

# YOUR WINTERTIME SONG

Digital Version — 4 - 8 years old



TEACHER'S GUIDE

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Digital Version— 4 - 8 years old

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# YOUR WINTERTIME SONG

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## OUR TEAM

### CREATION AND CONCEPT

Aurélie Négrier

### HOST French version

Aurélie Négrier

### HOST English version

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[camionproductions.org](http://camionproductions.org)

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### TEACHER'S GUIDE

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Unsplash.com

VERSION 2



# YOUR WINTERTIME SONG

**Digital Version— 4 - 8 years old**

## INTRODUCTION

Dear teachers,

Your **Wintertime Song** is an interactive workshop that breaks down into 4 parts that will invite you to **create a song on the theme of winter**. The students learn a melody without lyrics, the verse, the chorus, and have fun with different notions such as rhymes, emotions, and the story that the song tells. Throughout this process, they are invited to **put their own words to the melody that they learn**.

It is important for us to introduce you to our **educational intentions** and all the **necessary educational material** in this document, which will allow you to **co-create the workshop** and to live an **optimal musical experience** with your class!

Creating a song is a long process. It is very likely that your creation will take more than the 4 modules to complete!

We wish you a wonderful experience!

Cordially,

The Young Audience Artistic Team of Jeunesses Musicales Canada



For all questions, contact our Music Education Facilitator, Aurélie Négrier:  
[jeunepublic@jmcanada.ca](mailto:jeunepublic@jmcanada.ca)

Target audience: 4 - 8 years old

Duration: +/- 8 minutes per video

Number of participants: 1 class

Languages: offered in English or in French



# YOUR WINTERTIME SONG

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## DETAILS

The song was composed while respecting the children's vocal possibilities. In fact, the register used (from the lowest note to the highest note in the melody), the melodic intervals, and the tone correspond to the vocal capacity of children 4–8 years old.

**Genres approached:** nursery rhyme, lullaby, children's song, traditional song, classical melody, poetry.

**Themes:** winter, skating, a frozen lake, winter clothes, winter activities, presents, snowballs, penguins, and the concert entitled Le grand bal de Noël.

**Language used:** current, sustained, poetic, invented, narrative.

**Proposed music:** joyous, melancholic, energetic, soft.

**Literary processes:** verse, prose, repetition, rhyme.

**Instruments used:** trombone, sousaphone, banjo, and piano.

## PRACTICAL ADVICE

Listen to the modules before presenting them to your students.

We encourage you to learn and master the workshop's proposed song before presenting it to your students. Make sure you are able to sing it without errors in rhythm, intonation, and mastery of the melody.

Don't hesitate to **stop the video** in order to check that your students are doing what is asked or proposed.

Emphasize that we always learn best when we **start slowly one section at a time!**

The **whole class** should go at the **same speed**, the same tempo, like a unison choir.

# YOUR WINTERTIME SONG

**Digital Version— 4 - 8 years old**

## LITTLE VOCAL WARM-UPS

Here are some ideas to prepare the children for a singing activity.

When we sing, our whole body sings!

It is important that our body and our voice are wide awake and well warmed-up before we start singing.

It only takes a few minutes by following these 3 phases of vocal warm-up!

## WAKE UP THE BODY

### Stretches

- We stretch by trying to touch the sky with our fingertips.
- We yawn silently and while making noise.
- Shrug and contract the shoulders, then release them while breathing.

### Anchor to the ground

- Root yourself in the floor like a tree and make soft movements in all directions with your arms (as if the wind was blowing in our branches).
- The wind blows hard and pushes us forward, then backward, but our roots are solid and we stay firmly anchored in the earth.

### Face massage

- We imagine we have a huge piece of gum in our mouth that forces us to make all kinds of faces.
- We massage the face, the temples, the forehead, the cheeks, the sides of the nose, the chin, the neck, and the shoulders.

# YOUR WINTERTIME SONG

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## LITTLE VOCAL WARM-UPS (CONTINUED)

### WAKE UP THE BREATH

#### Inhalation

- When I inhale, I breathe air into my nose, my mouth, and my lungs.
- Inhale through the nose, like when you want to smell a flower that smells good.
- Exhale with a sound of exclaimed “AH!” of admiration.

#### Exhalation (blow)

- To exhale is to let air out. We can let air out gently or heavily.
- Exhale gently by blowing soft like when you make a candle flame flutter without blowing it out.
- Exhale heavily by blowing hard like when you blow out the candles on a birthday cake!

#### Exhalation (on sound)

- Exhale by imitating a light breeze.
- Exhale by imitating a strong and powerful wind.

### WAKE UP THE VOICE

**Range:** The extent of the voice from the deepest sound to the highest sound we can sing.

- Make siren sounds with your voice while drawing a big circle with your hand.
- Sing your first name while changing the pitch of your voice.
- Play with changing your voice by incarnating different characters.



# YOUR WINTERTIME SONG



## PART 1

### A CHORUS IN MIND

# YOUR WINTERTIME SONG — PART 1

## A CHORUS IN MIND

### ACTIVITY CONTENT

#### NURSERY RHYME PRESENT

Language development and song appreciation.

Gabriela opens the white gift and receives a snowman in a snow globe. It represents a song that she has received as a gift. So, she interprets this song for us:

#### WATCH THE SNOWFLAKES FALL CHORUS

Blink blink blink blink  
Watch the snowflakes fall  
Nose up in the air  
Snowflakes in my hair

Blink blink blink blink  
Watch the snowflakes fall  
In the winter time  
Open up and shine.

#### VERSE

Winter time is here  
I put on my hat,  
Blink a blink a blink

Everything is white  
It warms up my heart  
Looking for gloves I can match with that

Video Duration  
9:46 min

#### MOVEMENT ACTIVITY—JINGLE BELLS

Broaden action repertoire and sensory reactions.

Repeat a musical sequence and use the voice and body percussion.

While singing *Jingle Bells*, the children reproduce the rhythm by hitting body percussion.

- We tap the rhythm of *Jingle Bells* on our thighs
- Then the second rhythm of *Jingle Bells* we clap with our hands
- "Jingle all the way" Tap the hands on the chest, alternating left and right
- "Oh, what fun ..." We turn around
- "Hey!" Raising our hands into the air!

Many different versions of *Jingle Bells* exist, so have fun listening and banging out the rhythms to all the different versions!



Click here to listen to the  
instrumental version of  
**WATCH THE  
SNOWFLAKES FALL**

# YOUR WINTERTIME SONG – PART 1

## A CHORUS IN MIND

### TIME TO SING!

Perform musical pieces.

Work on the structure:

- Look for elements linked to the song's melodic and rhythmic structure.
- Follow the elements linked to the song's structure.

For children 4–6 years old

- Seize every opportunity to hear the song.
- Listen without singing or by singing in our heads.
- Learn the melody by small sections.
- Little by little, memorize the verse's melody.

For children 7–8 years old

- Seize every opportunity to hear the song.
- Listen without singing or by singing in our heads.
- Learn the melody by small sections.
- The learning takes place in a back-and-forth between the facilitator, the teacher, and the children. It's an important phase in clearly establishing the melody, the rhythm, and the elements of expression in the song.

You can sing the melody by using other phonemes.

Ex: Lou, Li, Lo, Da, Dou, Tu.





## YOUR WINTERTIME SONG – PART 1

### A CHORUS IN MIND

#### YOUR WINTERTIME CHORUS

Take advantage of creative ideas inspired by a proposal

- What colours or what words best evoke winter for you?
- If you had to choose a present, which one would you choose first?
  - The biggest one?
  - The heaviest one?
  - The most colourful one?
  - The one that makes the most intriguing sound when you shake it?
  - The one that has the most decoration?

**Chorus:** A sequence of words or phrases repeated at the end of each verse of a song / For your chorus, you will need little short sentences with repeating words.

- Do you know any chorus songs?

With this first segment, you can start to throw yourself into creating your song.

- Why not list all the words that make you think of winter? (See the next page.)

#### ACTIVITIES TO DEEPEN THE LISTENING AND FIND INSPIRATION

Exploit creative ideas inspired by a proposal.

Here are two song propositions on the theme of winter!

Don't hesitate to listen to them to identify and learn their chorus!

- Do they contain words that you don't know?
- Did you hear any word associations that surprised you and stimulated your imagination to create new ones?

4–6 years old: [Little Snowflake](#)

7–8 years old: [I'm a Little Snowman](#)



# YOUR WINTERTIME SONG – PART 1

## A CHORUS IN MIND

### LIST OF WORDS THAT MAKE US THINK OF WINTER

Winter	Winter Sports	Winter clothes	Geography	Plants	Verbs
Blizzard	Bobsleigh	Anorak	Arctic	Fir	Blow
Brisk	Hiking	Coat	Boreal forest	Larch	Cook
Chapped	Hockey	Gloves	Frozen lake	Lichen	Cough
Chilly	Ice climbing	Hood	Frozen river	Mistletoe	Dance
Cold	Skating	Mittens	Ice floe	Pine	Dress
Cough	Skiing	Neck warmer	Mountain	Poinsettia	Freeze
Flakes	Snowboarding	Parka	North pole	Spruce	Heat
Flu	Snowshoeing	Scarf	Summit	<b>Food</b>	Hibernate
Frigid	Tobogganing	Snow boots	Taiga	Apple crumble	Knit
Frost	<b>People</b>	Toque	Valley	Banana bread	Protect
Frozen	Dancer	Wool socks	<b>Animals</b>	Brownies	Refrigerate
Gust	Elf	<b>Staying warm</b>	Artic hare	Caramel	Reheat
Hail	Fiddler	Blanket	Beaver	Chocolate fondue	Run
Harsh	Hiker	Chalet	Bison	Chocolate log	Shiver
Ice	Hunter	Chimney	Caribou	Cookies	Simmer
Icicles	Lumberjack	Duvet	Coyote	Fruit cake	Skate
Polar	Mother Christmas	Fireplace	Deer	Hot chocolate	Ski
Sleet	Mountaineer	Hearth	Lynx	Ice cream	Sniff
Snow	Santa Claus	Heat	Penguin	Marshmallow	Snow
Snowy	Skater	Igloo	Polar bear	Meringue	Snow clearing
Storm	Skier	Log	Reindeer	Pie	Spin
White	Snowboarder	Refuge	Snowy owl	Pudding	Stir
Wind	Snowman	Shelter	Wolf	Shortbread	Thaw
Winter	Trapper	Wood	Wolverine	Sorbet	Whistle

# YOUR WINTERTIME SONG



## PART 2

### VERSES AND RHYMES



# YOUR WINTERTIME SONG – PART 2

## VERSES AND RHYMES

### ACTIVITY CONTENT

#### NURSERY RHYME PRESENT

Language development and short poetry appreciation.  
Make connections between what we heard and what we felt.

Gabriela opens the blue gift and finds a card in which there is a nursery rhyme without music.  
Thanks to this short poem, we discover the world of rhyme.

Video Duration  
7:52 min

#### I WOULD LIKE TO OFFER YOU A PRESENT

I would like to offer you a present,  
A trip to space to the best event!  
I would like to give you a present,  
A marshmallow roasted under a tent!  
I would love to offer you a present,  
A hug so big it wont even cost a cent!  
I would like to offer you a present,  
A perfume to remember my scent.  
I would like to give you a present,  
Whether its a small one or a big one,  
The love is what is meant.

#### PRETTY SOUNDS

Language development.  
Play with sounds and words.

Gabriela demonstrates the rhymes by presenting a short rhyming word association exercise.

Winter	Dwarf
Skates	Snowflakes
Ginger	Scarf

Are you able to put the words that rhyme together?

Here are the answers. You can check if you got them right!  
Winter-Ginger, Skates-Snowflakes, Dwarf-Scarf



## YOUR WINTERTIME SONG – PART 2

### VERSES AND RHYMES

#### TIME TO SING!

Perform musical pieces.

Work on the structure:

- Look for elements linked to the song's melodic and rhythmic structure.
- Follow the elements linked to the song's structure.

For children 4–6 years old

- Seize every opportunity to hear the song.
- Listen without singing or by singing in our heads.
- Learn the melody by small sections.
- Little by little, memorize the verse's melody.

For children 7–8 years old

- Seize every opportunity to hear the song.
- Listen without singing or by singing in our heads.
- Learn the melody by small sections.
- The learning takes place in a back-and-forth between the facilitator, the teacher, and the children. It's an important phase in clearly establishing the melody, the rhythm, and the elements of expression in the song.

You can sing the melody by using other phonemes.

Ex : Lou, Li, Lo, Da, Dou, Tu.



Click here to listen to the  
instrumental version of  
**WATCH THE  
SNOWFLAKES FALL**

## YOUR WINTERTIME SONG – PART 2

### VERSES AND RHYMES

#### YOUR WINTERTIME VERSES

Take advantage of creative ideas inspired by a proposal.

Have fun rewriting the gift nursery rhyme with your own rhymes.

- What gifts would you like to offer that rhyme with “-ent”?
- A trip to Kent? To a circus tent? With a pleasant pheasant?
- A day to invent movement? With the intent of contentment?
- Visit a tenant with an accent? Who spent all of lent in a room of cement?

To help you, here are some rhymes that finish with the sound “-ent”

Accent	Crescent	Intent	Pavement	Segment
Adolescent	Dent	Invent	Payment	Sent
Amusement	Descent	Judgment	Peasant	Silent
Ancient	Evanescence	Kent	Percent	Spent
Apparent	Event	Lament	Pheasant	Student
Ascent	Extent	Lenient	Pleasant	Talent
Bent	Fluent	Lent	Prevent	Tent
Cement	Fluorescent	Meant	Reinvent	Transparent
Cent	Gent	Moment	Relent	Transplant
Client	Improvement	Movement	Rent	Trent
Consent	Incandescent	Mutant	Represent	Urgent
Content	Incessant	Parent	Scent	Vent

What emotions evoke winter for you?

- The joy of making snowmen?
- The excitement of snowball fights?
- The fear of the speed of a sled sliding down a steep slope?
- The sadness of seeing the sun set so early?
- The happiness of coming home to drink a tasty hot chocolate with marshmallows?
- The pleasure of warming up by the fire?
- Will the text of your future song be funny, joyous, or tender?





## YOUR WINTERTIME SONG — PART 2

### VERSES AND RHYMES

#### ACTIVITIES TO DEEPEN LISTENING AND FIND INSPIRATION

Take advantage of creative ideas inspired by a proposal.

Here is a song on the theme of winter.

Don't hesitate to listen to it to identify the rhymes!

- Does it contain words that you don't know?
- Did you hear word associations that surprised you and stimulated your imagination to create new ones?

[Winter Dance by Nancy Stewart](#)



## YOUR WINTERTIME SONG



## PART 3

### MUSIC AND WORDS

# YOUR WINTERTIME SONG — PART 3

## MUSIC AND WORDS

### ACTIVITY CONTENT

#### NURSERY RHYME PRESENT

Language development and short poetry appreciation.

Make connections between what we listened to and what we felt.

This time, Gabriela chooses a multicoloured gift! This one contains a scroll on which a poem is written. We discover a very important tool in the creation of our song: the music and the words convey a whole range of emotions!

Here is the pretty poem about winter by Lindsey Kuster that Gabriela receives as a gift:

#### POEM BY LINDSEY KUSTER

The sky is dark and the ground is white.  
 The world is peaceful on this wintry night.  
 No one around, not a sound to be heard.  
 Not a laugh, not a car, not even a bird.  
 For a moment, it's just the snow and me.  
 I smile inside.  
 I feel so free.

What are the emotions expressed in this poem?

- What do you feel when you hear that there is a dark sky?
- White grounds brings what images to you? Positive or negative? Why?
- Is a winter night peaceful? Why?
- No one around and no sound to be heard. Is that frightening or reassuring?
- What word would qualify best the moment described in the poem? Quiet? Stressful?
- Does it happen to you that you smile inside and feel free?

Video Duration  
7:53 min



## YOUR WINTERTIME SONG – PART 3

### MUSIC AND WORDS

#### MOVEMENT ACTIVITY—MUSIC AND STORYTELLING

Expand children's repertoire of action and sensory reactions.

Make connections between what we heard and what we felt.

Highlight the musical element that evoked an emotion.

In this activity, we will listen to 3 musical excerpts on the theme of winter.

The music can tell us a story. What story does the music that we hear tell?

- In the first excerpt, the music is soft and slow ...
- In the second excerpt, the music is bouncy and happy ...
- in the third excerpt, the music is mysterious, magical ...

Which musical elements evoke emotion?

- |                                |  |
|--------------------------------|--|
| - The tempo?                   | - What comes to your mind when you hear the music?         |
| - The nuance (strong or soft)? | - Are there images that you could describe?                |
| - The melody?                  | - What stories could you tell when listening to the music? |
| - The rhythm?                  |  |
| - The instruments used?        |  |

Did you hear how music is magical? It has the power to create a story and make us feel all kinds of emotions!



Click here to listen to the  
3 musical excerpts here



## YOUR WINTERTIME SONG — PART 3

### MUSIC AND WORDS

#### TIME TO SING!

Perform musical pieces.

Work on the complete structure: chorus, verse, introduction, and end.

- Search for elements linked to the melodic and rhythmic structure of the song.
- Respect the elements linked to the structure of the song.

It's a specific work of listening and taking auditory cues.

Listen to the sung version: there is generally an instrumental introduction.

- What sound or rhythmic cues tell me when the singing starts?
- How does the sequence of choruses / verses go?
- Are there moments of silence?

Listen several times and comment on the cues found.

Listen to the instrumental version and sing the song in your head.

We practice our text on the accompaniment ...

#### For children 4–6 years old

- Seize every opportunity to hear the song.
- Listen without singing or by singing in our heads.
- Little by little, memorize the verse's melody.

#### For children 7–8 years old

- Seize every opportunity to hear the song.
- Listen without singing or by singing in our heads.
- The learning takes place in a back-and-forth between the facilitator, the teacher, and the children. It's an important phase in clearly establishing the melody, the rhythm, and the elements of expression in the song.

You can sing the melody by using other phonemes.

Ex: Lou, Li, Lo, Da, Dou, Tu.



Click here to listen to the  
instrumental version of  
**WATCH THE  
SNOWFLAKES FALL**



## YOUR WINTERTIME SONG – PART 3

### MUSIC AND WORDS

#### OUR SONG

Take advantage of creative ideas inspired by a proposal.

You now have the complete structure of the song.

- What story would you like to tell?
- What will be the tone of your song?

You can try to place the words of your invention on the melody and make sure that each note corresponds to a syllable!

Example: in the first melodic phrase, there are 10 notes.

That means the text must correspond to 10 notes of the melody ...

We call it versification.

E vry thing is white, I put on my coat.

1 2 3 4 5 6 7 8 9 10

When it is too cold, I stay warm at home.

Here's another example that is made up of 10 syllables per phrase.

Note that certain letters aren't pronounced in order to reach 10 syllables per phrase.

The little mouse stays warm inside her home

When the snow storm rages, she dares not roam

Sometimes the mouse will enter the snow dome

To play all day with her best friend Jerome!

#### ACTIVITIES TO DEEPEN LISTENING AND FIND INSPIRATION

Exploit creative ideas inspired by a proposal.

Here are different pieces of music that evoke different emotions!

[Inuit Weather Chant - Horizon](#)

[Winter - Vivaldi](#)

[Des pas sur la neige \(Footprints in the Snow\) - Debussy](#)

We have also chosen one short story which has dwarfs and snow in it. We hope you will have as much pleasure reading them as we had discovering them!

[Why the Sea is Salt](#)



## **YOUR WINTERTIME SONG**



## **PART 4**

### **DECORATE YOUR SONG**

# YOUR WINTERTIME SONG — PART 4

## DECORATE YOUR SONG

### ACTIVITY CONTENT

#### NURSERY RHYME PRESENT

Appreciate musical works.

Make connections between what we listened to and what we felt.

In this last segment, Gabriela opens a very large present from which the penguins from the Grand bal de Noël come out! We approach different interpretations and styles of music in their company.

In fact, Gabriela and her three penguin friends worked to create two songs in decidedly different styles from the same melody.

You can therefore choose to use one of these versions (available as an instrumental version) for your song.

#### BALLAD VERSION : WATCH THE SNOWFLAKES FALL

- Appreciate the musical works.
- Share a preference among children's different observations.
- Talk about musical observations while justifying preferences.

#### WALTZ VERSION : FROZEN LAKE

- Appreciate the musical works.
- Share a preference among children's different observations.
- Talk about musical observations while justifying preferences.





## YOUR WINTERTIME SONG — PART 4

### DECORATE YOUR SONG

#### TIME TO SING!

Take advantage of creative ideas inspired by a proposal.

The idea is to have a precise idea of what you want to do with the song, so that it becomes a living and artistic “object,” to offer to other classes, parents, an audience, oneself, or even just for the pleasure of interpreting it together.

We invite you to play with the nuances, distribute the verses to small groups, create a sound environment (with bells for example), make the text more alive through gestures, introduce the song with a story ...

#### ACTIVITIES TO DEEPEN THE LISTENING AND FIND INSPIRATION

Take advantage of creative ideas inspired by a proposal.

Here are other examples that will please and inspire you.

For children 4–6 years old

[Fun in the Snow](#)

For children 7–8 years old

[Blow blow thou winter wind](#)



# MUSICAL SCORES

The scores and recordings are available on our website.

## Snowflakes in the air

(Jolis flocons blancs)

Words by Gabriela Izardo

Music by Aurélie Négrier

♩ = 106



Intro



Couplet



E-very-thing is white I put on my fleece blink a blink a blink.  
E-very-thing is white I put on my hat, blink a blink a blink.  
E-very-thing is white I put on my coat, blink a blink a blink.



E-very-thing is white I put on my fleece in- to the bliz- zard to find my peace.  
E-very-thing is white I put on my hat, in- loo- king for gloves I can match with that!  
E-very-thing is white I put on my coat, win- ter all year would win my vo- te!

Refrain



Blink Blink Blink Blink watch the snow- flakes fall, nose up in the air, snow- flakes in my hair, Blink Blink Blink



Blink watch the snow- flakes fall, in the win- ter- time o- pen up and shine.

Outro



up and shine. In the win- ter- time o- pen up and shine. In the win- ter- time o- pen up and



shine. In the win- ter- time o- pen up and shine.

Atelier "Au cœur de l'hiver" juillet 2020  
Jeunes Musicales Canada

1/1



## Monsieur Patineur / Frozen lake

Paroles: version française Aurélie Négrier / version anglaise Gabriela Izardo

Musique Aurélie Négrier

♩ = 120

Intro



There

Couplet

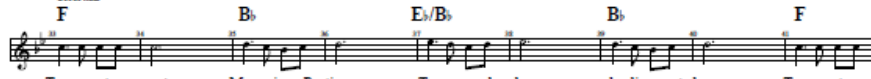


y a dans la val- lée un lac ge- lé un lieux en- chan- té  
is a ma- gic lake by the val- ley A frozen fan- ta- sy

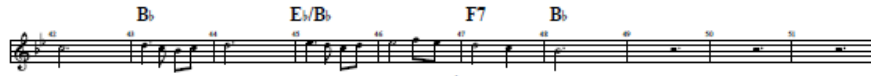


y a dans la val- lée un lac ge- lé un lieux rê- vé pour pa- ti- ner  
is a ma- gic lake by the val- ley I dream of a lake where I can skate.

Refrain



Tour- ne, tour- ne, tourne Mon- sieur Pa- ti- neur Tra- ce sur la glace des lignes et des coeurs Tour- ne, tour- ne  
Spin and spin a- round twirl me round and round draw me fi- gure eights trace me lit- tle hearts Spin and spin a-

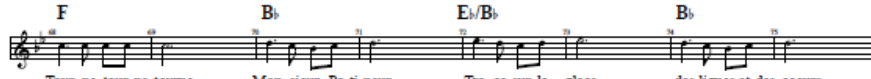


tourne Mon- sieur Pa- ti- neur Tes hautes pi- rou- ettes ré- chauff- fent nos coeurs  
round twirl me round and round lift me in the air catch me if I fall.

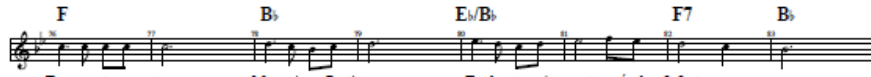
Solo trombone sur couplet



Refrain



Tour- ne, tour- ne, tourne Mon- sieur Pa- ti- neur Tra- ce sur la glace des lignes et des coeurs  
Spin and spin a- round twirl me round and round draw me fi- gure eights trace me lit- tle hearts



Tour- ne, tour- ne, tourne Mon- sieur Pa- ti- neur Tes hautes pi- rou- ettes ré- chauff- fent nos coeurs  
Spin and spin a- round twirl me round and round lift me in the air catch me if I fall.

Outro



Atelier "Au cœur de l'hiver"  
Jeunes Musicales Canada juillet 2020

1/1





## **Jeunesses Musicales Canada**

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