

Unit 5: Rhythms in Haitian Music

Find Our Fifth Neighborhood (5 minutes)

The Conductor now takes us on a journey from Arthur Avenue in the Bronx to Springfield Gardens, Queens, to meet our next singer, Emeline. Have students turn to SG20, and help them do the following:

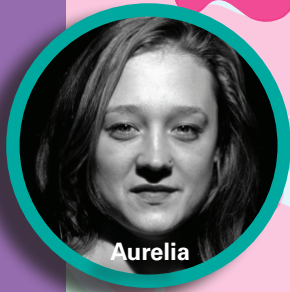
- Locate Aurelia and Eva on Arthur Avenue in the Bronx.
- Locate Emeline in Springfield Gardens, Queens.
- Complete the maze that takes them from Arthur Avenue to Springfield Gardens.

Find Emeline's Neighborhood

Find Aurelia and Eva on Arthur Avenue in the Bronx, on the map. In the maze below, draw the path to Emeline in Springfield Gardens, Queens. Let's go!

★ ARTHUR AVENUE

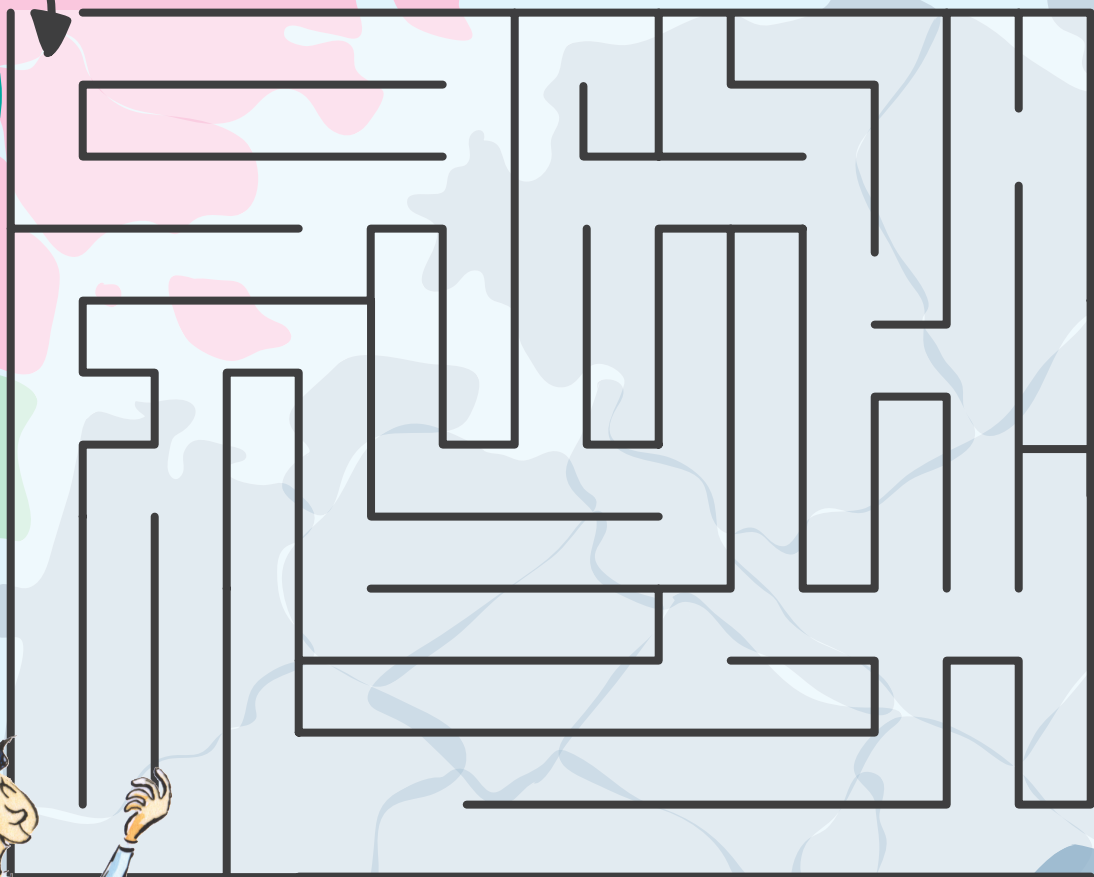
BRONX



Aurelia



Eva



QUEENS

BROOKLYN



Emeline

★
SPRINGFIELD
GARDENS



Lesson 1: Learning “La Karidad”

AIM: How do we sing and speak in Haitian Creole?

SUMMARY: Students meet the artist and sing a song and converse in the artist’s native language, Haitian Creole.




MATERIALS: chart paper, markers

TIME REQUIRED: 40 minutes

STANDARDS: US 1, 6, 8, 9; NYC 1, 2, 3, 4

VOCABULARY: Haitian Creole




WARM-UP (10 minutes)

- Perform the “Warm-Up Rhyme,”  Track 2.
- Warm up with the “Sirens,” “Yawning Kittens,” or “Floating Balloon” exercises,  Tracks 3, 4, and 5.
- Vocal tip: Remind students to take deep “belly breaths.”
- Sing the “Carnegie Hall Musical Explorers Song,”  Track 1.

MEET EMELINE (10 minutes)

- Meet Emeline on SG21.

EXPLORE “LA KARIDAD” (10 minutes)





- Listen to “La Karidad,”  Track 31. 
- Sing and move to the chorus, using “La Karidad” Chorus,  Track 32.



Zi-pi-ti-pi - ti - pim yon bi - sou Zi-pi-ti-pi - ti - pim men lan-mou nap chan - je
 let ra - kon-tre chak jou an kach - et a la sa te gou Zi - pi - ti - pi -
 ti - pim Yon zye dou Zi - pi - ti - pi - ti - pim de moun fou Zi - pi - ti - pi -
 ti - pim men lan - mou Dim ki les ki ka bli - ye

CREATE A HAITIAN CREOLE HELLO (10 minutes)

- Emeline’s family and Haitian friends all speak a language called Haitian Creole. Her song lyrics are also in Haitian Creole.
- Let’s pretend we are in Haiti, walking to school and meeting and greeting our neighbors.
- Locate Haitian Creole Hello, SG22.
- Construct and rehearse a “hello / how are you?” conversation in Haitian Creole using SG22. (Note: The “goodbye” section will be used in Lesson 2.)
- Have pairs of students stand up and role-play “hello / how are you?” conversations.

Haitian Creole	English	Movement
zi-pi-ti-pi-ti-pim	(playful syllables, no meaning)	
(zi-pi-ti-pi-ti-pim) yon bisou	a kiss	 blow a kiss
(zi-pi-ti-pi-ti-pim) men lanmou	here comes love	 hug self
nap chanje let	we’re exchanging letters	 palms up in front of tummy, shifting around
rakontre chak jou an kachet	and meeting every day	 palms together
(zi-pi-ti-pi-ti-pim) yon zye dou	a gentle kiss	 blow a kiss
(zi-pi-ti-pi-ti-pim) men lanmou	here comes love	 hug self
d’im ki les ki ka bliye	tell me, who can ever forget?	 shoulders up, palms up

MUSICAL WORD WALL

Add the words *Haitian Creole* to the Musical Word Wall.



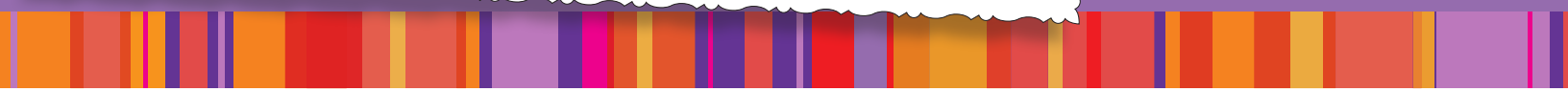
Meet Emeline!



Dear Musical Explorers,
 I grew up in Haiti, where music is incorporated into every moment of our day. The beautiful language of my country is called Haitian Creole. When you come to Carnegie Hall, it will be so much fun to experience the songs, dance, and language of my country together. I cannot wait to meet all of you. In the meantime: Kembela (keep strong).

Musical Explorers
 c/o Carnegie Hall
 881 Seventh Avenue
 New York, NY 10019

Your friend,
Emeline



HAITIAN CREOLE HELLO



Bonjou!
(Good morning!)



Mwen byen
(I'm well)
or
Konsa konsa
(So, so)
Ki jan ou ye?
(How are you?)



Bonjou!
(Good morning!)
Ki jan ou ye?
(How are you?)



Mwen amann
(I'm fine)
or
Konsa konsa
(So, so)
Ki jan ou ye?
(How are you?)

HAITIAN CREOLE GOODBYE



A demen!
(See you tomorrow!)
or
A pi ta!
(See you later!)



Orevwa!
(Goodbye!)
or
Pòte w byen!
(Take care!)

Lesson 2: Exploring “A.K.I.K.O.”

AIM: What are the rhythms of Haitian Music?

SUMMARY: Students sing “A.K.I.K.O.” and perform Haitian rhythms.




MATERIALS: chart paper, markers

TIME REQUIRED: 20 minutes




STANDARDS: US 1, 2, 4, 6, 7, 9; NYC 1, 2, 3, 5

VOCABULARY: rhythmic layers

WARM-UP (10 minutes)

- Perform the “Warm-Up Rhyme,”  Track 2.
- Warm up with the “Sirens,” “Yawning Kittens,” or “Floating Balloon” exercises,  Tracks 3, 4, and 5.
- Vocal tip: Tell students to take deep “belly breaths.”
- Sing the “Carnegie Hall Musical Explorers Song,”  Track 1.

EXPLORE “A.K.I.K.O.” (10 minutes)

- Listen to “A.K.I.K.O.,”  Track 33. 
- *Emeline sings her songs all over the world. Once, in Japan, she met a wonderful translator, who helped the Japanese audiences understand Haitian Creole. The translator’s name was Akiko. Emeline and Akiko became such good friends that Emeline wrote this song using Akiko’s name.*
- Sing along with the “A.K.I.K.O.” Chorus,  Track 34.

CREATIVE EXTENSION (10 minutes)

SUMMARY: Students continue a Haitian Creole conversation.

- Emeline’s family and Haitian friends all speak Haitian Creole. Let’s add a goodbye to the conversations we started earlier.
- Locate Haitian Creole Goodbye, SG22.
- Construct and rehearse “hello / how are you? / goodbye” conversations using Haitian Creole Hello and Haitian Creole Goodbye, SG22.
- Pairs of students stand up and role-play “hello / how are you? / goodbye” conversations.

CREATIVE EXTENSION (15 minutes)

SUMMARY: Students imagine a better world and create new lyrics to “A.K.I.K.O.”

- Create and perform new lyrics in the spirit of Emeline’s “A.K.I.K.O.”
- Read the “A.K.I.K.O.” lyric as a story.

“A.K.I.K.O.” by Emeline Michel

What if I want to sing a song of joy?
What if I want to dance a Banda (awakening dance),
And tell you a beautiful story?
We all would plead for a law to make all the trees grow back,
To play hide and seek at night and to sing A-K-I-K-O.
If everyone from every country in the world was reunited, as in paradise,
We would find a language, a melody, a little magical word.
We would sing A-K-I-K-O.
We have to sing for a better life for those sleeping in the streets,
For all those in the countryside, for the card to flip,
For all the children to eat, for no more prejudice.
We all would plead for a law to make all the trees grow back,
To play hide-and-seek at night and to sing A-K-I-K-O.

- What kinds of wishes does Emeline have for the people of the world?
- If you could add to Emeline’s list of ways the world could be a better place, what would you add?
- Create a short list of ways the world could be a better place.
- Try chanting phrases from your list along with “A.K.I.K.O.” Rhythm Loop,  Track 35.

MUSICAL EXTENSION (10 minutes)

SUMMARY: Students explore the rhythmic layers in “A.K.I.K.O.”

- Divide students into two groups:
 - Group One taps the pulse on their lap.

1 lap 2 lap 3 lap 4 lap

- Group Two stomps and claps the Haitian rhythm (step-clap-clap).

1 step a clap and clap 3 step a clap and clap

- Combine the two groups to hear the layers.

1 step a clap 2 step and clap 3 step a clap 4 step and clap

- Play Rhythm Loop, Track 35, and experiment with lap tapping, stepping, and clapping along.

MUSICAL EXTENSION (10 minutes)

SUMMARY: Students create new rhythms using names.

- Emeline used a friend’s name to make a rhythm. Can we do something similar?
- Model singing and clapping “A.K.I.K.O.”
- Using the letters of a friend’s name, sing and clap a new rhythm.

A M Y J A C QUELINE S A R A H
1 and 2 1 2 and 3 eand 4 eand 1 a 3 and 4

- Play and sing your new rhythms with “A.K.I.K.O.” Rhythm Loop, Track 35.

MUSICAL WORD WALL

Add the word *rhythmic* layers to the Musical Word Wall.