

Developing Music Literacy Through Conversational Solfege™

by John M. Feierabend



1) READINESS ACTIVITIES

ROTE ACTIVITIES

- Teach by ROTE the following songs and rhymes or choose other songs and rhymes with the same rhythmic content.
- Evoke solo responses from all choristers as often as possible.

WE THREE KINGS

KINGS OF ORIENT

We three kings of O-ri-ent are, bear-ing gifts we trav-erse a-far,
field and foun-tain, moor and moun-tain, fol-low-ing yon-der star. O—
star of won-der, star of night, star with roy-al beau-ty bright,
West-ward lead-ing, still pro-ceed-ing, guide us to thy per-fect light.

JACK BE NIMBLE

Jack be nim-ble, Jack be quick. Jack jump o-ver the can-dle stick.

FAIS DO DO

Cajun Folk Song



Fais do do and let us go dream - ing. Fais do do come dream - ing with me.



Do not proceed further until choristers can individually sing or speak the above songs and rhymes

2) CONVERSATIONAL SOLFEGE™ ACTIVITIES

(Students do not see notation in this section)

ROTE ACTIVITIES

- Choristers tap eighth note beats with two fingers of one hand onto the palm of their other hand.
- Director speaks each of the following patterns with *rhythm* syllables.
- Choristers repeat each pattern with *rhythm* syllables.
- Evoke solo responses from all choristers as often as possible.



Do not proceed further until all choristers can individually repeat by ROTE the above patterns with accuracy.

DECODE - FAMILIAR PATTERNS

- Choristers tap eighth note beats with two fingers of one hand onto the palm of the other hand.
- The director plays on an instrument or speaks with *neutral* syllables those patterns learned in the ROTE portion of this section.
- Choristers repeat each pattern with *rhythm* syllables.
- Evoke solo responses from all choristers as often as possible.

DECODE - UNFAMILIAR PATTERNS

- Choristers tap eighth note beats with two fingers of one hand onto the palm of the other hand.
- The director plays on an instrument or speaks with *neutral* syllables the following unfamiliar patterns.
- Choristers repeat each pattern with *rhythm* syllables.
- Evoke solo responses from all choristers as often as possible.

DECODE - FAMILIAR SONGS AND RHYMES

- Choristers tap eighth note beats with two fingers of one hand onto the palm of the other hand.
- The director plays on an instrument, sings or speaks with text, songs and rhymes learned in the READINESS section of this unit in four beat segments.
- Choristers repeat each four beat segment using *rhythm* syllables.
- Have choristers repeat the entire song or rhyme with *rhythm* syllables.
- Evoke solo responses from all choristers as often as possible.

DECODE - UNFAMILIAR SONGS AND RHYMES

- Choristers tap eighth note beats with two fingers of one hand onto the palm of the other hand.
- The director plays on an instrument, sings or speaks the following songs and rhymes (or other hymns, songs and rhymes with the same rhythmic content) with the *text* or with *neutral* syllables in four beat segments.
- Choristers repeat each four beat segment using *rhythm* syllables.
- Have choristers repeat the entire song or rhyme with *rhythm* syllables.
- Evoke solo responses from all choristers as often as possible.

LADY LADY

Traditional

La-dy La-dy, buy a broom for my ba-by. Sweep it low, sweep it high,
Sweep the cob - webs out of the sky, La-dy, La-dy, buy a broom for my ba-by.

HUMPTY DUMPTY

Traditional

Hump - ty Dump - ty sat on a wall. Hump - ty Dump - ty had a great fall.
All the king's hor - ses and all the king'smen could-n't put Hump-ty to - ge - ther a - gain.

STOP

Do not proceed further until all choristers can individually DECODE the above songs and rhymes with accuracy.

CREATE

- The director should sing or speak rhythm patterns with *rhythm* syllables
- Choristers should create a pattern different from the director and speak it with *rhythm* syllables.
- Evoke solo responses from all choristers as often as possible.

STOP

Do not proceed further until all choristers can individually CREATE rhythm patterns with accuracy.

3) READING ACTIVITIES (Students look at notation from flash cards, transparencies, chalkboard, handouts, hymnals, etc.)

ROTE

- Choristers tap eighth note beats with two fingers of one hand onto the palm of their other hand.
- The director shows and speaks patterns learned in the **READINESS** and **CONVERSATIONAL** section of this unit with *rhythm* syllables.
- Choristers read and repeat each pattern with *rhythm* syllables by **ROTE**.
- Evoke solo responses from all choristers as often as possible.

DECODE - FAMILIAR PATTERNS

- Choristers tap eighth note beats with two fingers of one hand onto the palm of their other hand.
- The director shows patterns learned in the **READINESS** and **CONVERSATIONAL** section of this unit.
- Choristers silently **DECODE** each pattern and then speak each pattern with *rhythm* syllables.
- Evoke solo responses from all choristers as often as possible.

DECODE - UNFAMILIAR PATTERNS

- Choristers tap eighth note beats with two fingers of one hand onto the palm of their other hand.
- The director shows the following unfamiliar patterns.
- Choristers silently **DECODE** each pattern and then speak each pattern with *rhythm* syllables.
- Evoke solo responses from all choristers as often as possible.



DECODE - FAMILIAR SONGS AND RHYMES

- Choristers tap eighth note beats with two fingers of one hand onto the palm of the other hand.
- The director should show songs or rhymes learned in the **READINESS** and **CONVERSATIONAL** sections.
- Choristers silently **DECODE** each four beat segment and then speak each segment using *rhythm* syllables.

- Choristers should **READ** entire songs or rhymes with *rhythm* syllables.
- Evoke solo responses from all choristers as often as possible.

DECODE - UNFAMILIAR SONGS AND RHYMES

- Choristers tap eighth note beats with two fingers of one hand onto the palm of the other hand.
- The director plays on an instrument, sings or speaks the following songs and rhymes (or other hymns, songs and rhymes with the same rhythmic content) with the *text* or with *neutral* syllables in four beat segments.
- Choristers repeat each four beat segment using *rhythm* syllables.
- Have choristers repeat the entire song or rhyme with *rhythm* syllables.
- Evoke solo responses from all choristers as often as possible.

FATHER IN HEAVEN

Rudyard Kipling
1865-1936

Timothy Matthews
1826-1910



Fa-ther in heaven, who lov - est all, O help thy child - ren when they call,



That they may build, from age to age, an un - de - fil - ed her - it - age.

JACK AND JILL

Traditional



Jack and Jill went up the hill to fetch a pail of wa - ter.



Jack fell down and broke his crown and Jill came tum - bl - ing af - ter.

CHRIST WAS BORN ON CHRISTMAS DAY

Traditional German Melody



Christ was born on Christ - mas day, Wreath the hol - ly twine the bay,



Christ - us na - tus ho - di - e; The babe, the son, the ho - ly child of Ma - ry.