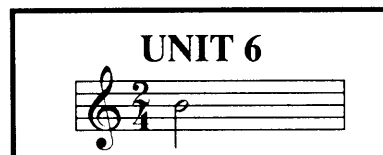# Developing Music Literacy Through Conversational Solfege™

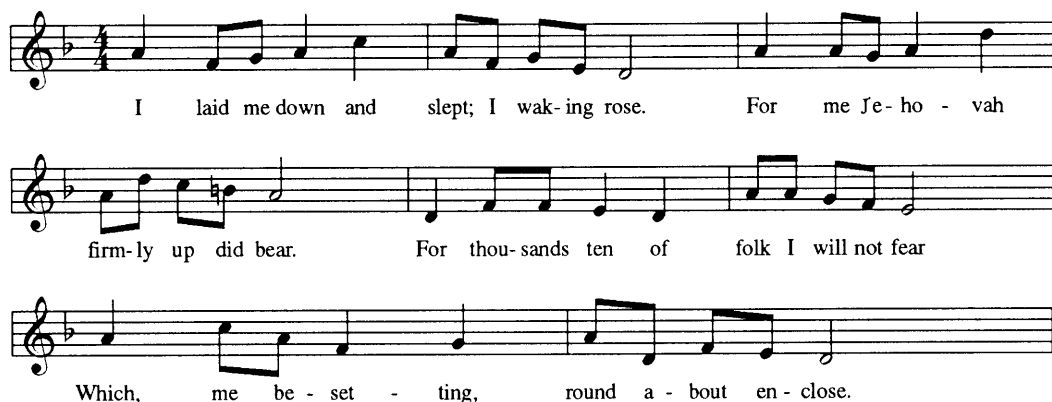**by John M. Feierabend**

UNIT 6

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.
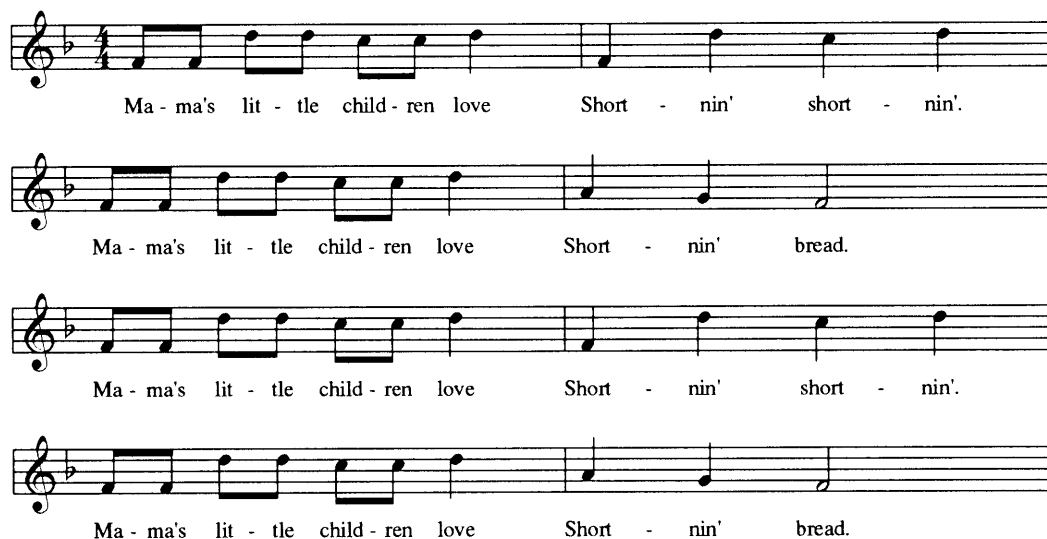
I LAID ME DOWN
Ainsworth Psalter

I laid me down and slept; I wak-ing rose. For me Je-ho - vah

firm-ly up did bear. For thou-sands ten of folk I will not fear

Which, me be - set - ting, round a - bout en - close.

SHORTNIN' BREAD
American Folk Song

Ma - ma's lit - tle child - ren love Short - nin' short - nin'.

Ma - ma's lit - tle child - ren love Short - nin' bread.

Ma - ma's lit - tle child - ren love Short - nin' short - nin'.

Ma - ma's lit - tle child - ren love Short - nin' bread.

(STOP) 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.

> **STOP** 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 or 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.

AH, POOR BIRD
(can be sung as a four part round)

Traditional

Ah,   poor   bird   take   your   flight,

Far a - bove   the   sor - rows   of   this   sad   night.

HUSH LITTLE BABY

American Folk Song

Hush,   lit- tle ba - by,   don't   say a word,   Pa- pa's gon- na buy   you a

mock - ing   bird.   If   that   mock - ing   bird   don't   sing,

Pa - pa's   gon - na   buy   you   a   dia - mond   ring.

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 directors 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 (Sight reading)

- Choristers tap eighth note beats with two fingers of one hand onto the palm of their other hand.
- The director should show the following unfamiliar songs and rhymes (or other hymns, songs or rhymes that contain the same rhymic content).
- Choristers silently DECODE each segment and then speak each segment using *rhythm* syllables.
- Choristers should READ entire songs or rhymes with *rhythm* syllables.
- Choristers should READ entire songs or rhymes with text.
- Choristers should learn the melody by rote.
- Evoke solo resposes from all choristers as often as possible.
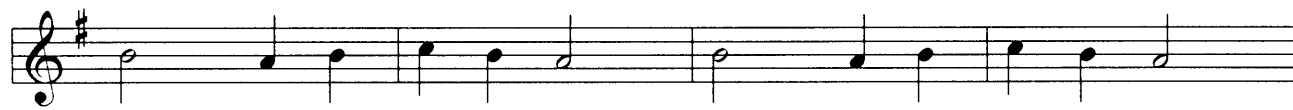
COME, CHRISTIANS, JOIN TO SING

Spanish Folk Melody
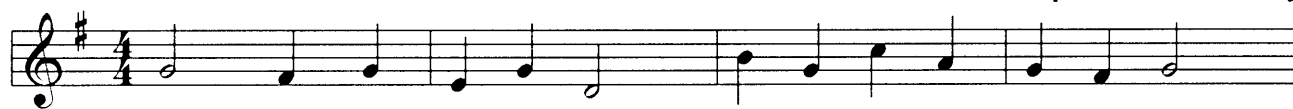
Come, Chris - tians, join to sing: Al - le - lu - ia! A - men!
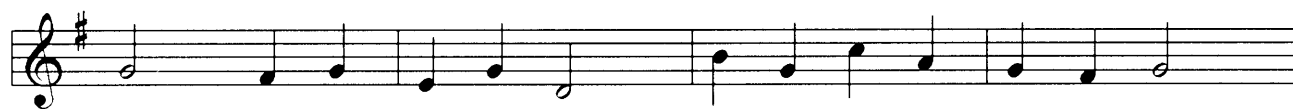
Loud praise to Christ our King: Al - le - lu - ia! A - men!

Let all, with heart and voice, Be - fore his throne re - joice;

Praise is his gra - cious choice. Al - le - lu - ia! A - men!

ARE YOU SLEEPING?

French Folk Song

Are you sleep - ing? Are you sleep - ing? Broth - er John.

Broth - er John. Morn - ing bells are ring - ing. Morn - ing bells are ring-ing.

Ding ding dong. Ding ding dong.