

General Music Lesson Plan: Mr. Gardner's Class

Lesson Title : Thula Klizeo- Teaching Call and Response Structure		Target Grade : 4th grade
Goals/Standards MU.4.S.3.1 - Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch. MU.4.H.1.1. - Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.		
Learning Objectives SWBAT pronounce “Thula Klizeo” and “Nalapa se Kaya” correctly in rhythm SWBAT do swaying and chest patting movements that coordinate with Thula Klizeo by the end of class SWBAT sing both the leader and echo part of Thula Klizeo with correct pitches and rhythms		
Vocabulary Call and Response - a succession of two distinct phrases usually written in different parts of the music, where the second phrase is heard as a direct commentary on or in response to the first Composer - Anyone who writes music of any kind! (Even you [students] can be a composer!)		
Primary Music Engagements & Experiences		Primary Music Concepts
<ul style="list-style-type: none"> ● sing (performing) ● play (performing) ● compose/arrange (creating) ● improvise (creating) ● songwriting (creating) ● other _____ 		<ul style="list-style-type: none"> ● move/dance (responding) ● listen creatively (responding) ● listen directive (responding) ● analyze/evaluate (responding) ● connect to history/culture/politics (connecting)
		<ul style="list-style-type: none"> ● Beat/pulse ● Rhythm ● Meter ● Tempo
		<ul style="list-style-type: none"> ● Pitch ● Melody ● Harmony ● Dynamics ● Texture ● Timbre

Procedures

Opening

- Teachers will ask students to join them in keeping a steady beat on chest
- Teachers will prompt students to listen closely and consider what they might notice about the way Mr. Ben and Ms. Emma sang together (prompt them to notice echo structure)
- **1st sing through**
 - Teachers will sing entire song, including pre-syncopative hits on hand drum, while students continue to keep steady beat somewhere on their bodies

Presentation

- **Background**
 - Joseph Shabalala is the composer- leader of musical group Ladysmith Black Mambazo
 - Thula Klizeo means “Be still my heart” and Nalapa se Kaya means “even here I am home” in Zulu
 - Teachers will lead a call and response activity, leading students through the pronunciation of the text
 - Taken from the South African Mbube tradition (“The Lion Sleeps Tonight”)
 - Set up
 - For 50 years, Joseph Shabalala and his people were not allowed to sing their songs, dance their dances, show their pride for being South African; Is that fair?
 - Ask students: “what is your favorite type of music?” “what if we told you right now that you could never listen to, sing, dance to, express yourself to that music?”
 - Today we are going to celebrate this South African tradition by learning, singing, and dancing to this music!
- **Preparation for 2nd Sing Through**
 - Teachers will break up the text into digestible chunks, and lead students in a call and response, so that they learn how to pronounce each line of text; small chunks first, then chunks combine until students can correctly pronounce each full line of text in time
 - Teachers will ask students to tap the beat or sway/move to the beat
- **2nd Sing Through**
 - Mr. Ben will lead the call and response including his rhythmic accompaniment on hand drum, and Ms. Emma will lead the class in responding to/repeating after him; whole song is sung through
 - Teachers will then break up the song line by line, and will associating movements with each phrase that align with the meaning of the text so that students may be more confident in what comes next
 - “Thula Klizeo” - hands on heart
 - “Nalapa se Kaya” -hands palms-up, arms gesturing towards world around them
 - “Hey Kaya” - jazz hands in air
 - **Students may also make up their own body movements to accompany each line of text!
- **3rd Sing Through**
 - Mr. Ben will once again lead the call and response and accompany with his hand drum as Ms. Emma and the students response, this time incorporating their new hand movements as they sing each phrase
 - Teachers may repeat until students feel comfortable with material

Application

- **4th sing through**
 - The students will be split in half; one side of the room will sing the leader part with Mr. Ben, and the other will sing the echo part with Ms. Emma

- Once students feel good on their part, switch leaders and echos!
- This can be repeated as many times as necessary for both groups to be confident both as leaders and as responders

Assessment

- **5th sing through**

- Teachers will ask if there is a student/students who are brave enough to be the leader while the rest of the class is the echo
- One teacher will help the leader and the other will sing with the echo
- Many different students or groups of students may be brought to the front of class to lead! Cycle through eager leaders 2-3 times

Conclusion

- **Guiding questions**

- Do you remember the composer's name?
- Where was this music from?
- Did you guys have fun singing this song today?
 - Let's remember that back when Joseph Shabalala wrote this song, him and his people were not allowed to sing this song
 - We sing this song to be grateful, because there are still some places in the world today where people aren't allowed to sing the songs of their people, or express themselves the way they want to!
- How can we apply these values to our lives outside the classroom?

Assessment Techniques

- **performance task**
- Recording
- self/peer assessment
- test/quiz

- ☐ journal
- ☐ portfolio
- ☐ essay/report
- ☐ _____

Materials/Room Set Up

Set Up:

In the beginning of the lesson, students will all sit in their assigned seats, facing forwards towards both teachers. When students are broken up into different groups as to sing different parts of the call and response, students may turn in their chairs to face the teacher leading their part of the song

Materials:

- Hand drum or other handheld percussion instrument for rhythmic accompaniment

Student Accommodations/Differentiation

Incorporate sign language for deaf / hard of hearing students based on the English translation of the Zulu language

For students diagnosed with autism spectrum disorder who may be nonverbal, handheld percussion instruments can be provided if they feel more comfortable mimicking teacher's rhythmic accompaniment. Or, Orff instrument parts to accompany the song may be devised

Reflections on and Extension Ideas

If there is more time at the end of class, incorporate dance by asking students to come up with their own dance to perform while their classmates sing.

In a separate lesson, students could be tasked with researching the history of the Mbube tradition, connecting what they learn with Thula Klizeo and other songs from their cultural tradition.

This lesson could also be one of many in a more expansive curriculum on the music of the different cultures of South Africa! We often treat Africa very reductively, and it would be great to get students to recognize the many diverse cultural traditions that take place in different regions across the African continent!