

Collecting and Arranging a Folk Song for the Children's Choir
FMEA 2020

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Joy Like a River

Joy like a ri - ver — Joy like a ri - ver — Joy like a ri - ver in my

4
soul, (in my soul) Joy like a ri - ver — Joy like a ri - ver —

7
Joy like a ri - ver in my soul. (in my soul) — soul.

Pathway to Notation: Solfa

- Acclimate the students to the pitches included in the tune using a solfa ladder. Sing 4-beat melodies close to those heard in the song.
- Sing the whole song for students using solfa, pointing at the ladder in order to place the whole tune in their ears.
- Sing 8-beat phrases from the song while pointing at the individual pitches on the solfa ladder, students echo while you point.
- Sing 16 beat phrases from the song while pointing at the individual pitches on the solfa ladder, students echo while you point.
- Sing the whole song while pointing at the individual pitches on the solfa ladder, students echo the whole song.
- Ask the students to transfer the words of the song to the melody they just learned.
- After singing the whole song, ask students which of the lines share the same melody. Ask a student to come up and underline the lines that seem to share the same melody. (The answer is 1, first part of 3, and 4; or 2 and 5). Sing just those underlined parts for the students to “check” if they found the right spots.
- Have them sing the song again. The “in my soul” at the end can be added, sung by a soloist to signal a repeat of the tune. Repeat as many times as desired.

Pathway to *Instrumental Technique*: Recorder

- Review *Joy Like a River* with words
- See if they can sing the whole song using letter names instead of solfa syllables while you point at the letters.
- Using recorders, acclimate the students to the known pitches included in the song. Use short melodic phrases in 4/4 time to prepare for *Joy Like a River*.
- Have the students play the underlined part while you play the other notes, or, split the students into two groups to play particular parts. Work through the variations and finish by playing the whole tune.
- Signal the students to repeat the tune by playing “in my soul”.

Pathway to *Partwork*: Moving in thirds

If the students know high “c” on the recorder, they can add the following harmony part.

Joy Like a River 2

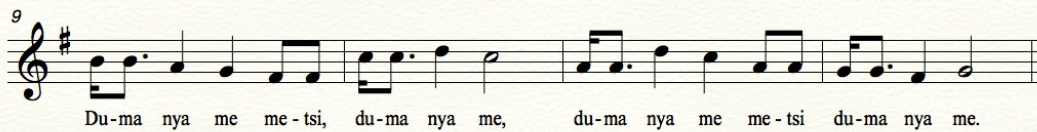
Joy like a ri - ver ___ Joy like a ri - ver ___ Joy like a ri - ver in my

soul, Joy like a ri - ver ___ Joy like a ri - ver ___

Joy like a ri - ver in my soul. (in my soul) ___ soul.

- Have students sing the note names for the harmony part of Joy.
- Review the fingering for high “c”, and play some short melodies that move between d’, c’, and b.
- Have the students independently practice the harmony part for a short time.
- Perform the harmony part.
- Review the main melody
- Put the melody and harmony together as a whole class, then in small groups, then in pairs.

Duma Nya Me



Ewe

Duma nya meh

Doo-mah nyah meh

Metsi

Meh-chee

Kue wonu ma

Kweh woh-noo mah

Gatsie* wonu ma

gah-chee woh-noo mah

*In some regions of Ghana, the combination of “ts” sounds as in “Yahtzee”. In much of the Volta Region, it sounds closer to “ch”.

English translation

A strange and unfamiliar place.

I am here in a strange and unfamiliar place.

I go to an unfamiliar place and cannot return.

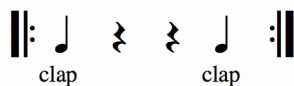
Pathway to *Language*: Words and melody

- Have the students repeat the three words after you, one at a time.

duma nya me

- Sing the entire song for the students while you quietly perform the rhythmic ostinato. Ask the students to count how many times they hear you sing those three words together – duma nya me. (The answer is nine.)
- Sing the song again to “check” if their answer is correct.
- Ask the students to listen for any “melody twins or triplets”. If they hear “duma nya me” sounding the same, note the number for when you are done singing. (The answer is that 2 and 9 match.)
- Check their answers by singing just the numbers suggested by a student or sing the whole thing softly but bring out the suggested numbers a little louder. You will likely need to check several answers. It is fine if the suggested numbers are not melodic matches because it allows the students to have a meaningful reason to hear the song again, and again.
- Once the students have identified 2 and 9 as the matches, underline those two spots. Have the students sing the words that are underlined as you sing the rest.
- Ask a student to add another number. Underline the suggestion, sing it for the students, students echo. Return to the top and have the students sing all of the words that are underlined as you sing the rest.
- Continue asking students to select more “duma nya me” examples, one at a time, while you sing the rest, until they are singing all nine. At this point, the teacher is only singing the words: metsi, kue wonu ma, gatsie wonu ma.
- Students add “metsi” to their singing list. Sing from the top. Remember to avoid singing with the students.
- Students add “kue wonu ma”. Sing from the top.
- Students add “gatsie wonu ma” and now can sing the whole song. They also have heard the rhythm pattern throughout all of this singing, so it will be an easy process to transfer that to an instrument in a future lesson.

Pathway to *Partwork*: Body Percussion



- Students count out loud for four beats “one, two, three, four”
- Students count the four beats out loud and alternate steps in place on the beat
- Students clap on beat 1
- Add beat 4. Ask students what they have to watch out for once they start clapping on beat 4. (The answer is that 4 and 1 are back to back creating two claps in a row).
- Sing *Duma Nya Me* while students perform the clapping ostinato.
- Students sing while performing the clapping ostinato.

TWO BOBOBO SONGS

Pathway to *Cultural Connection*: Bobobo

Bobobo (*boh-boh'-boh*) is a recreational piece, performed at celebrations and festivals, from the Ewe people of Southeast Ghana. This area is called the Volta Region. Bobobo can be seen performed in all sorts of social settings including birth celebrations, communal events, school gatherings, or weddings. Bobobo is often recognizable by the presence of two white scarves held and twirled by the dancers.

This arrangement was created for a district-wide music festival. There were 130 auditioned singers from Grades 4 and 5. The final concert was at the state theater with more than 3,500 people in the audience. I was looking for a way to take these two simple tunes and put them into a format that fit the occasion. The harmony and descant parts were arranged with consideration of a choir festival setting in the U.S. with permission from my teacher in Ghana, Kwasi Dunyo, who gave his approval for my treatment of the tune. My friend and colleague Rob Hugh collaborated on the descant for Joy Like a River, and the coda.

Two Bobobo Songs

For SSA and percussion

Unison

Du-ma nya me, _____ Du-ma nya me me-tsi du-ma nya me.

5

1

Kue wo-nu ma me-tsi du-ma nya me, Ga - tsi wo-nu ma me-tsi du-ma nya me.

9

1

Du-ma nya me me-tsi, du-ma nya me, du-ma nya me me-tsi du-ma nya me.

13

1

Du-ma nya me, _____ Du-ma nya me me-tsi du-ma nya me.

2

O du-ma-nya _____ O du-ma nya _____ Du-ma nya me me-tsi du-ma nya _____ me.

17

1

Kue wo-nu ma me-tsi du-ma nya me, Ga - tsi wo-nu ma me-tsi du-ma nya me.

2

Du - ma nya O du-ma nya _____ tsi wo-nu ma me-tsi du-ma nya me.

21

1

Du-ma nya me me-tsi du-ma nya me, du-ma nya me me-tsi du-ma nya me.

2

Du - - ma Du. ma, _____ du-ma nya me me-tsi du-ma nya _____ me.

2 1st Time- solo (part 2) Duma Nya Me
 2nd Time- unison (part 2)
 3rd Time- Two parts

25

1 (drum vamp) Joy like a ri-ver ___ Joy, ri - ver, Joy like a ri-ver in my soul,

2 Joy like a ri-ver ___ Joy like a ri-ver ___ Joy like a ri-ver in my soul, (in my soul)

30 (chorus)

1 Joy like a ri-ver ___ Joy, ri - ver, Joy like a ri-ver in my soul in my soul soul 1, 2. 3.

2 Joy like ari-ver ___ Joy like a ri-ver ___ Joy like a ri-ver in my soul. in my soul ___ soul.

35 Des.

1 O du - ma ___ O du - ma

2 Duma nya me, Du-ma nya meme-tsi du-manya me.

3 O du-ma nya ___ O du-ma nya ___ Du-ma nya meme-tsi du-ma nya ___ me.

39 Des.

1 O du - ma ___

2 duma nya me, Ga du - ma nya me, Ga tsi wo-nu ma me-tsi

3 Du - - - ma nya O du-ma nya ___ tsi wo-nu ma me-tsi

Duma Nya Me

42

Des. 

O du - ma du - ma nya,


1 

du-ma nya me. Du-ma nya me me-tsi du-ma nya me, du-ma nya me me-tsi


2 

du-ma nya me. Du - - ma Du. ma, du-ma nya me me-tsi

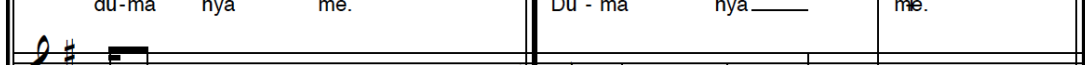
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Des. 

O du - ma Du - ma nya me.

1 

du-ma nya me. Du - ma nya me.

2 

du-ma nya me. Du - ma me.

firikiwa 

tokee 

axatse 

PPT...

drum 3 

drum 1 

drum 2 