

# JINGLE JIVE

Dashing through the snow in a one horse open sleigh.  
O'er the fields we go, laughing all the way.  
Bells on bobtail ring, making spirits bright.  
What fun it is to ride and sing our sleighing song tonight! Oh!

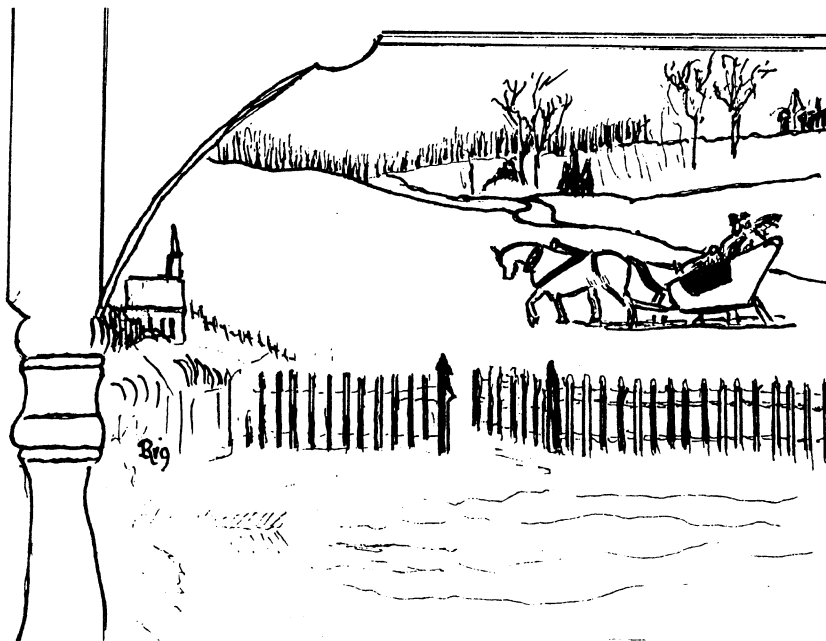
Jingle bells. Jingle bells. Jingle all the way!  
Oh, what fun it is to ride in a one horse open sleigh!  
Jingle bells. Jingle bells. Jingle all the way!  
Oh, what fun it is to ride in a one horse open sleigh!

Dashing through the (snow)  
in a one horse open (sleigh).  
O'er the fields we (go),  
laughing all the (way).  
Bells on bobtail (ring),  
making spirits (bright).  
What fun it is to (ride and sing)  
our sleighing song (tonight)! Oh!  
Jingle (bells). Jingle (bells).  
Jingle (all the way)!

Oh, what (fun) it is to (ride)  
in a (one horse) open (sleigh)!

Jingle (bells). Jingle (bells).  
Jingle (all the way)!

Oh, what (fun) it is to (ride)  
in a one horse (open) sleigh!



Oh, what fun it is to ride  
in a one horse open sleigh!  
Jingle all the way!

JINGLE JIVE, arr. Teresa & Paul Jennings  
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## NOTES FOR JINGLE JIVE

This is probably one of the most fun songs we've ever done! An adaptation of "Jingle Bells" for voices and bells, we've made it quite interesting with the addition of a cookin' big band. You will definitely need the recording to do this one.

The tune starts with a jazzy intro that is instantly recognizable. Four measures later, however, it takes off into a double time driving swing that keeps things hopping. The vocal part is not double time, but rather a steady and simple rendition of the tune. It's the instrumentalists behind them that have all the work to do! Let your students listen to the accompaniment tracks on the recording to fully appreciate the excellence of the players. If you have any jazzers in your midst, do share with them as well. (We have included the sixteenth note countermelody on the piano/vocal for you to follow, but also for any ambitious players to join in on, if they dare!)

Your bell players can double the vocal melody through the first time of the tune. You can use bells of any type, or any C instrument for that matter. Percussive ones would be more effective, but there are no rules. The second time through, the vocalists and bell players alternate. The bell notes are indicated by an asterisk above the notes. It's really challenging for the students to remember when to sing and when to play! Our singers really enjoyed doing this. You can, of course, use different groups of students for the two parts, but it will still require concentration to know when to sing or play and when to be quiet.

A final note – the enthusiastic "Yeah!" on the recording at the end was a natural phenomenon which occurred during the taping of the rhythm section tracks. We felt the same way, so we decided to leave it! (The performer prefers to remain anonymous...)