

ENGINE ENGINE NUMBER NINE

Engine Engine Number Nine

Traditional chant
arr. Beth Thompson

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En - gine, en - gine num - ber nine Go - ing down Chi - ca - go line.

See it spar - kle, see it shine, En - gine, en - gine num - ber nine.
If the train should jump the track, do you want your mon - ey back?

Lyric option

- If you don't want to use the lyrics "Chicago line," you could substitute a different city or "Going down the railroad line."

Rhythm – Quarter & Eighth notes, Quarter rests

- Choose which of the lyrics of the last two measures you prefer and teach the chant while patting the beat. Once students start chanting along, have them clap the rhythm to experience the difference between eighth notes and quarter notes.
- Show the train visuals. Say and clap "ta" and whisper "rest." Say all four engines in a row (4 measures). [I have included a visual with a blank space so you can write your own rhythms.]
- Put the two sections together (**Form AB**):
 - A = Engine Engine chant
 - Options for A while chanting the lyrics:
 - Pat the beat
 - Clap the rhythm of the lyrics
 - Play drums (or other percussion) on the beat
 - Play sand blocks, guiros (or other percussion) on the rhythm
 - B = Train rhythms
 - Options for B while saying "ta" and "rest"
 - Clap rhythm
 - Play rhythm on different instruments
 - Ideas for playing different percussion instruments in Section B:
 - Students stand in a circle. In front of each student is an unpitched percussion instrument. During Section A, students walk around the

- circle. On the last word, they stop and pick up the instrument they are standing behind and play the rhythm of Section B.
- Students sit in a circle, each holding a percussion instrument. They play the rhythm of Section A on their instruments. On the last word, they pass their instruments to the right. Students chant and play the rhythm of Section B on the new instrument. They can either keep that same instrument to play Section A again or pass again before Section A starts.
 - Scattered around the room, put groups of instruments on the floor. (For instance, with a class of 24, make 6 groups of 4 instruments each, i.e. 4 guiros, 4 wood blocks, 4 tambourines, etc.) The first time, students chant Section A and pick up the instruments in front of them. Chant the Section B rhythms and play the rhythm on the instruments. As students chant Section A again, they put the instruments down on the floor again, stand up and walk to the next group (Let them know ahead of time which direction they will walk to avoid chaos!). They need to walk carefully and quietly pick up their new instrument and be ready to play by the time Section B starts. Continue Sections A and B without stopping until all students have played all of the instruments.

Rhythm – Beat vs. Rhythm

- See the visuals where there are either 2 eighth notes or 1 quarter note in each train car. The train car represents the beat.
- Rearrange the rhythms. Students pat the train cars (beat) the first time and then clap the rhythms on the train cars the next time. You can divide the class into 2 sections. One group pats the beat while the other section claps the rhythm.
- See the handout with the train cars. As you say the chant, you can point to the beat and then the rhythm.

Rhythm – Quarter notes & rests, Half notes & rest, Eighth notes, Sixteenth notes

Harmony: Ostinati

- The extra rhythm parts can be layered as ostinati. Add body percussion and/or percussion instruments as students chant the parts.

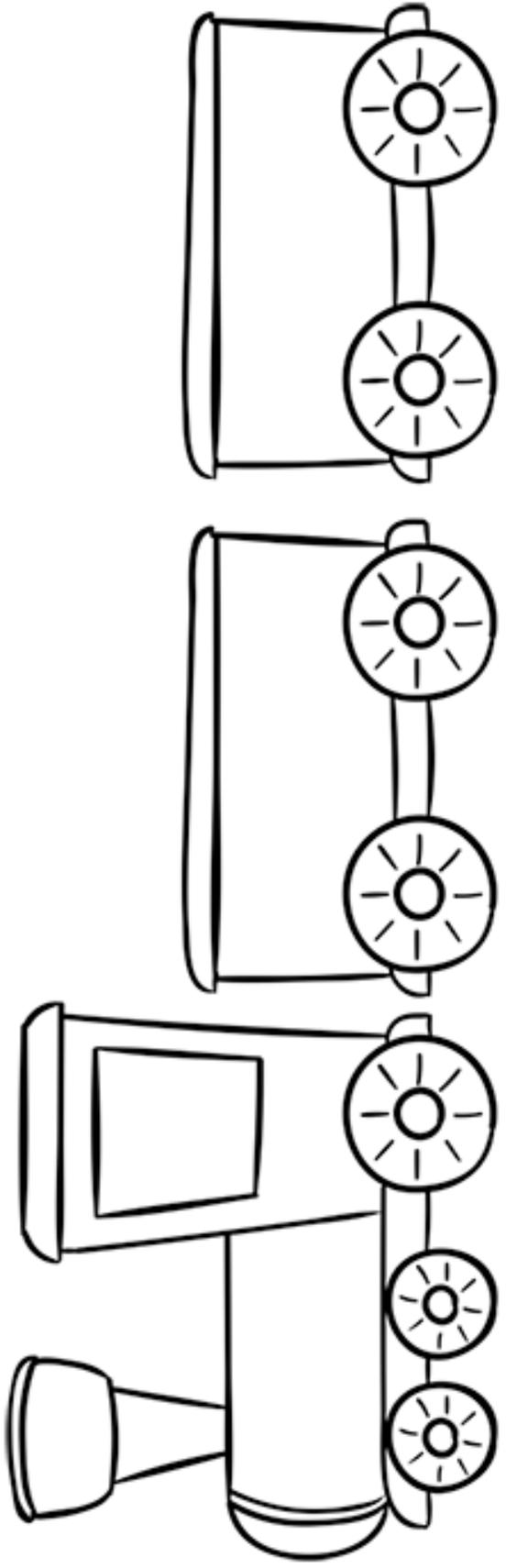
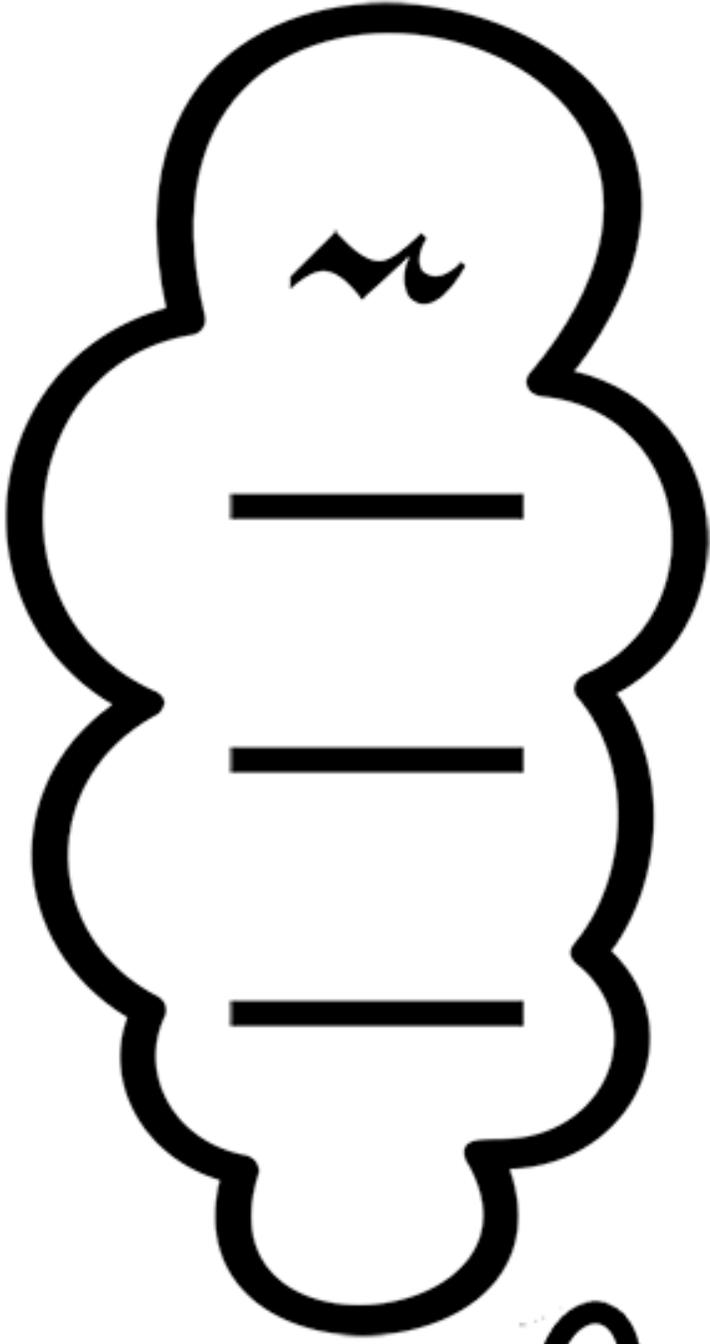
Engine Engine Number Nine – Extra Rhythm Parts

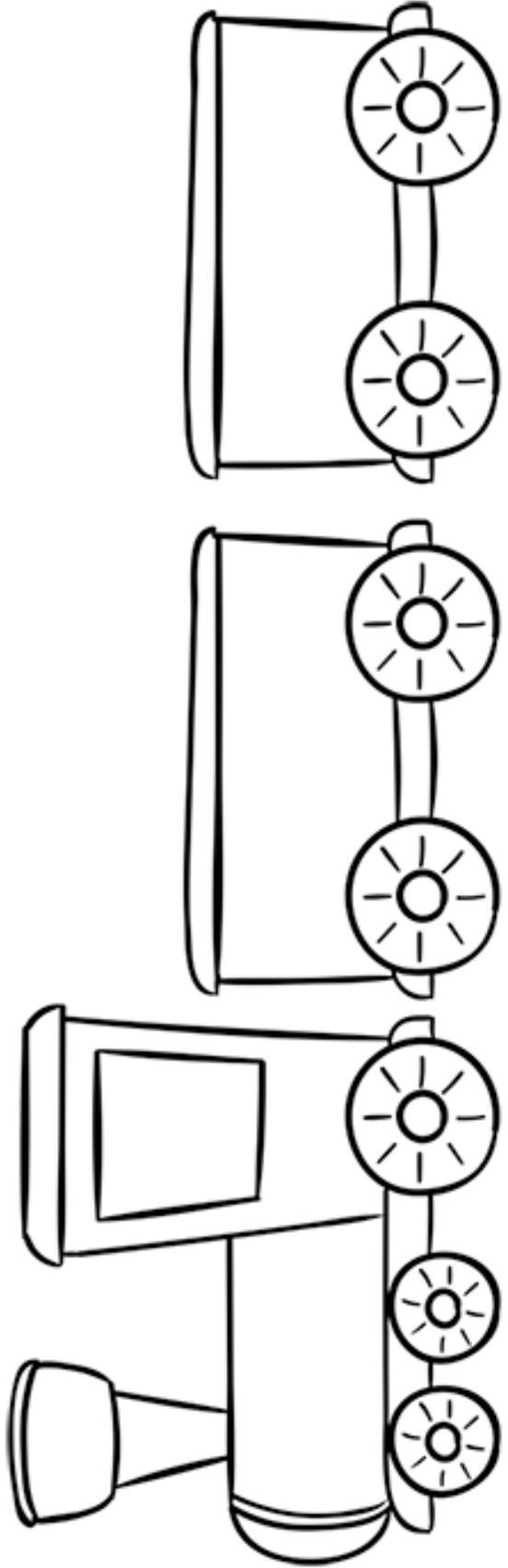
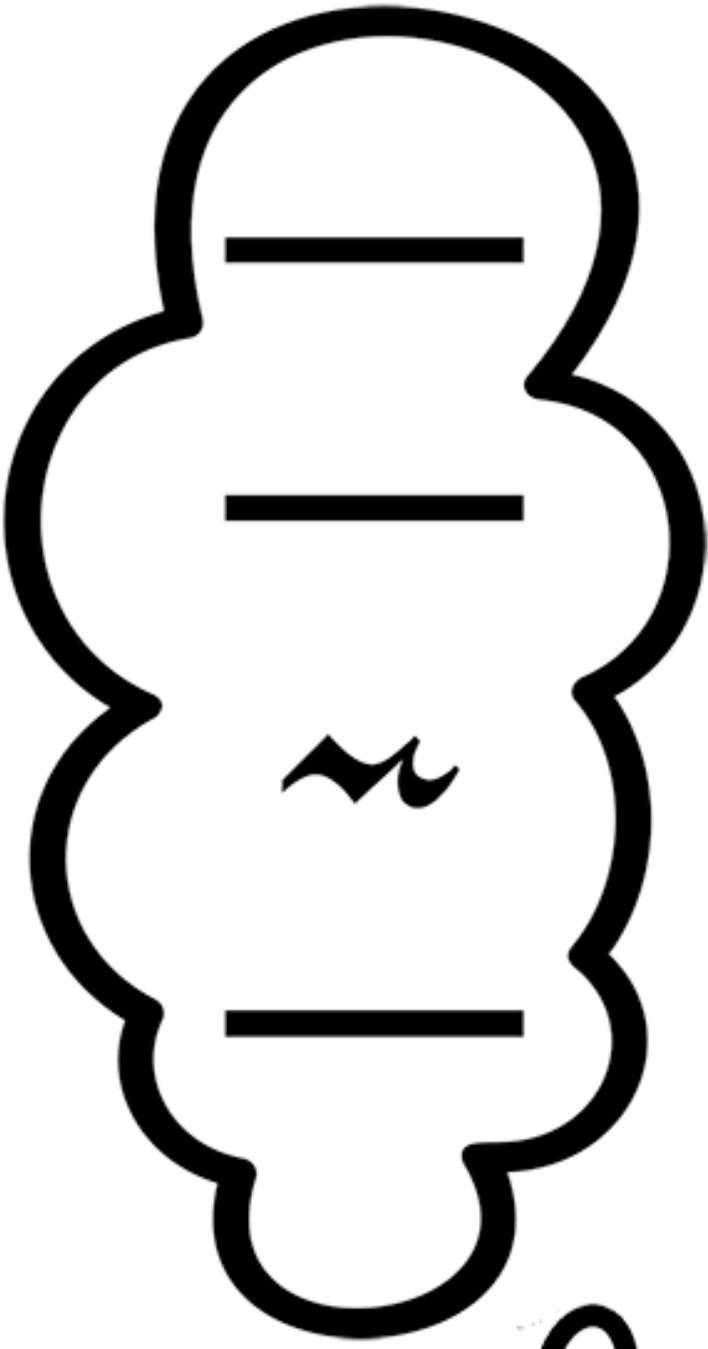
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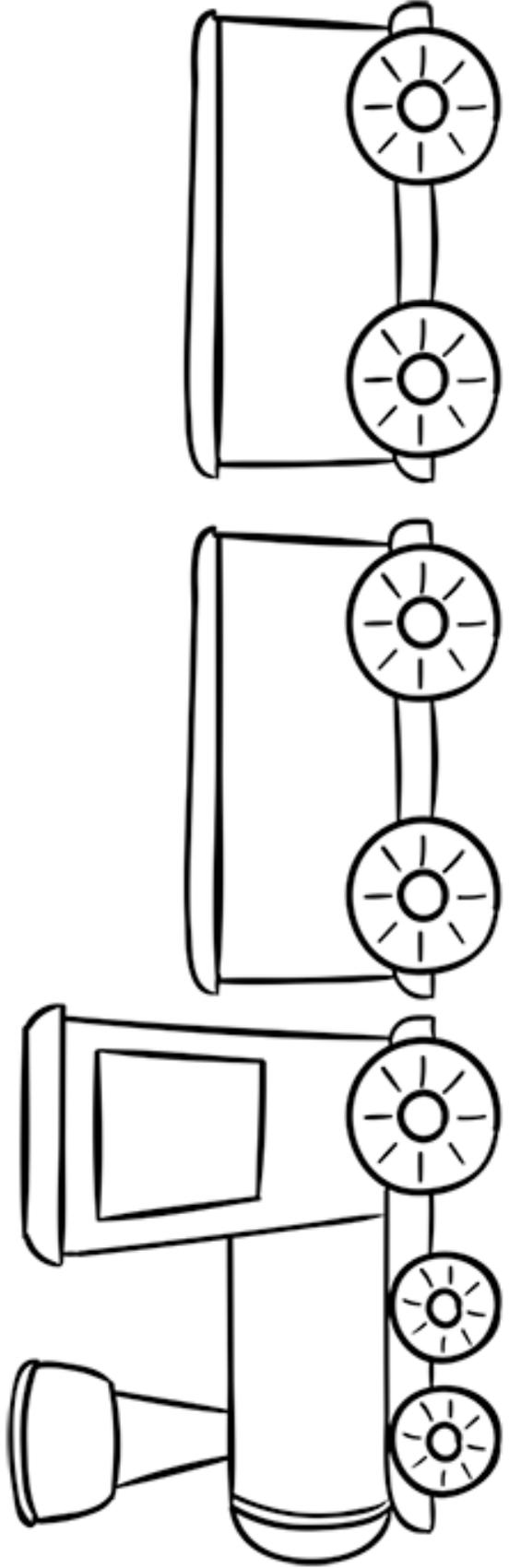
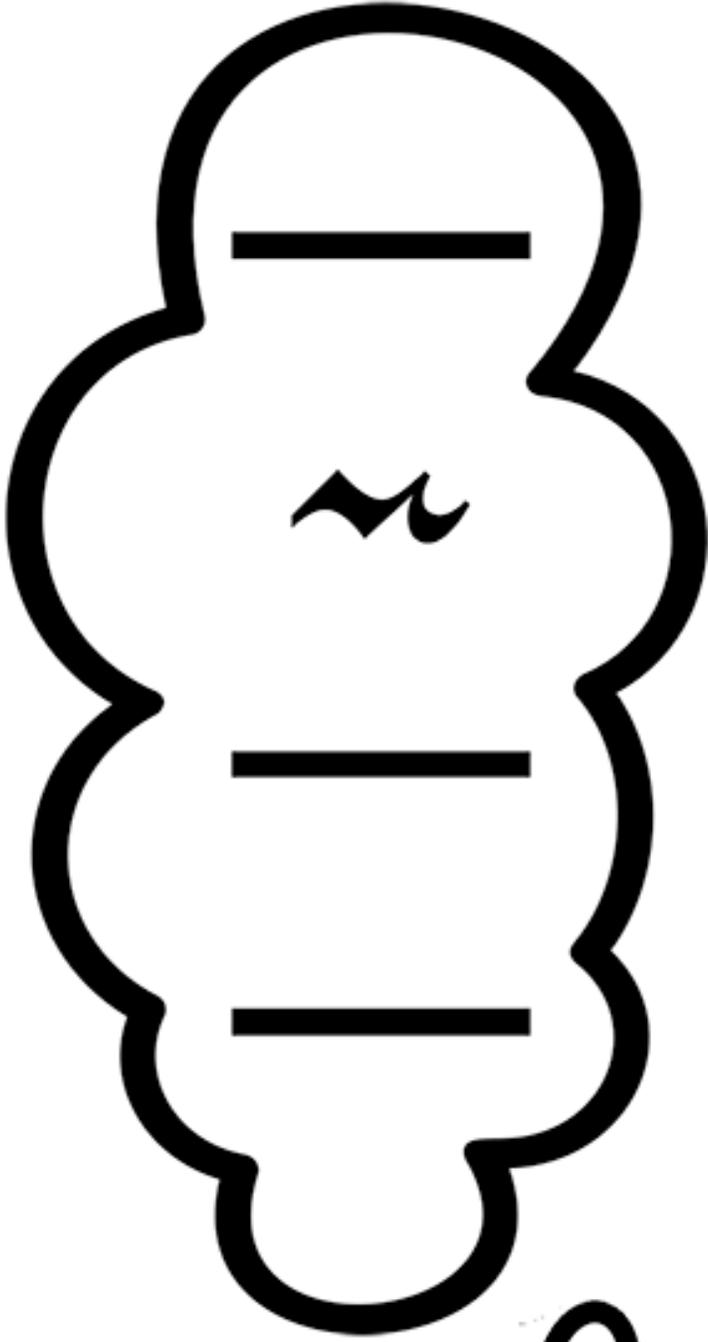
Folk song
arr. B. Thompson
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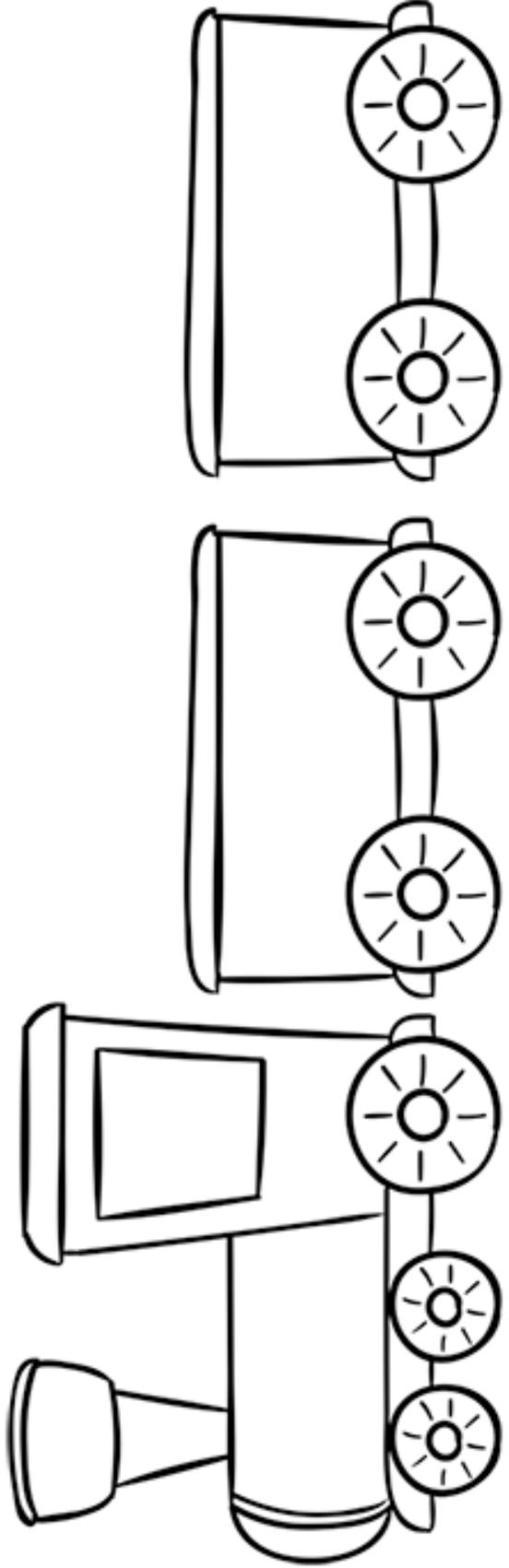
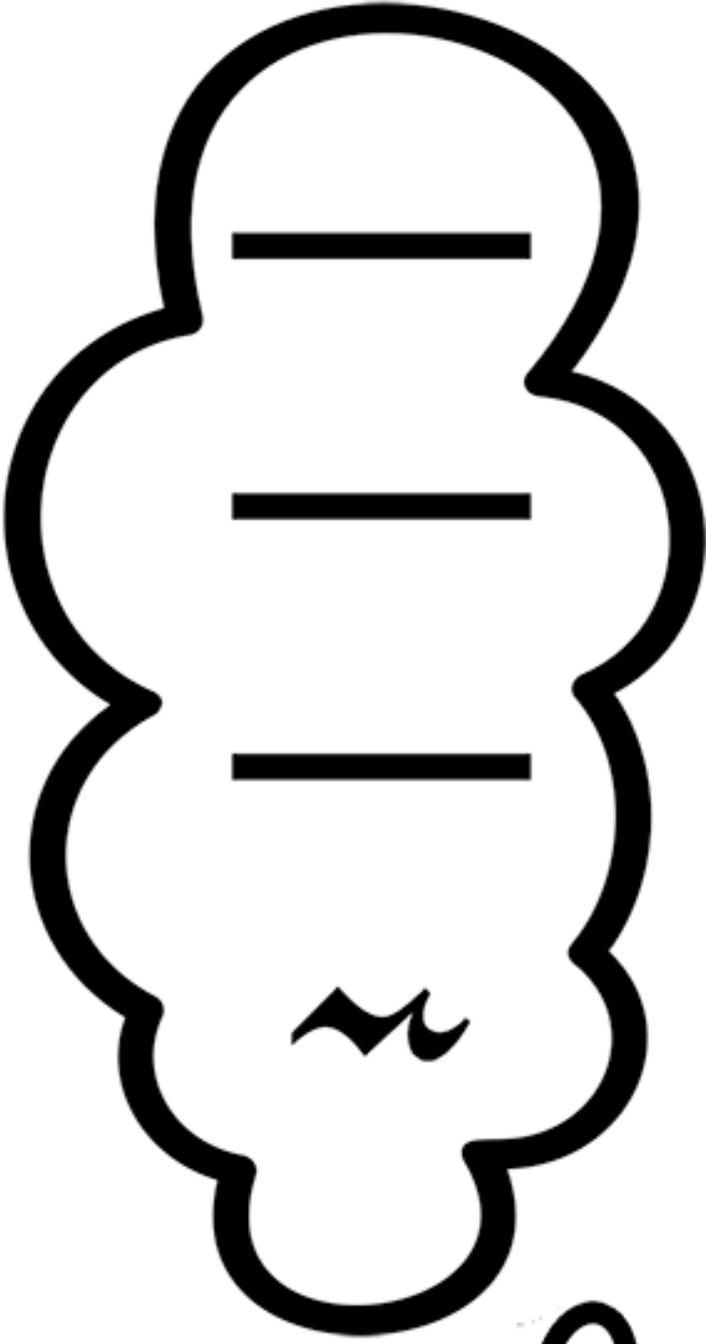
En - gine, en - gine num - ber nine Go - ing down Chi - ca - go line.
Choo choo choo, chug - ga Choo choo choo
Toot toot toot
Fly - ing Scots-man, O - ri - ent Ex-press, In - di - an Pa - ci - fic, T G V,

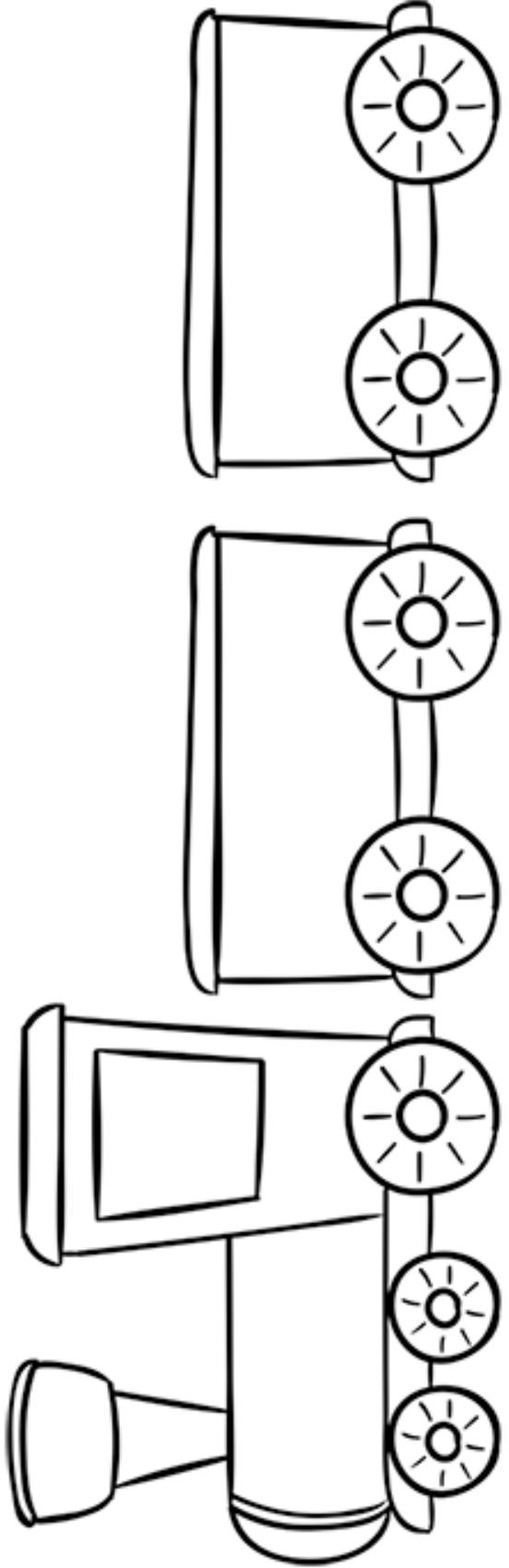
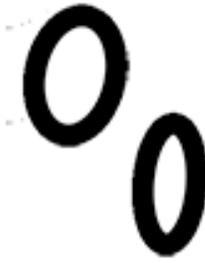
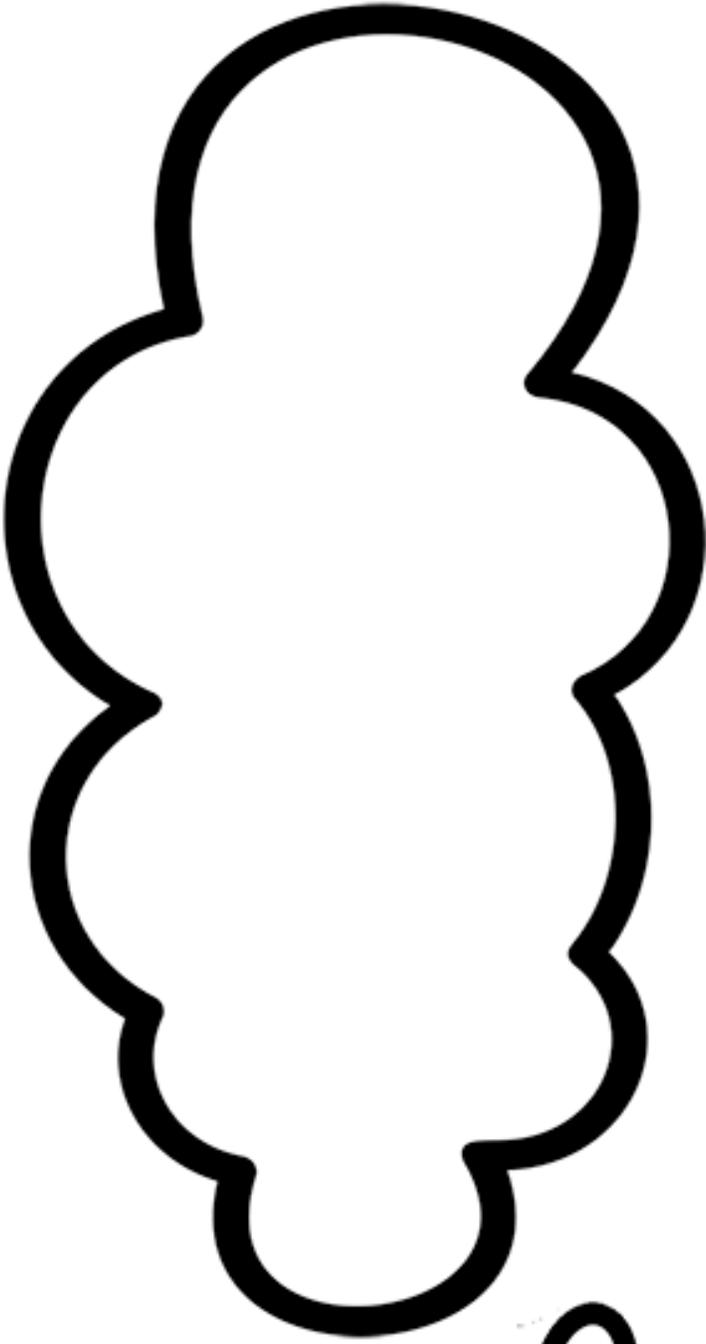
See it spar - kle, see it shine, En - gine, en - gine num - ber nine.
If the train should jump the track, do you want your mon - ey back?
Choo choo choo, chug - ga Choo choo choo
Toot toot toot
Eu - ro - star, Ghan, Ma - ha - ra - jas' Ex - press, Trans Si - be - ri - an Ex-press

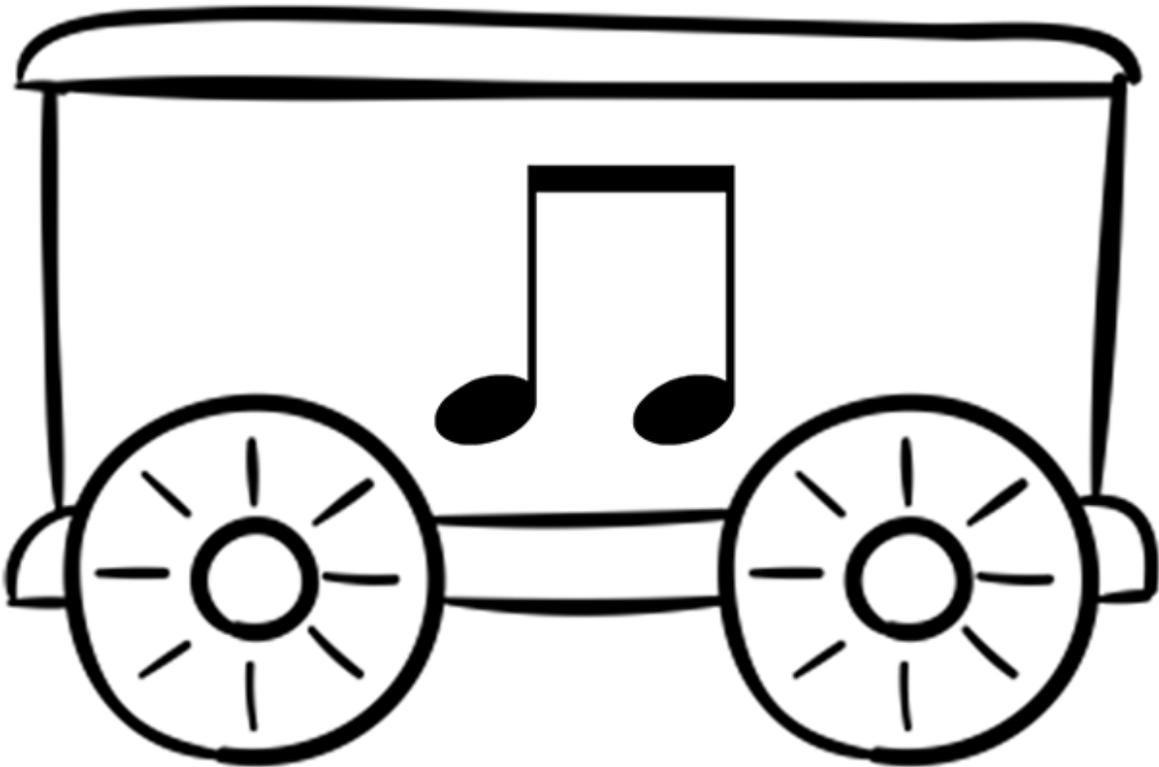
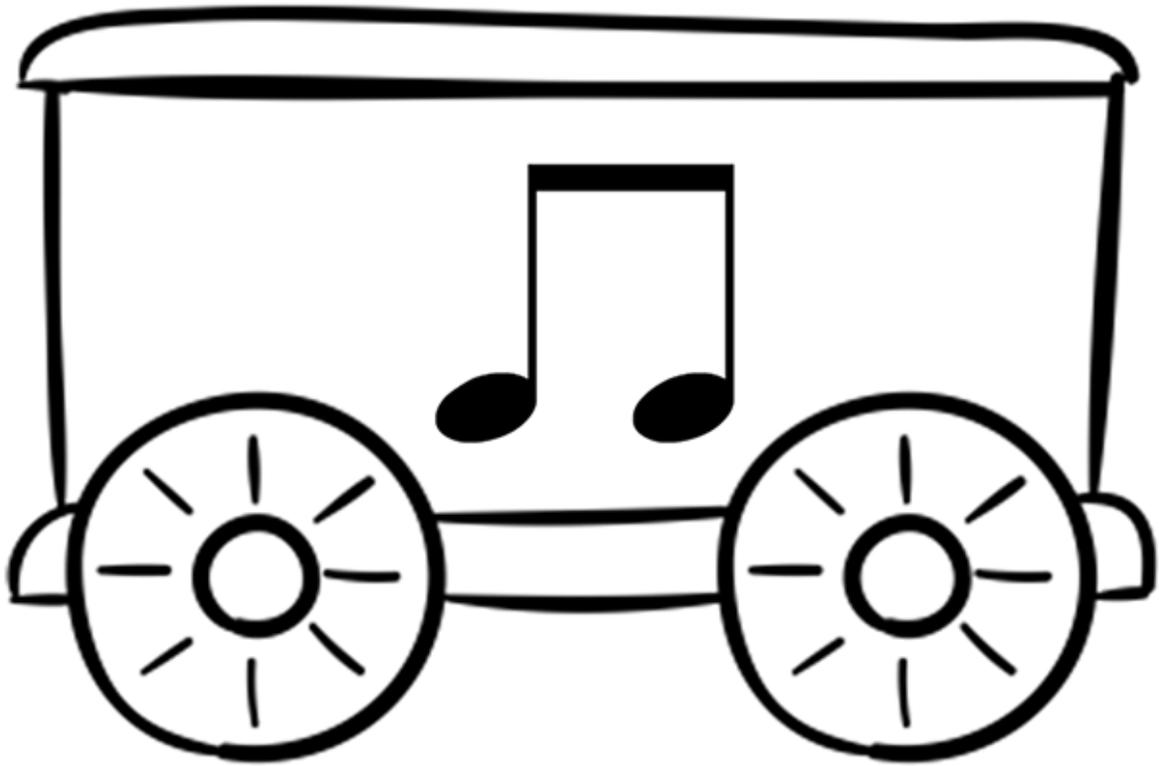


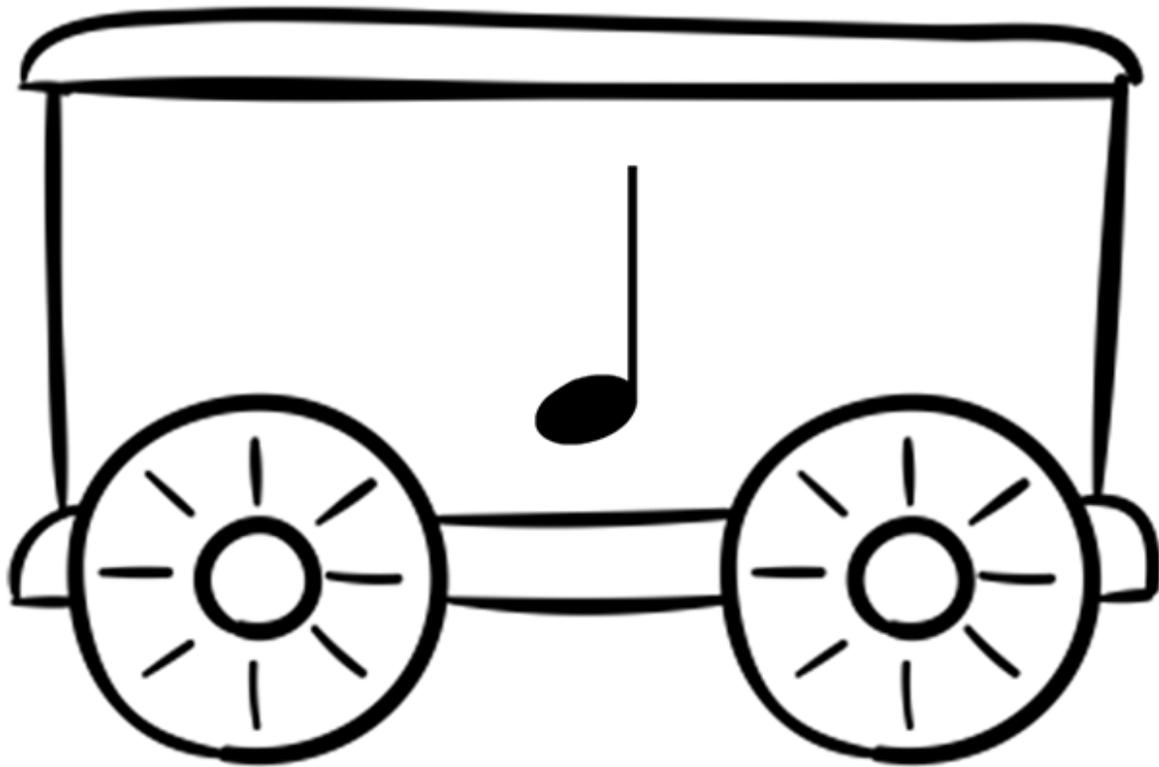
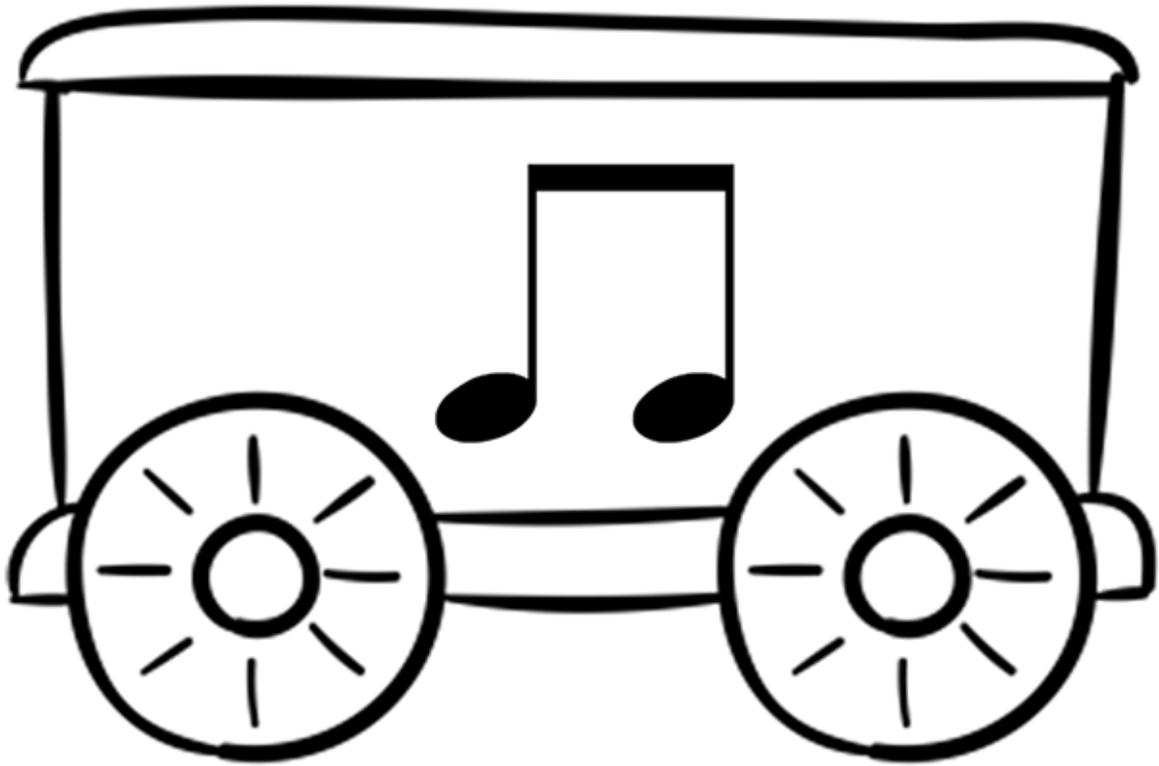




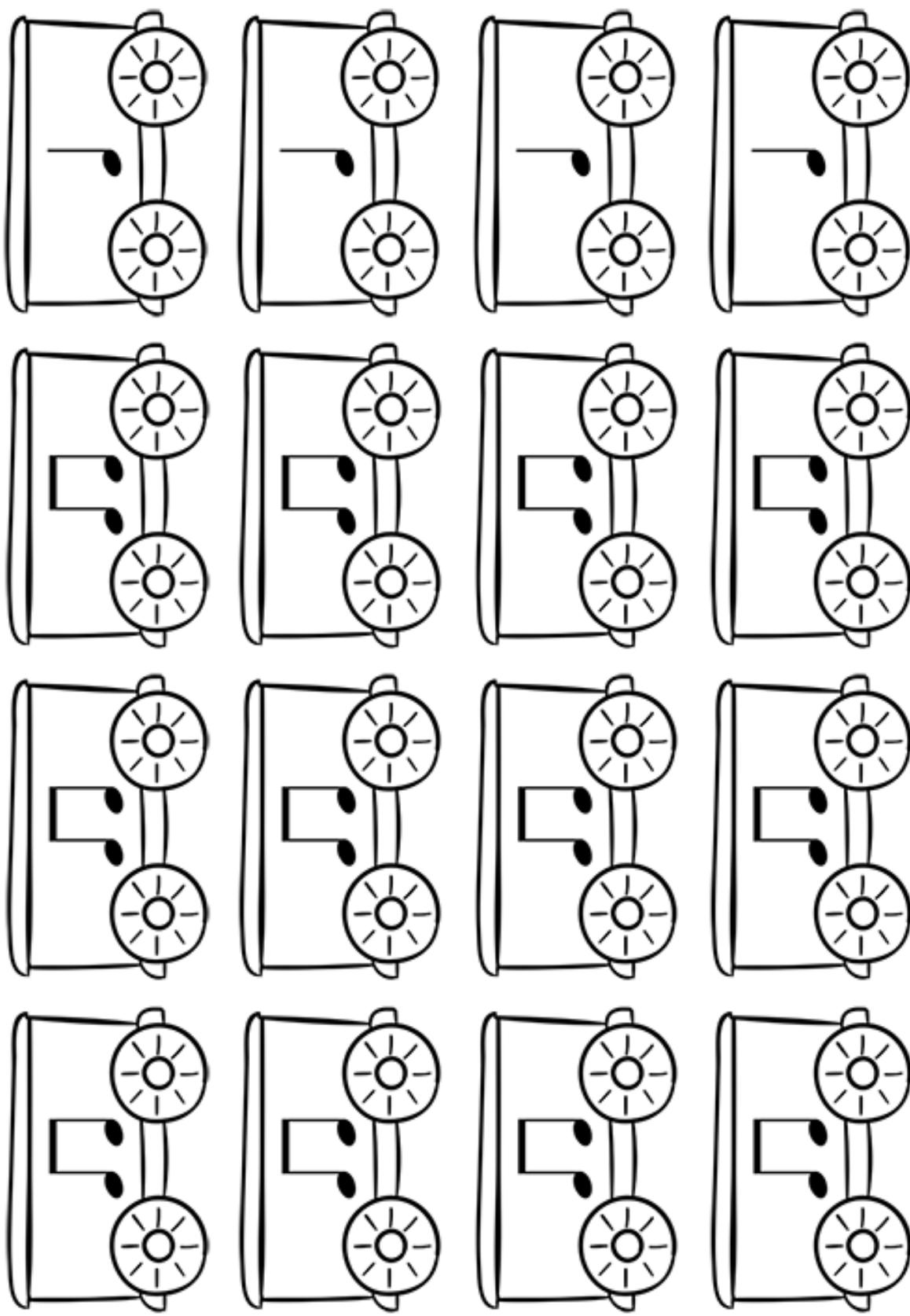








Engine Engine Number Nine Rhythms



Engine Engine Number Nine – Melody in D

Engine Engine Number Nine

Traditional chant
arr. Beth Thompson
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♩ = 58

D A D A D A D A D A

En - gine, en - gine num - ber nine Go - ing up Chi - ca - go line. If she's po - lished
d m r m d m r d m r m d m r d m r m

D A D A D A D

won't she shine? En - gine, en - gine, num - ber nine. All a - board!
d m r d m r m d m r d d s

Engine Engine Number Nine – Melody in G

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♩ = 58

G D G D G D G D G D

En-gine, en-gine num-ber nine Go-ing up Chi-ca-go line. If she's po-lished
d m r m d m r d m r m d m r d m r m

G D G D G D G

won't she shine? En-gine, en-gine, num-ber nine. All a-board!
d m r d m r m d m r d d s