Elementary Music Lesson
Submitted by Cecile Johnson

Grade 2 or 3 (depending on sequence)
45-minute lesson

Primary Objective: Practice syn-CO-pa in known and unknown song material
Secondary Objectives:
- Prepare single ti-anacrusis
- Prepare fa in ascending scale
- Identify motivic/phrase form
- Derive question and answer form/Call and Response
- In-tune solo singing and improvisation

Goals: The students will (TSW):
- Sing songs containing syn-CO-pa
- Read rhythmic motives with syn-CO-pa
- Improvise melodic and text answers with syn-CO-pa pattern
- Identify visually syn-CO-pa in a new song
- Derive lesson themes around “Water” and Multicultural Songs

Materials Needed:
- Song transparencies, cassette player, syn-CO-pa flashcards, boat card’s, recording of Glicere’ Sailors’ Dance from The Red Poppy, djembe drum

The Lesson

Greetings: Funga Alafia with Djembe drum ostinato ti-ti TA
C do SP C' = do’ Sing class into the room - derive question and answer motives
Students play ostinato pat, pat, clap
S derive form ABA sung/spoken/sung

Name Game
Como Se Llama in English “What is Your Name?”
C do SP G = so Solo/group singing of student names in call and response
Derive the same syn-CO-pa pattern as in Funga Alafia

Transition:
New game also from Africa (copycat game) - teach through game
C do SP G = so Che Che Koolay (Call and Response)
In circle - students copy melodic motives and pat beat
Students derive steady beat against syn-CO-pa patterns
Play 4 rounds of the game with solo singers in center of circle
“1-2-3 for a surprise, 1-2-3 open your eyes” to get new leader

High Concentration
Teacher sings on neutral syllable “loo” syn-CO-pa melodic motives
C la SP G = mi’” Canoe Song Students identify aurally the song
Students read the rhythms of the song on overhead transparency
Derive rhythmic form abac
Sing with ostinato ½ class vs ½ class Sing in canon w/ ostinato

Transition:
Flashcards on floor with syn-CO-pa patterns (4 beats)
Students find the motives to create Canoe Song. Motive leads to next song
Another boat song from Africa

Moderate Concentration
New Song Eh Soom Boo Ka Wah Yah (Nigerian Boat Song)
G do SP: low so, Teach song as students find syn-CO-pah patterns (draw rectangles around patterns on overhead - students read rhythms with special attention to single ti eighth notes and the ascending line BOAT movement game - question about the accelerando ending and preparing ascending line with arm motions. All students get in imaginary boats and row on the steady beats while singing song - trade captains of boats/sing until all have had a turn as captain of boat. 4-5 students in boat moving around room while singing

Transition: Sing song last time and get boats into single circle (signal seated circle)
Reading motives/question and answer with cards “Who has the row boat?” “I have the row boat” “Who has the speed boat?” “I have the speedboat” etc (Game played with the syn-CO-pa TA TA motives throughout)
Transition: Collect cards and begin singing “I like water, I like water one turn around now.”
C do   SP A=la “We Like Berlin” - melodic category game text substitution - Students IMPROVISE answers with “Something you like to do or can do in the water”
   Ex.   I like swimming, I like swimming one turn around now - PLAY circle movement game...... end with All turn around now. Sit down.

Directed Listening: Gliere’s “Russian Satiors’ Dance” from The Red Poppy
   Read transparency – identify syn-CO-pa patterns - listen to the classical
   Music selection and count the number of times the theme is presented
   Sing along with the text find single eighth note anacrusis and :II signs

Closing: Recap what rhythm patterns we performed today (syn-CO-pa) and how all the songs were related (water/sailing)
   m   m   r   d   l   l   l   s   l
   Good bye it’s time to go, so long for now Teacher sings/Class echos for dismissal
FUNGA ALAFIA

S.S.P. = C
R.S.P. = C-D
J = c. 92

Greeting Song
West Africa

Fun-ga A-laf-ia
Ah-shay Ah-shay

Fun-ga A-laf-ia
Ah-shay Ah-shay

spoken freely

With my thoughts I welcome you
With my words I welcome you
With my heart I welcome you
see? I have nothing up my sleeve  D.C. al fine

Note:
Alafia means “Good Health” or “peace” in Yoruba and African language.
Ashay is similar to oh-shay which means Thank you.

May add drumming and use small group or solo call-response motives.
Melody: a b a c
Rhythm: a av a av
Form: A Av
use for: syncopation

Source: John Langstaff in Workshop OAKE Conference, Baltimore, MD.
February, 1997
Also in MacMillan “Share the Music” 1995 ed. Grade 5 pg.55

Cecile Johnson Collection 1997
COMO SE LLAMA?  
(What is Your Name?)

S.S.P. = G
R.S.P. = G-B
\( j = 96 \)

\begin{align*}
4 & \quad \text{Co \ - \ mo \ se \ lla\ - \ ma?} \\
4 & \quad \text{(clap)}
\end{align*}

\begin{align*}
\text{Me} & \quad \text{I I I d' I} \\
\text{I I I d' I} & \quad \text{Co \ - \ mo \ se \ lla\ - \ ma?} \\
\text{(clap)} & \\
\text{s} & \quad \text{f} \quad \text{m} \\
\text{I I I d' I} & \quad \text{(student's name)}
\end{align*}

Melodic Content: \( s s I s m, / I I I d' I / s f m r d' \)
Rhythmic Content: syn-co-pa/clapping
Form: Question/answer; A A' B

NOTE: Use at begining of year to learn children's names and for individual singing - text substitution with students' names - students can then in turn ask the question to another classmate.

Source: Keene, Gail. MUSiC K-8 Magazine.

S.S.P. = A
R.S.P. = G-B
\( \text{d} = 60 \)

**CHE CHE KOOLAY**

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**West Africa: Ghana**

**Action Song**

**s, d ri m**

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**2**

**call**

<table>
<thead>
<tr>
<th>Che che koo-lay (hands on head)</th>
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<td>Che che koo-lay</td>
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**response**

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<tbody>
<tr>
<td>Che che koo-lay</td>
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<table>
<thead>
<tr>
<th>Che che ko-fee sah (hands on shoulders)</th>
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<tbody>
<tr>
<td>Kah fee sah lang-ah (hands on waist)</td>
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<tr>
<td>Tah-tah she lahn-gah. (hands on knees)</td>
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**Koom ah dye-day. (hands on ankles)**

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Game: Circle formation - leader sings the calls and makes the motions; others repeat.
Players to move constantly during their singing by twisting their bodies or bouncing up and down showing beat. All shout HEY! at the end as players jump up!

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**Melodic:** s, -d; m ri m; dd mdd, mrd;
**Rhythmic:** syn-co-pa
**Form:** Call-response - 5 motives abode

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**Text Vocabulary** - Song in over 150 dialects in Africa

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**Cecile Johnson Collection 1996**

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*Can be played as an elimination game - students must follow actions exactly - Also good for solo singing*
Boat song
Nigeria
s1, t, 6rmf

SSP = E
RSP = E
d = 116

ES OOM BOO KA WA YA

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Es oom boo ka wa ya ke-doom ka dee

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ke-doom ka dee ke-doom ka dee

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transl.: the clouds are gathering. paddle faster.

I learned this song during my student teaching time at Southwest Elementary School, Durham, NC in 1990.

SOURCE: Jan Schwarze

Also in: MacMillan "Music and You" Grade 3

Shared with me June 1994 Level II Pedagogy

Ruth Pardue, May 1990

 Shared with me in June of 1990.
This song might be sung any time of year in Nigeria.

- Pretend to paddle a boat as you sing it.

**Nigerian Boat Song**

Optional.

- Play the pitches in the fourth line on resonator bells.

What are their names?
CANOE SONG

S. S. P. = B
R. S. P. = A - C
J = 120
Bright, steady

2

1. My paddle's keen and bright flashing with silver

2. Dip, dip and swing her back flashing with silver

1. Follow the wild goose flight dip, dip and swing

2. Swift as the wild goose flies dip, dip and swing

Note: Melodic ostinato throughout:

minor tonality / syncopation / duple meter

Partner w/ Partner B

Rhythmic

Partner w/ Ah, Poor B and/or Land of Silver Bird

Also in Bk 2 Silver Bunting reading transcriber

The Canoe Song (My Paddle's)

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"Russian Sailor's Dance"
from *The Red Poppy* by Gliere

We are sailors who sail the wide oceans.

We're Russian sailors who sail the seven seas. (Hey):

A minor

Melody: [Musical notation]
HEY, HEY

S.S.P. = G
R.S.P. = F-A
\( \text{d} = 84-96 \)

4  d  l  n  l  n  l  n
4  s  m  s  m  s  l  s

(All)
Hey, Hey, tell me what's your name?

s  m  s  m  s  l  s
My name is Sar-ah.

(solo)
that's my name.

s  m  s  m  s  l  s
Her name is Sar-ah.

[group]
that's her name.

Melodic:  \( s  m  l \)
Rhythmic:  Too, o syn-co-pa \( \text{d} \)
Form:  a a' a' = A

Note: May toss beanbag or other object to one who will respond on the solo part - especially good for intermediate, older child


Cecile Johnson Collection April 1996