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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.

LET US CHASE THE SQUIRREL

American Folk Song

Let us chase the squir - rel, Up the hic' - ry down the hic' - ry.

Let us chase the squir - rel up the hic' - ry tree.

ONE JAR OF APPLES

American Folk Song

One jar of ap - ples, two jars of ap - ples,

three jars of ap - ples, four jars of ap - ples,

five jars of ap - ples, six jars of ap - ples,

seven jars of ap - ples, eight jars of ap - ples,

nine jars of ap - ples, ten ten ten is when

we shall have some ap - ples.



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.



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.

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.

THEME FROM THE NEW WORLD SYMPHONY

Use this excerpt in the Conversational Solfege section only.

Dvořák



COME, AND LET US SWEETLY JOIN

(decode the first line only)

Charles Wesley, 1707-1788

SAVANNAH

STOP

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

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

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.

DECODE - FAMILIAR PATTERNS

- The director shows patterns on the staff learned in the **CONVERSATIONAL** section of this unit .
- 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.

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

ROTE

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

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.

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.

BELLS IN THE STEEPLE

American Folk Song

Bells in the stee - ple, so gai - ly do ring.
 This is a hol - i - day, ding, ding, dong, ding.

BUTTON YOU MUST WANDER

American Folk Song

But - ton you must wan - der, wan - der, wan - der.
 But - ton you must wan - der ev - ery - where.