

Developing Music Literacy Through Conversational Solfege™

by John M. Feierabend



1) READINESS ACTIVITIES

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

GLORY TO GOD

J. F.

Glo-ry to God, Glo-ry to God, Glo-ry to God in the high - est.

The musical notation is on a single staff in treble clef, Bb key signature, and 6/8 time. The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), C5 (quarter), Bb4 (quarter), A4 (quarter), G4 (quarter).

FAIS DO DO

Cajun Folk Song

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

The musical notation is on a single staff in treble clef, Bb key signature, and 6/8 time. The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), C5 (quarter), Bb4 (quarter), A4 (quarter), G4 (quarter).

CLOSET KEY

Traditional

I have lost my clos - et key in my la - dy's gar - den.

The musical notation is on a single staff in treble clef, Bb key signature, and 2/4 time. The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), C5 (quarter), Bb4 (quarter), A4 (quarter), G4 (quarter).

I have lost my clos - et key in my la - dy's gar - den.

The musical notation is on a single staff in treble clef, Bb key signature, and 2/4 time. The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), C5 (quarter), Bb4 (quarter), A4 (quarter), G4 (quarter).

2. I have found my closet key,
In my lady's garden.
I have found my closet key,
In my lady's garden



Do not proceed further until choristers can individually sing the above songs.

2) CONVERSATIONAL

SOLFEGE™ ACTIVITIES (Students do not see notation in this section)

ROTE ACTIVITIES

- Director sings each of the following patterns with *tonal* syllables.
- Choristers repeat each pattern with *tonal* syllables.
- Evoke solo responses from all choristers as often as possible.

1
Mi Re Do

2
Do Re Mi

3
Mi Re Mi

4
Do Re Do

5
Do Do Re

6
Mi Mi Re

7
Re Re Do

8
Re Re Mi



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

DECODE - FAMILIAR PATTERNS

- The director plays on an instrument or sings with *neutral* syllables those patterns learned in the ROTE portion of this section.
- Choristers repeat each pattern with *tonal* syllables.
- Evoke solo responses from all choristers as often as possible.

DECODE - UNFAMILIAR PATTERNS

- The director plays on an instrument or sings with *neutral* syllables the following unfamiliar patterns.
- Choristers repeat each pattern with *tonal* syllables. (Also review the *rhythm* syllables for each pattern.)
- Evoke solo responses from all choristers as often as possible.

1

2

3

4

5

6

7

8

DECODE - FAMILIAR SONGS


- The director plays on an instrument or sings with text, songs learned in the READINESS section of this unit in four beat segments.
- Choristers repeat each four beat segment using *tonal* syllables.
- Choristers sing the entire song with *tonal* syllables. (Also review the *rhythm* syllables for the songs.)
- Evoke solo responses from all choristers as often as possible.

DECODE - UNFAMILIAR SONGS


- The director plays on an instrument or sings the following songs (or other hymns and songs with the same tonal content) with the *text* or with *neutral* syllables in four beat segments.
- Choristers repeat each four beat segment using *tonal* syllables.
- Choristers sing the entire song with *tonal* syllables. (Also review the *rhythm* syllables for the songs.)
- Evoke solo responses from all choristers as often as possible.

SHOHEEN SHO

Scottish Folk song




Sho - heen Sho, Ba - by boy, Fa - ther's pride, Moth - er's joy.



Bird - ie sleeps In the nest, Sun doth sink In the west.

THERE SHE GOES

Children's Chant



There she goes. There she goes, All dressed up in her Sun - day clothes.

STOP

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

CREATE

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

STOP

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

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

ROTE

- The director shows patterns learned in the CONVERSATIONAL section of this unit on the staff and sings each pattern with *tonal* syllables.

- Choristers read and repeat each pattern with *tonal* syllables by ROTE.
- Evoke solo responses from all choristers as often as possible.

DECODE - FAMILIAR PATTERNS

- The director shows patterns learned in the CONVERSATIONAL section of this unit on the staff.
- Choristers silently DECODE each pattern and then sing each pattern with *tonal* syllables. (Also review the *rhythm* syllables for each pattern.)
- Evoke solo responses from all choristers as often as possible.

DECODE - UNFAMILIAR PATTERNS

- The director shows the following unfamiliar patterns.
- Choristers silently DECODE each pattern and then sing each pattern with *tonal* syllables. (Also review the *rhythm* syllables for each pattern.)
- Evoke solo responses from all choristers as often as possible.

1 


2 


3 


4 

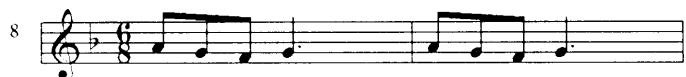
DECODE - FAMILIAR SONGS

- The director should show songs on the staff which were learned in the READINESS and CONVERSATIONAL sections.
- Choristers silently DECODE each four beat phrase and then sing each phrase using *tonal* syllables of this unit.
- Choristers should READ entire songs with *tonal* syllables. (Also review the *rhythm* syllables for the songs.)
- Evoke solo responses from all choristers as often as possible.

5 

6 

7 


8 

DECODE - UNFAMILIAR SONGS (Sight reading)


- The director should show the following unfamiliar songs (or other hymns and songs that contain the same tonal content).
- Choristers silently DECODE each four beat phrase and then sing each phrase using *tonal* syllables.
- Choristers should READ entire songs with *tonal* syllables. (Also review the *rhythm* syllables for the songs.)
- Choristers should READ entire songs with text.

BABYLON'S FALLIN'

Children's Nursery Tune




Ba - by - lon's fall - in', fall - in', fall - in',




Ba - by - lon's fall - in' to rise no more.

NOW I LAY ME DOWN TO SLEEP

J. F.



Now I lay me down to sleep. I pray the Lord my soul to keep. If



I should die be - fore I wake, I pray the Lord my soul to take.