

### Lesson 2: Learning “Inqola”

**Aim:** How is harmony used in South African music?

**Summary:** Students learn to sing an original song that incorporates Zulu music traditions and experiment with harmony.

**Materials:** Musical Explorers digital resources, Musical Explorers Student Guide

**Standards:** National 4, 5, 7, 8, 11; NYC 1, 2, 3, 4

**Vocabulary:** harmony

Bongzi wrote this original song and offers this introduction: “I spent most of my childhood one hour south of Durban in a town called Umthwalume on the coast of the Indian Ocean. I used to go to the beach and watch the beauty and the complexity of nature; the full circle from sunrise to sunset was fascinating to me. The song speaks of the relationship between humans and nature. An inqola is any vehicle that moves— a cart, a wagon, a car. I believe life is like a moving vehicle that changes destinations throughout different stages and experiences.”

#### Sing “Inqola”

- Listen to “Inqola,”  Track 45. Note that Bongzi’s lyrics combine Zulu and English.
- Learn the lyrics to the chorus using “Inqola” pronunciation,  Track 46.
  - *What is the song about? What is your favorite place to see and experience nature? Why do you like it? How does it make you feel?*
- Sing the chorus melody.
- If your students are ready, they can also learn the harmony line for the chorus, and sing the chorus in two parts. Alternatively, the teacher can sing the harmony while the students sing the melody.
  - Harmony is an important and distinctive part of Zulu music. In many other African musical traditions, melodies are generally sung in unison. In the Zulu tradition, harmonies are added naturally whenever people sing together.

Melody



Thu-lu-lu\_\_ lu-lu Thu-lu-lu\_\_ lu-lu Thu-lu-lu\_\_ lu-lu Hha-la-la Hhe Mh

Harmony



Thu-lu-lu\_\_ lu-lu Thu-lu-lu\_\_ lu-lu Thu-lu-lu\_\_ lu-lu Hha-la-la Hhe Mh

### “Inqola” Translation

#### Chorus:

Thululululu Thululululu Thululululu  
 Hhalala Hhe Mh\*  
 Thululululu Thululululu Thululululu  
 Hhalala Hhe Mh\*

Sitting in the morning, looking at the ocean  
 And the sun rising from the horizon  
 Our people never understood  
 The power of the nature, the meaning behind it  
 Ubuhle bemvelo Ma!

*Nature’s beauty!*

#### (Chorus)

Shhi ye Ihh Maybabo  
 Shhi ye Ihh Maybabo Maybabo\*

#### (Chorus)

Asibuyelemandulo kusadliwa  
 Nngoludala kwelakithi  
 Amasiko ayehlonishwa  
 We used to celebrate the mother nature.  
 Kwakumnandi kudliwa ngoludala

*Let’s go back to the old times  
 When we lived life the ancient ways.  
 Traditions were respected.*

*It was nice living in the old ways.*

#### (Chorus)

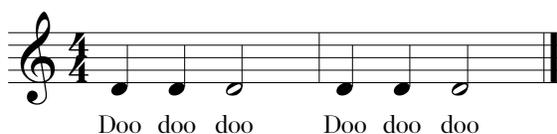
(x2)

*\*An upbeat chant with no translation*

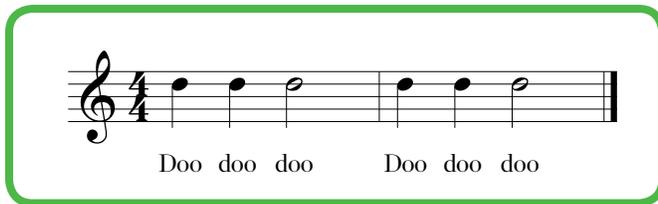
### Create Musical Harmony

This exercise may be more appropriate for older and more experienced students. You will be exploring harmonic intervals by creating an ostinato, or simple repeated pattern, on the first note of the scale, and then experiencing the harmony created by adding different notes in the scale on the same repeated pattern. Use the body scale exercise, TG18, in conjunction with this activity, having students tap the corresponding part of their bodies as they sing their notes.

- Divide the class into two sections. Have one group sing a simple repeated rhythmic pattern, or ostinato. For example:



- That note will be the first note of the scale, or Do; using the body scales exercise, TG18, students will touch their toes as they sing the note.
- While half the class sings the ostinato, ask the other half to sing the same rhythm an octave above, with their hands in the air (as in the body scale), repeating it over and over. For example:



- As they sing, have the two groups switch parts, when you call out, “Switch!”
- Now try the same activity with the third step of the scale (knees) instead of the octave, repeating the pattern multiple times until the students feel secure singing the harmony. Try this with the fifth, fourth, and second scale degrees. If your students are ready, try three-part harmony.
  - *How does it feel to sing each harmony? How do the different harmonies feel the same or different?*
  - Guide the students to think about the space between the notes—how close together or far apart they are.
- If your students are ready, have the first group continue to sing the ostinato on the root while the second group goes up the scale using the same rhythmic pattern, and changing pitches after two rhythmic patterns. Accompany them on piano or pitched instrument if possible.
- Notice how the different notes sound and feel against each other. Feel the space that opens up between the pitches as you go up the scale, and how the space closes up as you go down.
  - *Are some harder to sing than others? Do you have a favorite harmony, and if so, why?*



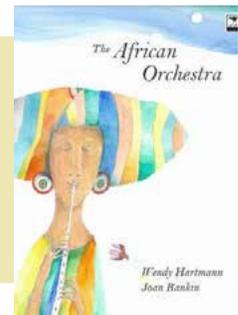
### Creative Extension: Zulu Culture

- On SG34 and SG35, your students will learn about two facets of Zulu culture—Zulu beadwork and the traditional Zulu village, or umuzi.



### Literacy Extension: *The African Orchestra*

The sounds heard in nature create a unique orchestra in Wendy Hartmann’s beautifully illustrated book.



### Musical Word Wall

Review the word *harmony* on the Musical Word Wall.