



Let's Make Music

Lesson Overview:

- Create and perform music, using a variety of sound sources
- Identify and perform music from various cultures and historical periods
- Use correctly the vocabulary and musical terminology associated with the specific expectations for this grade

Length of Lesson: Three 45- minute periods

Notes: This lesson is suitable for grade 3-8.

Instructional Objective: Students will:

- Sing in Zulu and English an African song
- create a rhythm pattern using body percussion and/or rhythm instruments
- perform the piece using appropriate rhythm instruments or body percussion and sing expressively changing volume and speed



Supplies

- Piano or guitar or CD player for accompaniment (song may be done entirely accapella)
- Rhythm instruments e.g. drum, bongos, maracas, rhythm sticks
- Audio Recording or sheet music for “Syahamba” (see sources)

Instructional Plan:

Activity 1

In the first period the song should be introduced to the students. Read over the verses and discuss with the class the pronunciation of the Zulu.

Pronunciation guide

Vowels

a as in apple
e as in elephant
i as in me
o as in open
u as in glue

The melody line may be played on the piano and/or sung for the students. The piece may also be played from the CD. It should be played through or sung completely at least twice so that the students get the general melody established in their minds before you teach the song. The song is then taught through echo and taught musical line by line.



Zulu

Syahamb' ekukha nyeni kwenkhos.
 Syahamb' ekukha nyeni kwenkhos
 Syahamb' ekukha nyeni kwenkhos.
 Syahamb' ekukha nyeni kwenkhos
 Syahamba hamba hamba o oh
 Syahamb' ekukha nyeni kwenkhos
 Syahamba, hamba, hamba o oh
 Syahamb' ekukha nyeni kwenkhos

English

We are marching in the light of God
 We are marching in the light of God
 We are marching in the light of God
 We are marching in the light of God
 We are marching, marching, marching o oh
 We are marching in the light of God
 We are marching, marching, marching o oh
 We are marching in the light of God




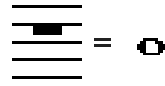

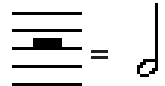

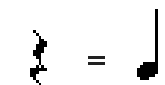





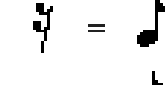
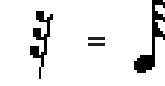
The song is a marching piece and is meant to sound as if the group is marching through the village while singing. To reproduce this sound the students can include some dynamics in the piece. The first time it is sung the piece is sung in Zulu and begins softly and gradually increases in sound through the second singing, which should be in English.

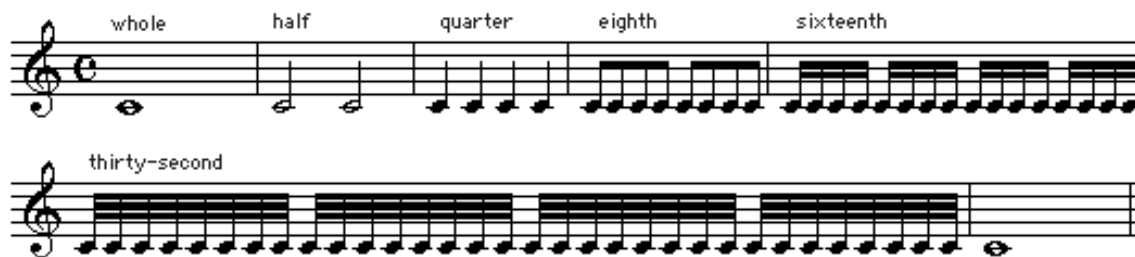
By the time the piece is sung for the third time it is again sung in Zulu but the volume should be full. This volume should gradually diminish as the song is sung for the fourth and last time and should finish in English very softly. This will mimic the sound of moving off into the distance. You may wish to introduce the correct musical term for this. These terms for this are crescendo: gradually getting louder and decrescendo: to gradually get softer. The symbols may also be introduced to the older grade students.

< For Crescendo and > for Decrescendo. The students may then be adding these symbols to their sheet music in the appropriate place to remind themselves for performance purposes.

Activity 2

The second period should be spent on rhythm. During this lesson the class may be introduced to the valuation of notes as a part of the lesson. This will depend on the grade of the class being taught. It will be enough for the grade three students to clap the basic beat while singing the piece. Half the class can sing while the other have claps and reverse. The students should be taught to count to four while clapping as this represents the basic beat of each bar which is 4/4. This should be done again using the sheet music. The older grades may be given a copy of the sheet music to put the basic beat in quarter notes above each bar. They may then see if they can figure out how each bar equals that basic beat. They should now have a copy for the rhythm and a copy for performance purposes.

Rhythmic Values		Rests	
	whole note		whole rest
	half note		half rest
	quarter note		quarter rest
	eighth note		eighth rest
	sixteenth note		sixteenth rest
	thirty-second note		thirty-second rest
etc.			etc.



Activity 3

The Juba



Juba is an African word meaning a little of this and little of that. It is used to describe improvisational African Dance and may also be used for body percussion or “hand Jives”.

The students can develop their own clapping patterns in groups as they do when they play games like “Rockin’ Robin” “My Father Went to Sea”. Clapping may include slapping hands on the palms and tapping the tops of the hands of the person standing beside you or across from you. They may also include stomping feet.

Some examples would be with the right hand clap on the palm of the student on your right and at the same time slap the back of the student on your left’s hand, then reverse and clap your own hands twice. Counts one clap and slap count two clap and slap count three clap yourself and four clap yourself. You may wish to have students and snapping fingers and patting their shoulders or hips as a count. The students should work in groups four or five and create their own juba to the song. The younger students may use a four count juba using two moves while the older students may do eight counts using four moves etc. Students may wish to go to this link to view an actual example of juba or hand jive.

http://www.ket.org/artstoolkit/dance/preview/dance-hand_jives.htm

Activity 4

Percussion and Performance

This is the final activity and should take about 45 minutes to do. The students should be divided into heterogeneous groups. The size of the group should depend on the class and the availability of rhythm instruments. These instruments should include a drum, maracas and rhythm stick but may also include claves, tambourines and bells.

The students will create different rhythm patterns for each instrument and put them together to make a rhythm section for their performance. The younger students may only use one or two instruments and the older students may include three or four. They should take the period to put

Siyahamba

Traditional Folk Song

arr. M. Lawrence

Si-ya hamb' e-ku-kha nye-ni kwen-khos, Si-ya

hamb e-ku-kha nye-ni kwen-khos

Si-ya hamba hamb-a hamb-a o-oh Si-ya

hamb'e-ku-kha nye-ni kwen-khos

We are march-ing in the light of God, We are

march-ing in the light of God

We are march-ing march-ing march-ing o-oh We are

march-ing in the light of God



MUSIC PERFORMANCE RUBRIC

Criteria	Level 1	Level 2	Level3	Level 4
create and perform music, using a variety of sound sources;	- performs and creates only in limited and incomplete ways	- occasionally performs and creates in complete ways	- usually performs and creates in complete ways	- consistently performs and creates in well-developed ways
demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music;	- applies few of the skills, concepts, and techniques taught	- applies some of the skills, concepts, and techniques taught	- applies most of the skills, concepts, and techniques taught	- applies all of the skills, concepts, and techniques taught
sing and play instruments with expression and proper technique (e.g., with correct breathing or fingering);	- rarely communicates with clarity and precision	- sometimes communicates with clarity and precision	- usually communicates with clarity and precision	- consistently communicates with clarity and precision
identify and perform music from various cultures and historical periods;	- shows understanding of few of the concepts	- shows understanding of some of the concepts	- shows understanding of most of the concepts	- shows understanding of all (or almost all) of the concepts

MUSIC ASSESSMENT RUBRIC – PEER AND SELF ASSESSMENT

CRITERIA	ORGANIZATION	COOPERATION	EFFORT	CREATIVITY
LEVEL 4	Enthusiastic about tasks...came ready to work	Group members were agreeable, on task and extremely productive	Members worked hard and tried their best at all times	Ideas were very creative, showed a great deal of thought and preparation
LEVEL 3	Displayed some enthusiasm and was usually ready to work	Group members were usually agreeable, usually on task and productive	Members usually worked hard and usually tried their best	Ideas were creative, showed a good thought and preparation
LEVEL 2	Somewhat reluctant to participate and was only occasionally ready to work	Group members were sometimes agreeable somewhat on task and somewhat productive	Members sometimes worked hard but showed inconsistent effort	Ideas somewhat creative, showed some thought and preparation
LEVEL 1	Rarely ready to work and very reluctant to participate	Group members were rarely agreeable, rarely on task and displayed minimal productivity	Members showed little effort and rarely put forth their best effort	Ideas were rarely creative and showed minimal thought and preparation