

# Developing Music Literacy Through Conversational Solfege™

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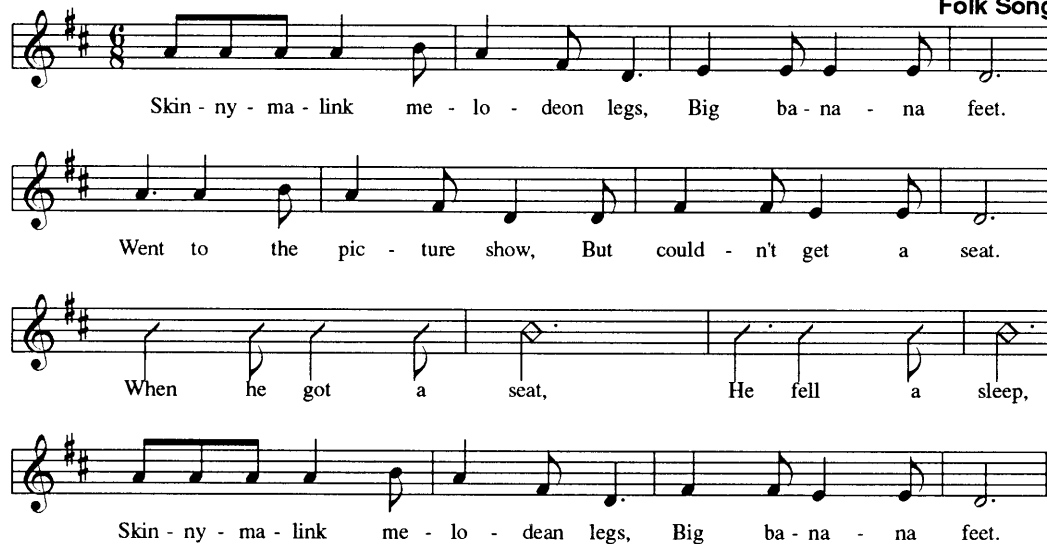


## 1) READINESS ACTIVITIES

- 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.

### SKINNYMALINK

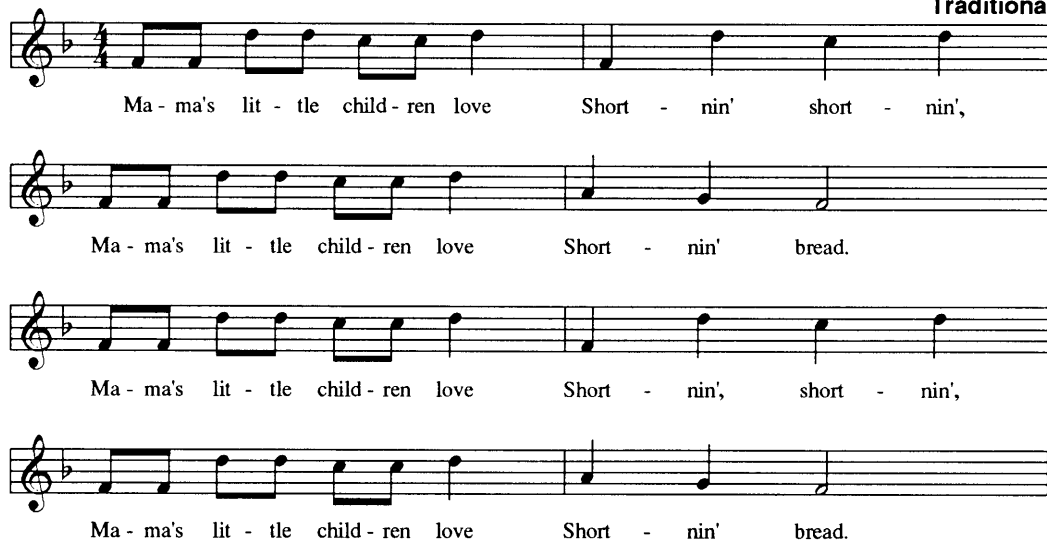
Folk Song



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.

### SHORTNIN' BREAD

Traditional



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.



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 Do Mi So

2 So La So

3 La So La

4 La So Mi

5 La So Re

6 Mi Re Do

7 Do La So

8 La So Do



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.

## GREAT BIG HOUSE

Folk Song

Great big house in New Or - leans, For - ty sto - ries high.....

Ev - ery room that I've been in, Filled with pump - kin pie.

## STEAL AWAY

Use this excerpt in the Conversational Solfege section only.

Spiritual

Steal a - way, steal a - way, steal a - way to Je - sus!

Steal a - way, steal a - way home, I ain't got long to stay here.

STOP

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

each pattern with *tonal* syllables. (Also review the *rhythm* syllables for each pattern.)

- 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 - 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

5

6

7

8

**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

## 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.

### ROCKY MOUNTAIN

American Folk Song

Rock - y moun - tain, Rock - y moun - tain, Rock - y moun - tain high.

When you're on that rock - y moun - tain, hang your head and cry!

Do, do, do, do, do re - mem - ber me.

Do, do, do, do, do re - mem - ber me.

### DO, DO PITY MY CASE

American Folk Song

Do, do pi - ty my case, In some la - dy's gar - den. My

clothes to wash when I get home\_\_\_\_, In some la - dy's gar - den.