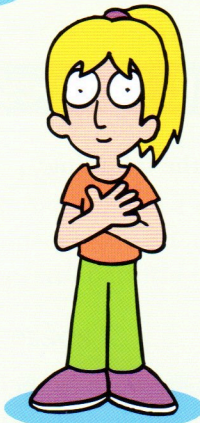
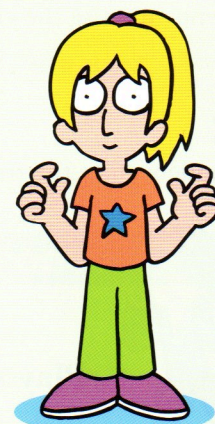
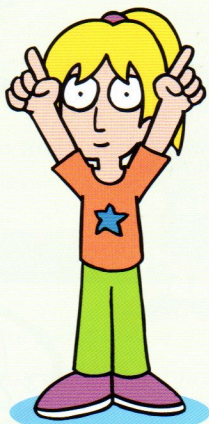
by Rob Fairbairn

The beat is the body and the body is the beat

From the top of your body to the bottom of your feet

From the click of your fingers to your chest to your seat

The beat is the body and the body is the beat



Class practises the chant with the actions.

## Body rhythm breaks

Class watches the DVD selection *Body Rhythm Breaks*.

1 bar body rhythm patterns are demonstrated by the leader and echoed by the class.

In pairs or groups, students create their own 1 bar body rhythm – which is repeated 4 times.

Pairs/groups perform their 4 bar (16 beat) **body rhythm breaks** for the class.

Teacher or class chooses different pairs/groups to perform their breaks between the chant.

Class performs the chant with the breaks.

## MOUTH MUSIC

Class watches the DVD selection *Mouth Music*.

The chant is taught and the class echoes the **mouth sounds**.

### Mouth Music

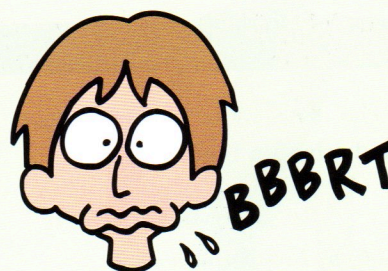
by Rob Fairbairn

Mouth music (*shhh, shhh*)

Mouth music (*shhh, shhh*)

Mouth music (*shhh, shhh*)

Mouth music (*shhh, shhh*)



In pairs or groups, students create their own 1 bar pattern of **mouth sounds** – which is repeated 4 times.

**NOTE:** Students can use 'themes' for their sounds, such as *farmyard sounds*, *traffic sounds*, *cartoon sounds*. They can also use *beatboxing*.

Pairs/groups perform their 4 bar (16 beat) **mouth music breaks** for the class.

Teacher or class chooses different pairs/groups to perform their breaks between the chant.



CD 2: TRACK 05

# Unit 2 – Lesson 4: Body Music

**Musical Elements:**

Beat, rhythm, pitch, form, tone colour

**Objectives:**

Students create a performance combining body percussion and mouth sounds.

**Activities:**

Listening, chanting, moving, creating (organising sound & movement)

**Useful vocab:**

Breaks, formations

**You will need:**

CD 2; DVD

## TUNING IN: Warming up

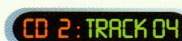
### Move your body

Class follows the leader on the DVD selection *Move Your Body*, following the body rhythms.



## BODY MUSIC

Class revises *The Beat Is the Body*, students improvising their own 4 bar body rhythm breaks.



### The Beat Is the Body

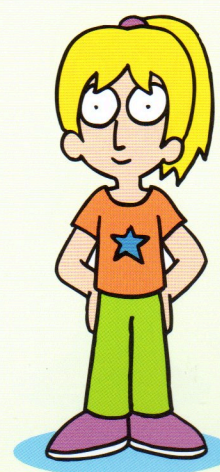
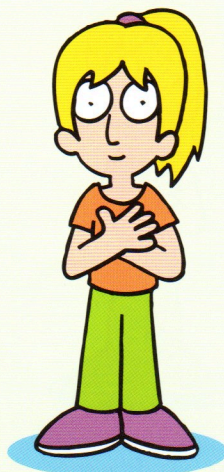
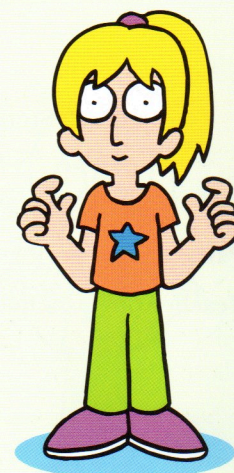
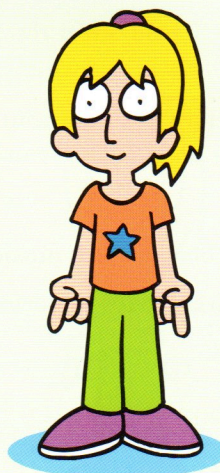
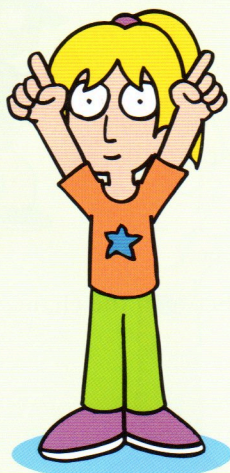
by Rob Fairbairn

The beat is the body and the body is the beat

From the top of your body to the bottom of your feet

From the click of your fingers to your chest to your seat

The beat is the body and the body is the beat



Class revises *Mouth Music*, students improvising their own 4 bar mouth music breaks.

## Mouth Music

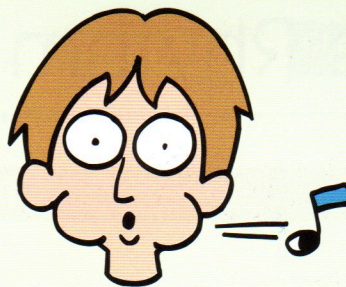
by Rob Fairbairn

Mouth music (*shhh, shhh*)

Mouth music (*shhh, shhh*)

Mouth music (*shhh, shhh*)

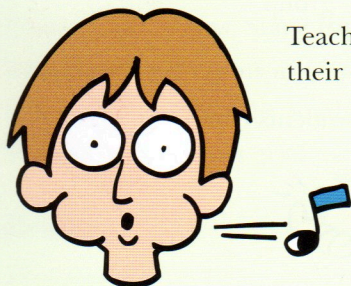
Mouth music (*shhh, shhh*)



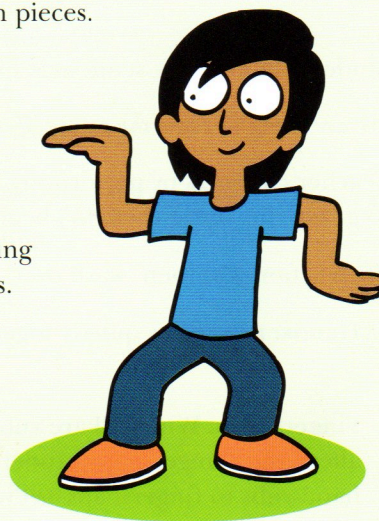
## PUTTING IT ALL TOGETHER: The Beat Is the Body/Mouth Music

In two groups, class creates a performance combining both pieces.

Each group will perform their chant and break separately, then both groups together.



Teacher may assist groups in creating their 4 bar body and mouth breaks.



**NOTE:** An example can be heard on the CD track *Body Beat & Mouth Music*.

### Thinkabout Talkabout

*What will be our starting formations?*

*How will our group choose the sounds for the body rhythm breaks?*

*How will our group choose the sounds for the mouth music breaks?*

*What will we do while the other group is performing its chant?*

*How will we finish our performance?*

Groups rehearse their parts.

The whole class performs together.





# Unit 2 – Lesson 5: The Rhythm of Water

## Musical Elements:

Beat, rhythm, form, dynamics, tone colour

## Objectives:

Students are introduced to the musical terms *crescendo* and *decrescendo*.

Students perform pieces incorporating *crescendo* and *decrescendo*.

## Activities:

Listening, chanting, moving

## Useful vocab:

Crescendo, decrescendo, front, stage right, stage left, formation.

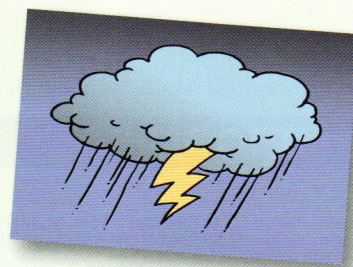
## You will need:

CD 2; DVD; Chart No. 14; water-related objects (see 'Discussion' section at end of lesson)

## TUNING IN

### Storm

This is our adaptation of a popular activity. More information and some useful links can be found on the *Music Room* page of the website [www.bushfirepress.com](http://www.bushfirepress.com)



Students in a group, semicircle or circle.

*We are going to make the sound of a rainstorm – using nothing but our bodies.*

Teacher conducts by performing each action and making eye contact with students to gradually 'bring them in', beginning with the left side of the group.

Each action will then 'wash over' the group like a wave.

- **Hands:** rub palms quietly together. As eye contact is made, students copy.



- **Fingersnaps:** When all are rubbing hands, begin alternating fingersnaps, students changing from hand-rubs to fingersnaps as eye contact is made.



- **Kneepats:** Now begin kneepats.



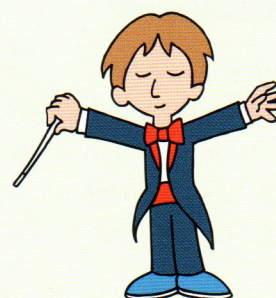
- **Footstomps:** Now begin stomping or jumping.



As the storm subsides – reverse the order:

**Kneepats, Fingersnaps, Hands**

Students could try conducting.



### Crescendo & decrescendo

*As the storm builds we are creating a **crescendo** by getting gradually louder.*



*As the storm subsides we are creating a **decrescendo** by getting gradually softer.*



**NOTE:** An example can be seen on the DVD selection *Storm*.

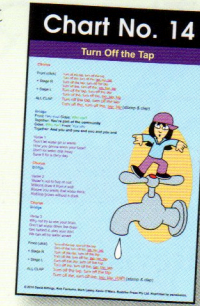
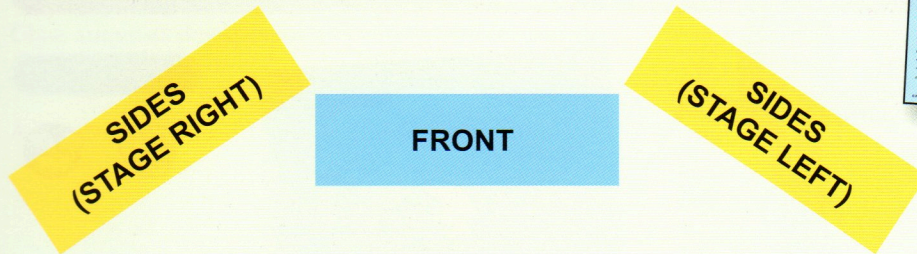


## THE RHYTHM OF WATER

Class watches the DVD selection *Turn Off the Tap* and learns the movement patterns for the **chorus**, **bridge** and **verses** of the chant.

Class practises the chant, with actions, in the following formation:

3 groups: Front, Stage Right and Stage Left (*Sides*).



CD 2: TRACK 07

They can use the CD track *Turn Off the Tap*

### Chorus

Click to the beat, clapping **tap, tap, tap** and clapping and stamping the final **tap, tap**.

**Front** group begins, **Stage Right** (*Side*) joins in on the 3rd line.

**Stage Left** (*Side*) joins in on the 5th line.

All clap the beat on the final 2 lines.

The chorus becomes gradually louder (*crescendo*).

### Bridge

All stamp the on-beats and clap the off-beats for the first 3 lines.

Stand still and point on the beat from right to left for the 4th line.

There is a 'dialogue' between the **Front** and the **Sides**.

### Verse

Stepping the beat from side to side:

Step right, drag left foot together; step left, drag right foot together.

### Putting it together

Class performs *Turn Off the Tap*, incorporating movements and actions.

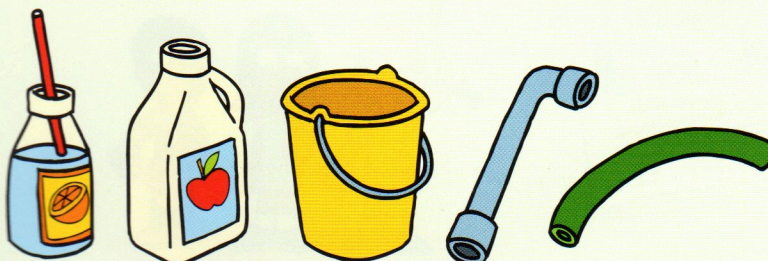


## DISCUSSION FOR NEXT WEEK

*Next week you will need to bring along objects connected with water – such as plastic bottles or containers, buckets, plastic jugs, metal pipes, straws, plastic tubing, short lengths of plastic hosepipe, pvc pipe.*

Teacher demonstrates some examples or shows the DVD selection *Water Sounds*.

*Find a water-related object and experiment with it, then bring it along next week and demonstrate the different sounds you can make with it.*



# Unit 2 – Lesson 6: The Rhythm of Water

## Musical Elements:

Beat, rhythm, form, dynamics, tone colour

## Objectives:

Students use water sounds to create and perform an arrangement of a song.

## Activities:

Listening, chanting, moving, playing, creating (organising sound)

## Useful vocab:

Arrangement, freeform, intro, outro, tag, coda.

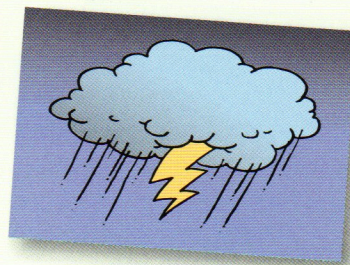
## You will need:

CD 2; DVD;  
Chart No. 14;  
water-related objects; pictures related to sport (see discussion at end of lesson)

## TUNING IN

### Revision

Class performs *Storm* and *Turn Off the Tap*.



CD 2: TRACK 07



### Water sounds

Students demonstrate the sounds they can make from the water-objects they have brought along.

Teacher should have a few extra on hand (for those students who have not brought any).

Sounds, objects and techniques can be categorised or classified:

Short/long, high/low, blown, shaken, scraped or beaten, etc.



## THE RHYTHM OF WATER: an Arrangement

Class watches the DVD selection *Water Arrangement* and sees arrangement possibilities for *Turn Off the Tap* using the water-objects.

Class discusses techniques and arrangement ideas they saw on the DVD then creates their own arrangement.

They will need to consider:

- **Pulse:** a beat or rhythm pattern that goes right through the song.
- **Chorus:** a rhythm pattern just for the chorus.
- **Bridge:** a rhythm pattern just for the bridge.
- **Verse:** a rhythm pattern just for the verse.

Other considerations:

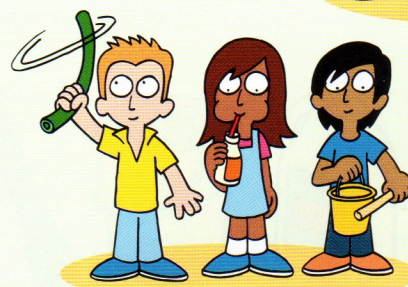
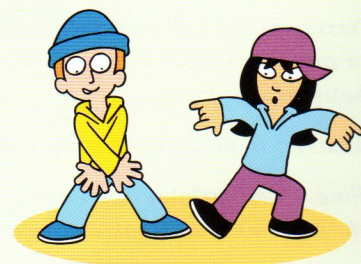
- **Lyrics:** make sure they can be heard.
- **Rhythms:** must suit the objects on which they are played.
- **Sounds:** may be played together or in sequence.



### Putting it together

Class in 2 groups: Rappers and Musicians.

- The Rappers perform the chant with body percussion & moves (see lesson 5).
- The musicians perform the arrangement.



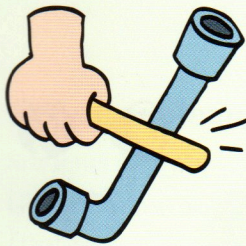
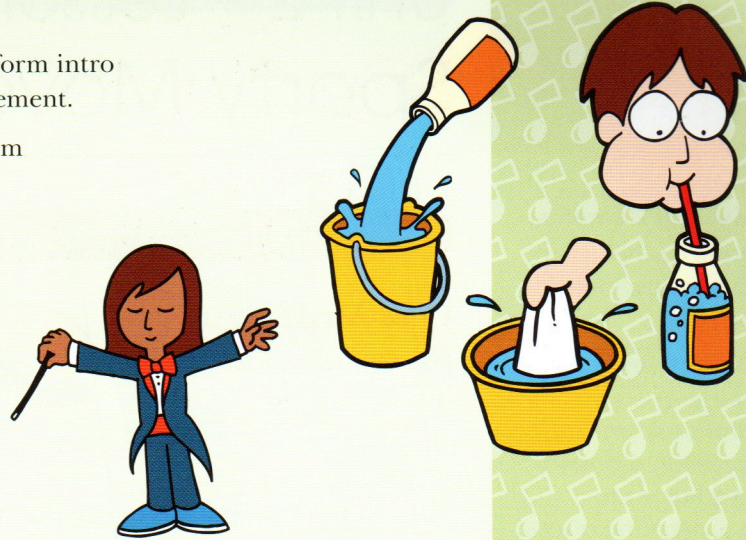
## Freeform Intro & Outro

In the song *Koolori* (unit 2 lesson 1) we added a freeform intro and outro to our performance. We did this with movement.

Let's use our water sounds to create a musical freeform intro and outro for *Turn Off the Tap*.

Class suggests & experiments with possible sounds.

A conductor is used to bring the sounds in and out.



### Intro

A group of musicians can perform the freeform intro.

The conductor can start them off, conduct a crescendo & decrescendo, if desired, and can stop or fade them.

### Outro

Freeform sounds can also be used as an outro.

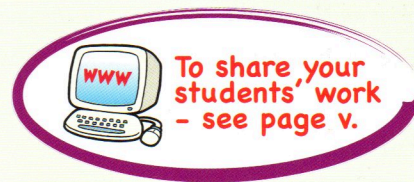
**NOTE:** An example can be heard on the CD track *Turn off the Tap – full version*.

CD 2: TRACK 08

### Thinkabout Talkabout

*Were the lyrics easily heard?*

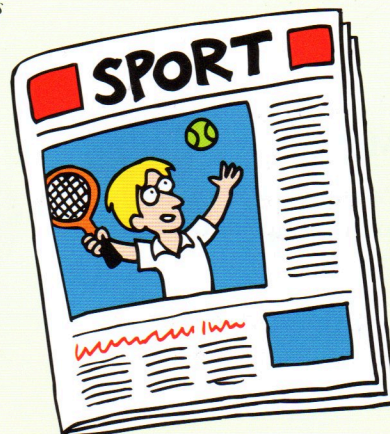
*Were the cues strong enough to enable us to move from the intro to the song?*



## DISCUSSION FOR NEXT WEEK

*Next week you will need to bring along sporting action pictures – from newspapers or magazines.*

Teacher may show some examples.



# Unit 2 – Lesson 7: Sporty Moves

**Musical Elements:**

Beat, rhythm, form, dynamics, tone colour

**Objectives:**

Students create and perform question & answer sequences to accompany a song.

**Activities:**

Listening, singing, moving, creating (organising movement)

**Useful vocab:**

Riff, call and response, question and answer, contrast, unison, pose, tableau

**You will need:**

CD 2; Chart No. 15, sports pics from newspapers/ magazines



CD 2: TRACK 11

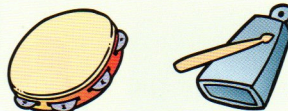
CD 2: TRACK 12



## TUNING IN

### Q & A riff

Play CD track *Q & A Riff*.



CD 2: TRACK 09



This riff has 2 parts – it is in *call and response* or *question and answer* form.

Students in pairs.

Partners create moves for the first or second part of the riff.



They show the **contrast** between the 2 parts.

Swap.



### Sections

Now play the CD track *Sections*.

Now there is a 2nd section added to the piece. We'll call it a *chorus*.

How do the instruments play in the chorus?

Both instruments play together, then *Q & A*.

Pairs perform their moves, moving separately and in unison as required.

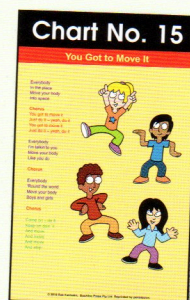
Swap.

CD 2: TRACK 10



### Move it

Pairs now perform their moves to the song *You Got to Move It*.



## SPORTY MOVES

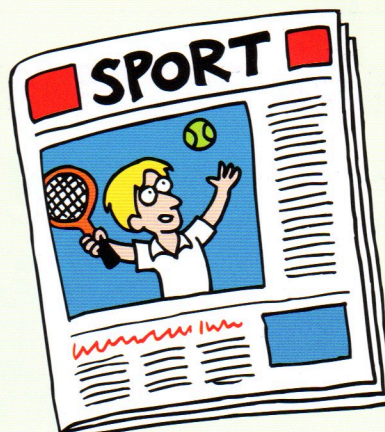
This song is about moving. Sporting activities are a good source of movement ideas.

### Sport snapshot

Students show the sporting pictures they have cut from newspapers/magazines.

Students take turns creating a 'pose' to represent a newspaper photograph or **freeze frame** image of a sporting action (*golfer in swing, footballer kicking a ball, swimmer in motion* etc).

Class guesses the sport.

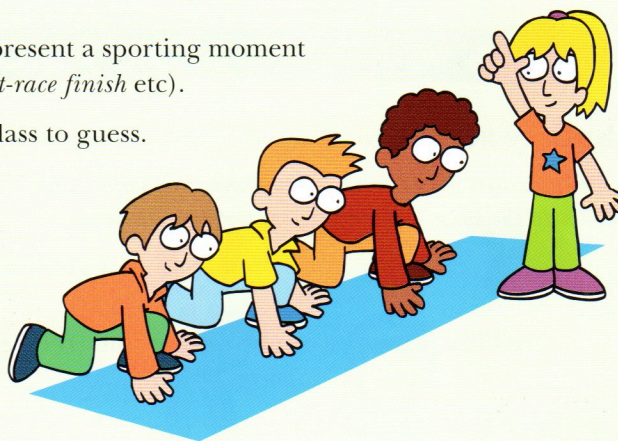


### Group tableau

Students in groups of 4.

Groups create a still-life 'tableau' to represent a sporting moment (*rugby scrum, basketball slam-dunk, sprint-race finish* etc).

Groups present their tableaux for the class to guess.



### Sporty moves

Students move as sportsmen/sportswoman, around the room, in time to the CD track *You Got to Move It*.

Teacher points out interesting moves, which the class imitate.

### Team moves

Students in groups of 4.

Groups choose a sport and organise 2 actions to fit the 2 parts of the riff.

Half the group moves to the **question**; half move to the **answer**.

Whole group moves in unison to the **chorus**.

Groups refine and improve their performance.

Groups perform for the class.

CLASS SINGS SONG!



CD 2: TRACK 11

CD 2: TRACK 12



# Unit 2 – Lesson 8: Sporty Moves

**Musical Elements:**

Beat, rhythm, form, tone colour

**Objectives:**

Students combine different performance elements (singing, moving, playing) to create a performance of a known song.

**Activities:**

Listening, singing, moving, playing, creating (organising sound & movement)

**Useful vocab:**

Colour, effect, riff, unison, groove, freeze frame, tableau.

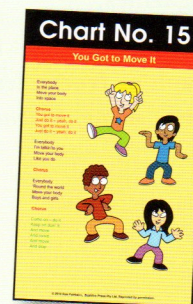
**You will need:**

CD 2; DVD; Chart No. 15, sports objects

## TUNING IN

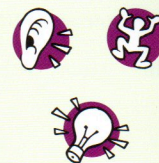
**Revision**

*You Got to Move It.*



CD 2 : TRACK 11

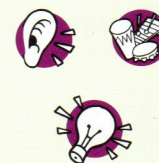
CD 2 : TRACK 12



## SPORTY MOVES

**Sporty sounds**

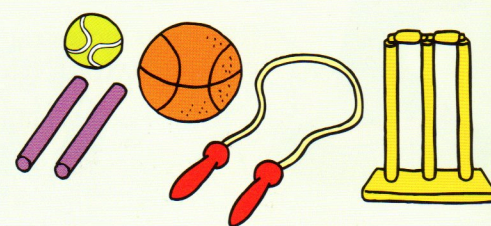
*We've created music from objects connected with water.  
Let's do the same with objects connected with sport.*



**NOTE:** Examples can be seen on the DVD selection *Sporty Sounds*.



Students explore and experiment with various pieces of sports equipment, such as: Tennis balls, basketballs, bean bags, relay batons, skipping ropes, tennis ball containers, bat tennis bats, T-ball stands, metal cricket stumps, plastic cricket stumps, ref whistles.



Sounds, objects and techniques can be explored.

### Thinkabout Talkabout

- Which objects will be good for playing a beat?*
- Which objects will be good for playing a rhythm?*
- Which objects can provide a colour or effect?*

Individual students choose a piece of equipment and use it to accompany the song *You Got to Move It*.

Class discuss which objects and techniques worked best.

**HINT:** Some objects may require specific techniques.

*How can Geordie control the basketball to keep it bouncing to the beat?  
Bounce it less; bend down and bounce it a little lower to the ground.*



CD 2 : TRACK 11

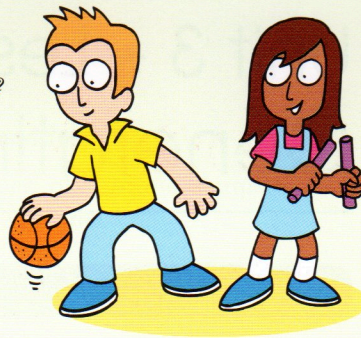
CD 2 : TRACK 12

## Sporty riff

Which objects might go well together in the Q & A riff of this song?

Students in pairs.

Pairs choose different pieces of equipment and practise performing the Q & A riff, (remembering to show a contrast between the two parts) and playing in unison to the chorus.



## Chorus groove

Pairs join up to make groups of 4.

Each group creates an accompaniment for the chorus of *You Got to Move It*.

4 bars unison (smooth part of chorus)

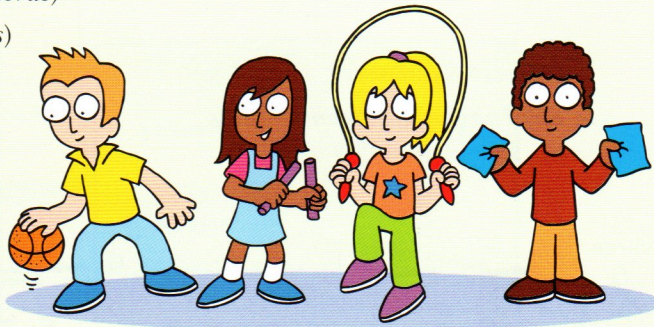
4 bars Q & A (riff part of chorus)

4 bars unison (smooth)

4 bars Q & A (riff)

They can practise to the CD track *Chorus Groove*.

Groups perform for class.



**NOTE:** An example can be heard on the CD track *Chorus Groove – example*.

## Putting it all together

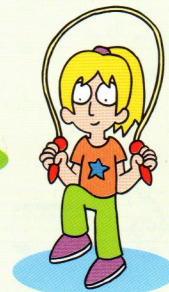
Class creates a performance of *You Got to Move It*.

Class in 2 halves, each half in 3 groups:

Singers – who sing while performing a simple stepping pattern

Movers – who perform ‘sporty’ moves to the verses

Groovers – who play a chorus groove in the choruses



**NOTE:** The musical score for *You Got to Move It* can be found on the Music Room page of the website. [www.bushfirepress.com](http://www.bushfirepress.com)



### Thinkabout Talkabout

How will we decide who does what?

Will the movers create different moves for verse and chorus?

Will they move in unison or take turns?

Will the groovers play just the beat or will they also play rhythms?

How will we choose the rhythms?

What will be our starting formation?

Will we incorporate freeze frame or tableau?

Perform the song twice (once for each half).

Join together for one mega performance.



CD 2: TRACK 13

CD 2: TRACK 14





# Music Room Book 7 Chart No. 12

## Koolori

### Introduction

1. Look at all the people  
All across the land  
Looking for their dreaming  
Try to understand

2. Listen to the stories  
Carried on the wind  
Time to come together  
Let's start again

### Chant

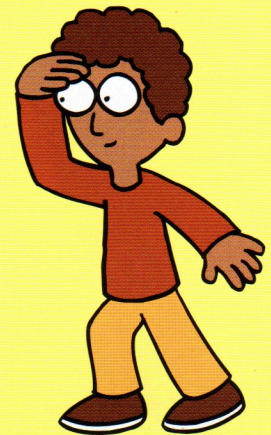
Yaakin Wurak  
Moongan Ngaua  
Bimba Dauwa  
Watbalimba

*(Respect Mother Earth)  
(And our forefathers)  
(Child Spirit)  
(Stream of Life)*

### Chorus

Munji Munji Munji  
Garawangu Koolori  
Wallo Wallo Wallo  
Yanginanook Koolori

*(Hungry Hungry Hungry)  
(Dreaming of Corroboree)  
(Where where where?)  
(Get together for Corroboree)*



### Repeat Chorus

### Chant

3. Listen to the people  
All across the land  
Listen to their stories  
Try to understand

4. Listen to the music  
Written on the breeze  
When we come together  
Corroboree, that's Koolori

### Chorus twice

### Coda (4 times)

Munji Munji Munji  
Garawangu Koolori  
Wallo Wallo Wallo  
Yanginanook Koolori

Oh corroboree  
Oh corroboree  
Oh corroboree  
Oh corroboree

### Tag

Yanginanook Koolori

### Playout

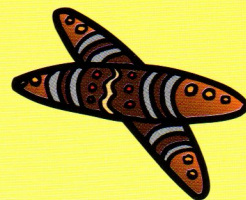


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# Koolori

## Introduction:

freeform  
beat  
chant rhythm



## Verse 1

## Verse 2

## Chant

## Chorus

## Repeat Chorus

## Chant

## Verse 3

## Verse 4

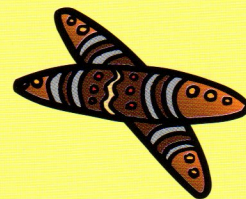
## Chorus

## Repeat Chorus

## Coda (4 times)

## Tag

## Playout



## You Got to Move It

Everybody  
In the place  
Move your body  
Into space

### Chorus

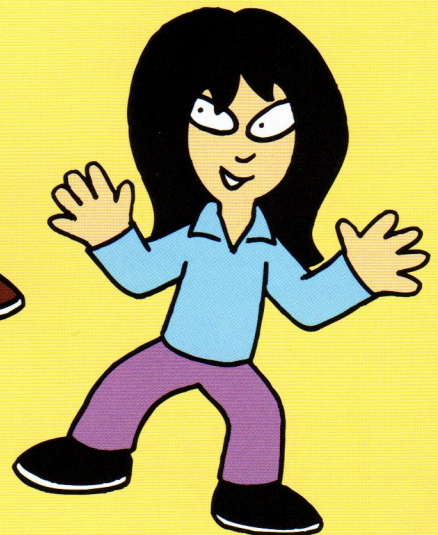
You got to move it  
Just do it – yeah, do it  
You got to move it  
Just do it – yeah, do it



Everybody  
I'm talkin' to you  
Move your body  
Like you do

### Chorus

Everybody  
'Round the world  
Move your body  
Boys and girls



### Chorus

Come on – do it  
Keep on doin' it  
And move  
And move  
And move  
And stop