

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.

SKINNYMALINK

English Urban Folk Song

Skin - ny - ma - link me - lo - deon legs, Big ba - na - na feet.

Went to the pic - ture show, But could - n't get a seat.

When he got a seat, He fell a sleep,

Skin - ny - ma - link me - lo - dean legs, Big ba - na - na feet.

LOOBY LOO

American Folk Song

Here we go loo - by loo. Here we go loo - by lie.

Here we go loo - by loo, All on a Sat - ur - day night.



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.

1. Du - da - di Du

2. Du - da - di Du - di Du

3. Du - - - Du - di Du

4. Du - - - Du - da - di Du

5. Du - di Du - di Du

6. Du - - - Du - - -

7. Du - di Du Du - -

8. Du - - - Du - - - Du - da - di



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.
- 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.

1. [Musical notation]

2. [Musical notation]

3. [Musical notation]

4. [Musical notation]

DECODE - FAMILIAR SONGS AND RHYMES

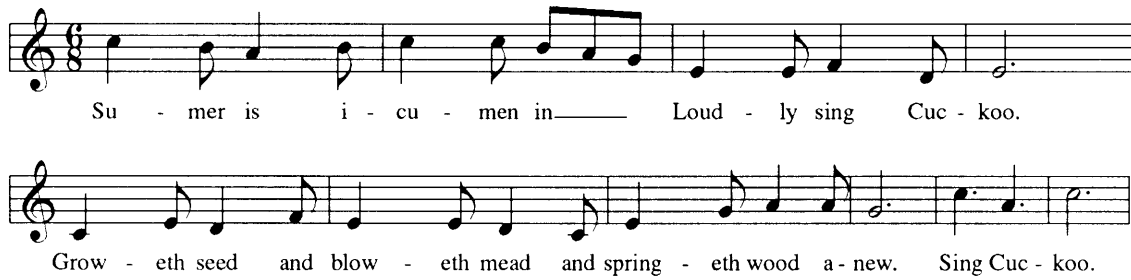
- Choristers tap eighth note beats with two fingers of one hand onto the palm of the other hand.
- The director plays on an instrument, sings or speaks with text, songs and rhymes learned in the READINESS section of this unit in four beat segments.
- Choristers repeat each four beat segment using *rhythm*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

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.

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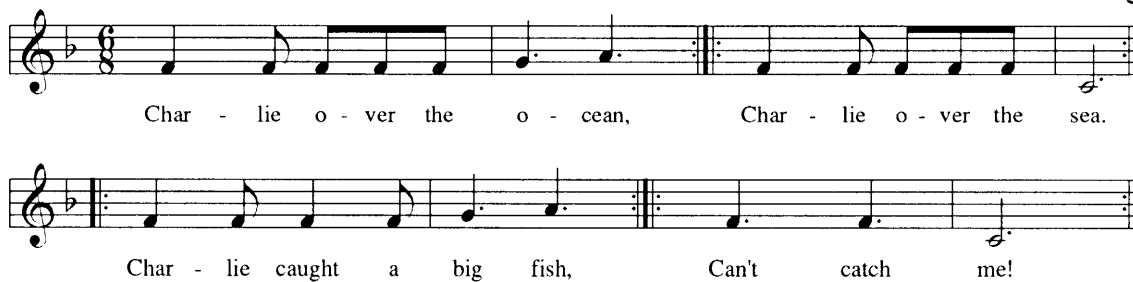
13th Century English



Su - mer is i - cu - men in Loud - ly sing Cuc - koo.
Grow - eth seed and blow - eth mead and spring - eth wood a - new. Sing Cuc - koo.

CHARLIE OVER THE OCEAN

American Folk Song



Char - lie o - ver the o - cean, Char - lie o - ver the sea.
Char - lie caught a big fish, Can't catch me!

STOP

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

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

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.

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.

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.

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.

1.

2.

3.

4.

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 responses from all choristers as often as possible.

SING, SING TOGETHER
(Can be sung as a three part round)

Folk Song

Sing, sing to - geth - er mer - ri - ly, mer - ri - ly sing.

Sing, sing to - geth - er mer - ri - ly, mer - ri - ly sing.

Sing, Sing, Sing, Sing.

ROW, ROW, ROW YOUR BOAT
(Can be sung as a three part round)

Folk Song

Row, row, row your boat, gent - ly down the stream.

Mer - ri - ly, mer - ri - ly, mer - ri - ly, mer - ri - ly. Life is but a dream.