How Can We Work Together to Make Music?

Warm-Up and Activities for SG73 and 74

From St. George to Morningside Heights (SG73)

Tell students that the Conductor will now take us from St. George to Morningside Heights, Manhattan, to meet our next featured singer, Tshidi (TSEE-dee). Have students turn to SG73 and help them:

• Find Lynne in St. George, Staten Island.
• Find Tshidi in Morningside Heights, Manhattan.
• Have students trace the route from St. George to Morningside Heights.

Meet Tshidi! (SG74)

Read Tshidi’s postcard on SG74 to your students. (Students will write their own letters to Tshidi later in this unit, on SG76.)
From St. George to Morningside Heights

Now we are off to Morningside Heights to meet our next performer, Tshidi. Find Lynne in St. George, and trace the route that leads to Tshidi in Morningside Heights!
Meet Tshidi!

Dear Musical Explorers,

Have you heard of the Broadway musical called The Lion King? I sing in that show! I live in Morningside Heights, but I grew up far away, in a country called South Africa. When I was your age, I sang all the time, and even made instruments from things that I found in my neighborhood. I really enjoy making music with my friends, so I have invited my pals Bongi and Junior to perform with me at Carnegie Hall.

Write to me and let me know what you think about the concert!

Your friend,
Tshidi

Musical Explorers

c/o Carnegie Hall
881 Seventh Avenue
New York, NY 10019
How Can People Create Music Together?

**AIM:** To introduce students to the song “Thula Mama.”

**MATERIALS:** Musical Explorers Student Guide and CDs 1 and 2; CD player; pencils, markers, and crayons; chart paper; Musical Word Wall

**STANDARDS:** US 1, 6, 8; NYC 1, 2, 3

**SUMMARY:** Students will hear a lullaby from South Africa and compare it to Fauré’s “Les Berceaux” from Unit 6. Students will also explore the difference between solo and group music making as they learn to sing “Thula Mama.”

**VOCABULARY:** babysitter, movements, moods, solo, duet, teams, teamwork

**Warm-Up and Activities for SG75 and 76**

Warm up students’ singing voices with the Yawning Kittens, Bouncy Ball, and Sirens exercises, CD 1, Tracks 2–5, and the “Musical Explorers Song,” CD 1, Track 1.

Sing a favorite song from last semester’s curriculum with the students (see the list on SG58).

Practice singing “Les Berceaux” with students, CD 2, Track 53.

Practice singing any of the familiar lullabies from Unit 6, Lesson 1, CD 2, Tracks 29–31.

“Thula Mama” is a traditional South African song, which is sometimes used as a lullaby. Babysitters sing the first section of the song to comfort children when their parents leave, and the children sing the second part when their parents return home.

**LISTENING: COMPARING “THULA MAMA” AND “LES BERCEAUX”**

With students, listen to “Les Berceaux” by Fauré again, CD 2, Track 32.

Review the moods and the types of movements the music inspired in students.

Now listen to the opening of “Thula Mama,” sung by Tshidi, CD 2, Track 60.

Tell students to move their upper bodies to the music as they listen. Ask students:

- “What moods does this music make you think of?”
- “How does the music make you want to move?”

Create a Venn diagram on chart paper to record the similarities and differences between “Thula Mama” and “Les Berceaux.”
LISTENING FOR NEW MOODS
Listen to the entire track for “Thula Mama,” CD 2, Track 60. Tell students that the first part of the song is music that a babysitter would sing to children to comfort them when their parents leave. Ask students:

- “Can you tell by listening to the music when exactly the parents return home?”
- “What in the music tells you that is when the parents return?”
- “What moods do you hear in the second part of the song?”

LISTENING AND SINGING THE MELODY
Learn the melody and lyrics through the call-and-response tracks on the CD. Practice each of the following tracks until students are comfortable singing the song.

- Phrase 1 (call and response), CD 2, Track 56.
- Phrase 2 (call and response), CD 2, Track 57.
- Phrase 3 (call and response), CD 2, Track 58.
- Phrases 1–3 (no call and response), CD 2, Track 59.

LISTENING: COMPARING A SOLO TO A DUET
Listen to Tshidi’s solo version of “Thula Mama,” CD 2, Track 55. Tell students that a solo occurs when one person is making music alone. Compare to the duet version with Tshidi and her friend Bongi, CD 2, Track 60. Tell students that a duet occurs when two people are making music together. Ask students:

- “How does the duet version with both singers sound different from the solo version with just Tshidi?”

Looking at Teamwork (SG75)
My Letter to Tshidi (SG76)

LOOKING: HOW DO TEAMS WORK TOGETHER?
Facilitate a discussion with your students about teamwork. Ask students:

- “When have you worked together in teams?”
- “What are some things that can only be accomplished by more than one person?”
- “Has anyone experienced making music with other people?” (Responses might include: playing in a musical group, or singing at home or in religious celebrations.)
- “What was it like to work with other people?”

Have students circle pictures on SG75 where they see teamwork taking place. Have students write a letter or draw a picture for Tshidi on SG76.
Looking at Teamwork

Circle the pictures where you see teamwork taking place.
My Letter to Tshidi

CREATING
Write a letter or draw a picture for Tshidi about a time when you worked on a team.

Dear Tshidi,

Sincerely,
How Can We Use Vocal Sounds to Create Layers of Music?

**AIM:** To introduce students to “Inqola” by Shongiseni Duma (Bongi).

**MATERIALS:** Musical Explorers Student Guide and CDs 1 and 2; CD player; pencils, markers, and crayons; chart paper; Musical Word Wall

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

**SUMMARY:** In this lesson, students will explore traditional South African vocal sound, use these sounds to create musical layers, and hear these sounds used in a song by Tshidi’s friend, Bongi.

**VOCABULARY:** ululation, trilling, tongue clicks, layers

**Warm-Up and Activities for SG77**

Warm up students’ voices by singing the “Musical Explorers Song” as a class, CD 1, Track 1.

Practice singing “Birthdays Come Only Once a Year,” CD 2, Track 25 or “Les Berceaux,” CD 2, Track 53.

**Exploring Vocal Sounds (SG77)**

**LISTENING TO “INQOLA”**

Listen to “Inqola” by Tshidi’s friend Bongi, CD 2, Track 61. Ask students:

- “Do you hear any repeating patterns?”
- “Can you identify repeating sounds that the voices make?”
- “Which instruments do you hear in the music?”
- “How is this song different from ‘Thula Mama’?”

Listen again and have students create their own movements to go along with the music. Ask students:

- “How are our movements for ‘Inqola’ different from the ones we made for ‘Thula Mama’?”

Play “Thula Mama” again if you need to remind students of their movements, CD 2, Track 60.
CREATING: ADDING SOME SPICE TO OUR “RHYTHM SALAD”

LISTENING: Explore some South African sounds with your students, including ululations (vocal trilling) and tongue clicks:

- **Q:** a sound made by a tongue click, CD 2, Track 62.
- **C:** a sound made with the tongue on the top teeth, CD 2, Track 63.
- **X:** a sound made on the side of the mouth, CD 2, Track 64.
- **Ululation:** a sound made by vocal trilling, CD 2, Track 65.
- **Whistle:** a sound made to gather animals, such as cattle and dogs, CD 2, Track 66.

**Note:** If needed, explain to students what “trilling” means as they do these exercises.

Listen for a call and response version of some these various sounds, CD 2, Track 67. Write down some symbols on chart paper to represent these sounds. Students can copy the symbols into their books on SG77.

Review the word rhythms for two of the vegetables that your students created in SG66 (Unit 5, Lesson 3). Turn each rhythm into an ostinato by repeating it over and over.

Select one of the ululations or tongue clicks from the list above. Repeat this sound in rhythm to create a steady beat.

Divide students into two groups. Assign the word rhythm ostinato to one group and the steady beat sound to the other group.

Layer the sounds as you did in Unit 5, Lesson 3. Ask students to listen for how the sounds and words blend together. Tell students that they are working together as a musical team, just like Tshidi and Bongi do.

**MUSIC TEACHER EXTENSION**

Create a rhythmic ostinato using the ululations or sounds students have learned by repeating them over and over. Have another group of students sing “Thula Mama” on top of this ostinato. Create several different versions of the song, combining different sounds and the melody. Perform or record these original versions of “Thula Mama” for another class.

**ADDITIONAL LISTENING**

You can also listen to additional South African songs from these albums:

- *South African Legends* (Putumayo World Music, 2000; B00004SBZ4)
- *Rough Guide to the Music of South Africa* (World Music Network, 2006; B0001J7GNC)
Exploring Vocal Sounds

LOOKING and CREATING
Draw symbols for South African sounds here!