

# Global Music Lesson Plans

## Lesson 4: Lullabies from Around the World

**Age range 5–7**

### **Time required:**

Either one 40 minute lesson or, with the extension activity, two or three 40 minute lessons.  
(Note: this lesson plan assumes that pupils have learned two songs in preparation).

### **Activity:**

Exploring mother and child songs from Ghana, Poland and India.

### **Aims:**

- To introduce the concepts of rhythm and pulse.
- To explore the common characteristics of Lullabies that make them appropriate to their task.

### **Pupils will learn:**

- How to identify and control a pulse.
- How to differentiate between pulse and rhythm.
- How to use their singing voices in an appropriate way to convey meaning.

### **You will need:**

- **Three Mother and Child songs** provided in notation (see song sheet below) and as mp3 files (linked from this document).
- Un-pitched percussion instruments.

<b>Useful Information</b>
<p>A lullaby is a soothing song that lulls a child to sleep. Lullabies are found in all cultures across the globe and are a musical tradition that is understood universally. Lullabies share common musical characteristics i.e. they are gentle, often use rocking rhythms, are melodically simple and often repeat melodic patterns.</p>

Lesson Plan	Lullabies from Around the World (Age range 5-7)
Starter	<p>Pupils prepare for singing by warming-up their voices, paying particular attention to posture, breathing and warming of face muscles.</p> <p>Sing the song 'Happy Birthday' in different ways; for example, in a cross voice, or dreamily, or in a calm voice, or very fast or slow. For each example, ask pupils if the song worked. Point out that songs need to be sung in appropriate voices to convey their meaning.</p>
Main	<p>Pupils learn and perform two 'mother and child' songs from different regions of the world – '<u>Oi Dana</u>' (a lullaby from Poland) and '<u>Senua de Dende</u>' from Ghana. (Note: The notation of each song is provided below).</p> <p>Ask them to sing each song in a variety of ways, such as tenderly, angrily, or fast. Discuss which style is most appropriate for each song and why. Point out that lullabies are common to all cultures and traditions from around the world and that they are designed to lull a baby to sleep. Do they know any?</p> <p>Find and tap the pulse of each of the two songs, stressing the first beat:</p> <p>Senua de dende =        1 2 3 4        Tap (on knees), clap, clap, clap</p> <p>Oi Dana =        1 2 3        Tap (on knees), clap, clap</p> <p>Ask pupils the effect of the contrasting meters, e.g. "which would be best for a dance?", "which would be best for rocking a baby to sleep?"</p> <p>Add a simple rhythmic accompaniment to each song. Begin by asking pupils to clap the rhythm of the words of each song. Point out that both songs use a repeating rhythmic pattern. Take a phrase from a song, such as 'Oi Da-na', or 'Senua de den-dei', and use it as a repeating ostinato rhythmic pattern to accompany the song. Perform it with body sounds or un-pitched instruments</p> <p>Which sounds would they choose to help send the baby to sleep?</p> <p>Extension:</p> <p>Activity 1: Pupils learn a third song - the lullaby '<u>Hari Coo Coo</u>' from India. Compare it with '<u>Oi Dana</u>' and '<u>Senua de Dende</u>'. What do all the pieces have in common? (For example, repeating or rocking rhythms that send the baby to sleep). How should they be sung to the baby? How could we move when singing them? (For example, as if rocking the baby to sleep).</p> <p>Activity 2: The class composes its own lullaby. Begin by brainstorming suitable phrases, such as 'go to sleep my baby', then chanting them in an appropriate voice. Develop into sung phrase using the notes E G and A. Organise a short piece that includes both the chanted and sung versions of the phrase.</p>

Plenary	To take stock of their knowledge and understanding of lullabies, play CD excerpts of three songs i.e. two lullabies and one other song, such as a national anthem. Which is the odd one out – which is not a lullaby? Why? (Search in Google for ' <u>Lullabies from around the world</u> ' to find more).
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## Song Sheet for Lullabies from Around the World

### Senua de Dende

Ghanian folk song

Voice



Sen - ua de den - de Sen - ua Sen - ua de den - de,

Voice



Sen - ua de den - de, Sen - ua de den - de Sen - ua

Listen to the melody:

[http://www.oxfam.org.uk/education/resources/global\\_music\\_lesson\\_plans/5-7/files/senuadedende.html](http://www.oxfam.org.uk/education/resources/global_music_lesson_plans/5-7/files/senuadedende.html)

### Oi Dana

Polish lullaby

Voice



Oi da - na, oi da - na Oi da - na, oi da - na.

Voice




Oi da - na, oi da - na Oi da - na, oi da - na.

Listen to the melody:

[http://www.oxfam.org.uk/education/resources/global\\_music\\_lesson\\_plans/5-7/files/oidana.html](http://www.oxfam.org.uk/education/resources/global_music_lesson_plans/5-7/files/oidana.html)

## Hari Coo Coo

Traditional Indian Lullaby



Voice 1: Ha - ri coo coo Ya - ri coo coo\_ Ya - ri coo coo\_ a - lay

Voice 2: Ha - ri coo - coo Ya - ri coo - coo\_ Ha - ri coo coo\_ a - lay

Voice 3: Ha - ri coo coo Ya - ri coo\_ coo Ya - ri coo coo\_ a - lay

Voice 4: Ha - ri coo coo Ya - ri coo\_ coo Ha - ri coo coo\_ a - lay.

Listen to the melody:

[http://www.oxfam.org.uk/education/resources/global\\_music\\_lesson\\_plans/5-7/files/haricoocoo.html](http://www.oxfam.org.uk/education/resources/global_music_lesson_plans/5-7/files/haricoocoo.html)