



CULTURAL MATERIALS

Secondary 1

The following CORE REPERTOIRE will be memorised as part of the CULTURAL MATERIALS component of the Secondary 1 Perth 2014 AKC course.

Other supplementary material has also been listed. The lecturer may also outline supplementary material during the course.

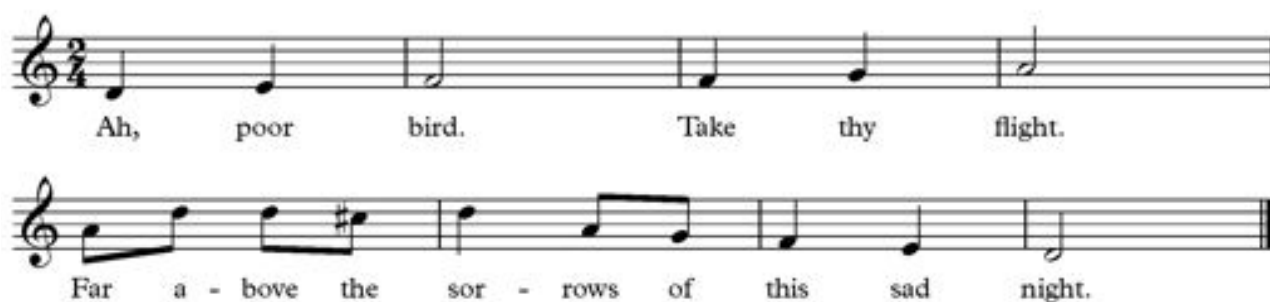
This repertoire must be filed and analysed to form part of the SONG RETRIEVAL SYSTEM. All materials from the 3 courses (Secondary 1, 2 and 3) will be collated, analysed and assessed as part of the requirements for Secondary Level 3. See Retrieval System Guidelines (provided during the Secondary Level 2 course) for more information.

	KMEIA WA 2014 Secondary 1 Core Material	SOURCE	Melody	Rhythm	Form	Uses
C1	Ah Poor Bird	150 rounds	$\underline{1}_2, \text{drmfsl}$		AB C D	Canon; ; harmonic minor
C2	Tideo	PDF Provided				
C3	Mail Myself To You	PDF Provided				
C4	Dinah	Forrai: #103	$\underline{\text{drm}} \text{ s}$		ABAC	Pillar tones; Text improvisation; ; <i>re</i> ; 2 metre
C5	Good News	Music for All: 9	$\underline{\text{drm}}$		A B A C	; <i>doh-re-mi</i> ; 4 metre
C6	Who's That Yonder?	Music For All: 8	$\underline{\text{drm}}$		A B	Beat/rhythm 2 metre; <i>drm</i>
C7	Come Follow Me	C. Vajda The Kodaly Way To Music: 27	$\underline{\text{drm}} \text{ sl}$		A B	2 metre; <i>la</i>
C8	Oh Said the Blackbird (Pourquoi)	150 American Folksongs: #66	$\underline{\text{drm}} \text{ sl d'}$		A B Av C	Story song; <i>high doh</i> ;
C9	Rose Rose	150 Rounds	$\underline{\text{m}}, \text{s}, \text{l}, \text{t}, \text{drm}$		A B C D	Canon; Partner Song; ; <i>natural minor</i>
C10	Swing a Lady Uptom	Music for All: 14	$\underline{\text{drm}} \text{ s}$		A B	; <i>soh</i> ; 4 metre

TITLE: Ah, Poor Bird

ORIGIN:

SOURCE: 150 Rounds For Singing And Teaching
(ed. E. Bolkovac and J Johnson)



TONE SET:	_____	SCALE:	_____
FORM:	_____	CSP:	_____
TYPE OF SONG/GAME:	_____	APPROPRIATE AGE LEVEL:	_____
RHYTHMIC ELEMENTS:	_____	MELODIC ELEMENTS:	_____
TEACHING PURPOSE:	_____		

TITLE: Tideo
ORIGIN: American Folk Song
SOURCE:



Pass one win - dow, Ti - de - o, pass two win - dows, Ti - de - o.

Pass three win - dows, Ti - de - o, jig - gle at the win - dow, Ti - de - o.

Jing - lin', jing - lin', jing - lin' Joe, jig - gle at the win - dow, Ti - de - o.

Jing - lin', jing - lin', jing - lin' Joe, jig - gle at the win - dow, Ti - de - o.

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: Mail Myself To You

ORIGIN: Woodie Guthrie

SOURCE:

I'm gon - na wrap my - self in pa - per,

I'm gon - na dab my - self with glue,

Put some stamps on top of my head,

I'm gon - na mail my - self to you.

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: Dinah
ORIGIN: American Folk Song
SOURCE: The Kodály Context
(L. Choksy)

No - one in the house but Di - nah, Di - nah,
No - one in the house but me I know.
No - one in the house but Di - nah, Di - nah,
play - ing on the old ban - jo.

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: Good News

ORIGIN:

SOURCE: Music For All
(J. Johnson)

Good News Char - iot's com - ing

Good News Char - iot's com - ing

Good News Char - iot's com - ing.

Don't leave me be - hind.

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

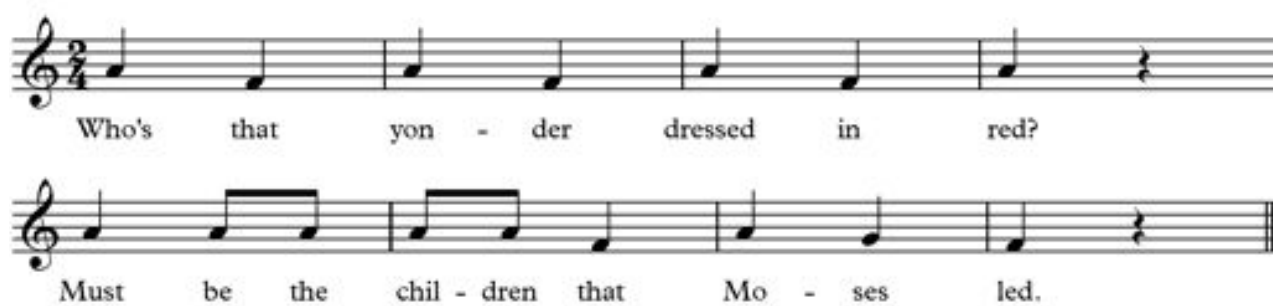
MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: Who's That Yonder?

ORIGIN: African-American Spiritual

SOURCE: The Kodaly Context
(L. Choksy)

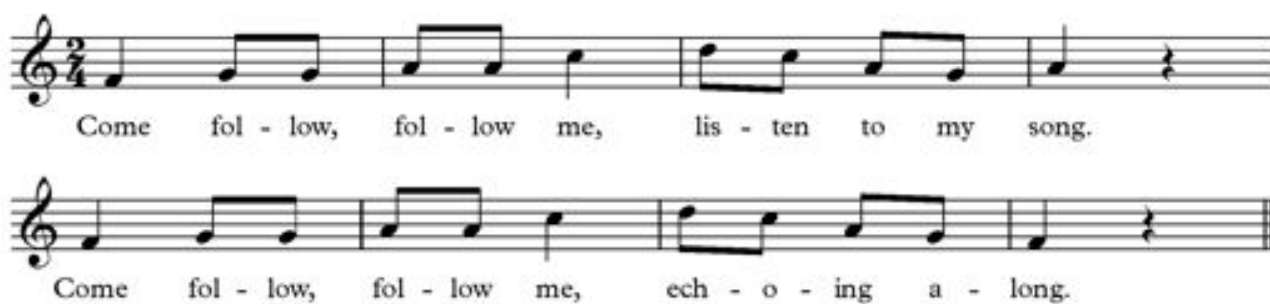


TONE SET:	_____	SCALE:	_____
FORM:	_____	CSP:	_____
TYPE OF SONG/GAME:	_____	APPROPRIATE AGE LEVEL:	_____
RHYTHMIC ELEMENTS:	_____	MELODIC ELEMENTS:	_____
TEACHING PURPOSE:	_____		

TITLE: Come Follow Me

ORIGIN: taught by Pierre Perron, Canada

SOURCE: The Kodály Way To Music Book 2
by Cecilia Vajda



TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

**TYPE OF
SONG/GAME:** _____

**APPROPRIATE
AGE LEVEL:** _____

**RHYTHMIC
ELEMENTS:** _____

**MELODIC
ELEMENTS:** _____

**TEACHING
PURPOSE:** _____

TITLE: Pourquoi

ORIGIN: West Virginian Folk Song

SOURCE: 150 American Folk Songs



"Oh", said the black - bird sit - ting on a tree.

"I had a wife as well as thee. But

she flew a - way and ne - ver came back and

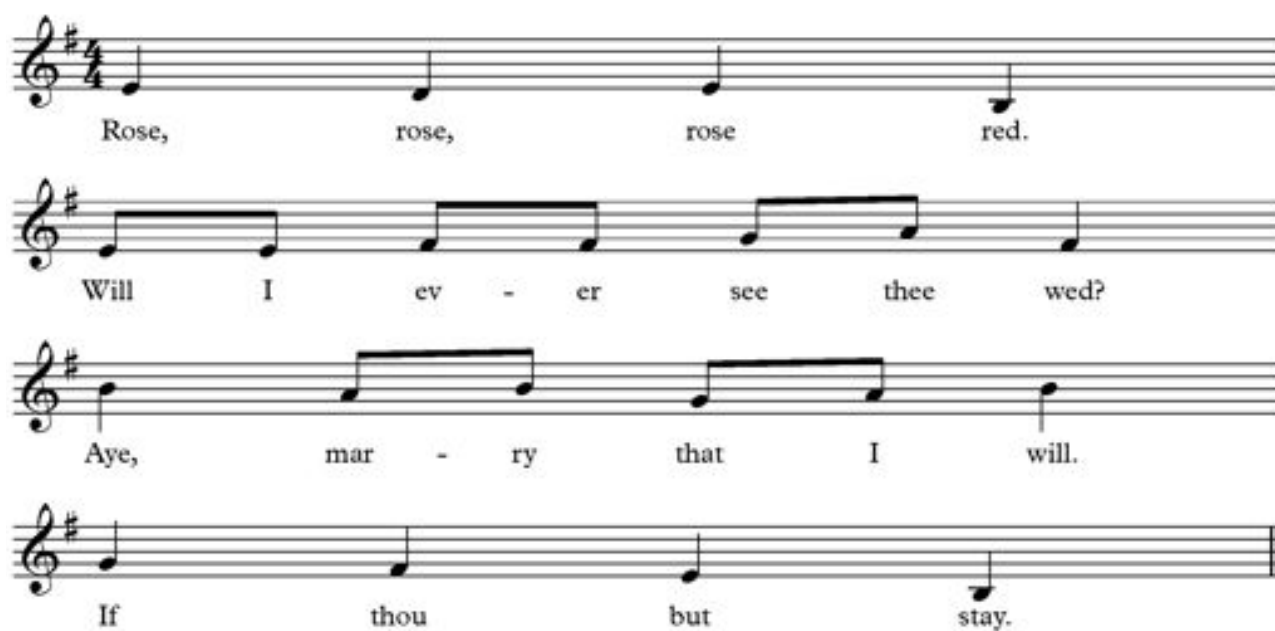
ev - er since then my head's been black."

TONE SET:	_____	SCALE:	_____
FORM:	_____	CSP:	_____
TYPE OF SONG/GAME:	_____	APPROPRIATE AGE LEVEL:	_____
RHYTHMIC ELEMENTS:	_____	MELODIC ELEMENTS:	_____
TEACHING PURPOSE:	_____		

TITLE: Rose Red

ORIGIN: English Folk Song

SOURCE: 150 Rounds for Singing and Teaching



TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

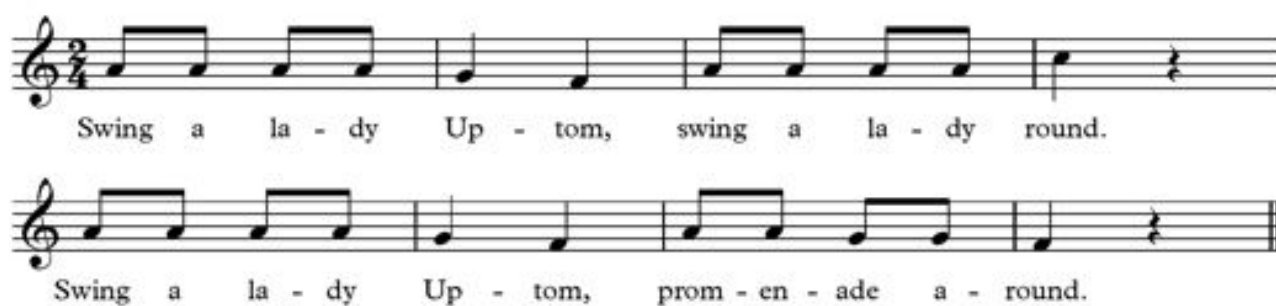
MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: Swing A Lady

ORIGIN: American Folk Song

SOURCE: Music For All
(J. Johnson)



TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

**TYPE OF
SONG/GAME:** _____

**APPROPRIATE
AGE LEVEL:** _____

**RHYTHMIC
ELEMENTS:** _____

**MELODIC
ELEMENTS:** _____

**TEACHING
PURPOSE:** _____

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Suggested Canon Material: All Things Shall Perish (150 Rounds: 4) Chairs To Mend (150 Rounds: 8) Hey, Ho, Nobody Home (150 Rounds: 25) Lady, Come Down And See (150 Rounds: 31)	Suggested Games and Movement: Aquaqua I've Been To Harlem Long-Legged Sailor Obwisana Old Brass Wagon Sing Song Saya
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TITLE: All Things Shall Perish

ORIGIN: German traditional song

SOURCE:

1.
All things shall per - ish from un - der the sky.

2.
Mu - sic a - lone shall live, mu - sic a - lone shall live,

3.
Mu - sic a - lone shall live, ne - ver to die.

TONE SET:	_____	SCALE:	_____
FORM:	_____	CSP:	_____
TYPE OF SONG/GAME:	_____	APPROPRIATE AGE LEVEL:	_____
RHYTHMIC ELEMENTS:	_____	MELODIC ELEMENTS:	_____
TEACHING PURPOSE:	_____		

TITLE: Chairs To Mend

ORIGIN: William Hayes

SOURCE: 150 Rounds For Singing And Teaching
(ed. E. Bolkovac and J. Johnson)

1.



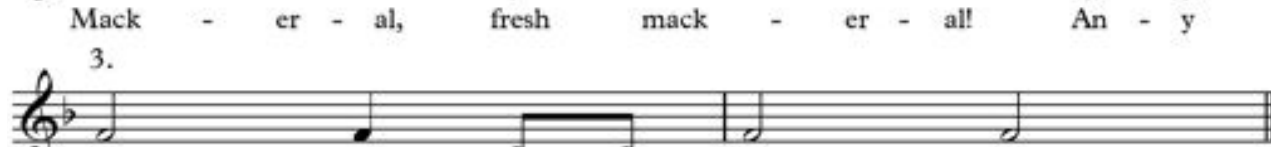
Chairs to mend, old chairs to mend!

2.



Mack - er - al, fresh mack - er - al! An - y

3.



old rags, an - y old rags!

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: Hey, Ho, Nobody Home

ORIGIN:

SOURCE: 150 Rounds For Singing And Teaching
(ed. E. Bolkovac and J. Johnson)

1. Hey, ho, no - bo - dy home, no meat nor drink nor mon-ey have I none.

2.

3. Still I will be mer - ry, — Hey, ho, no - bo - dy home.

4.

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

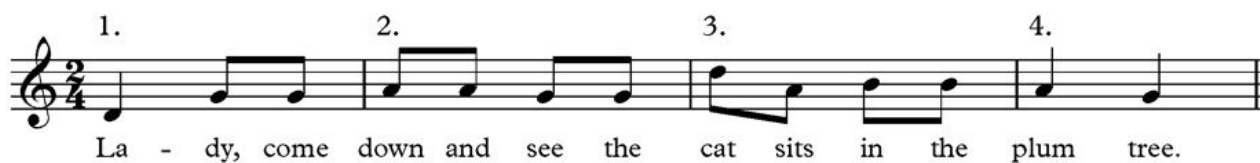
MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: Lady, Come Down And See

ORIGIN: Pammelia, 1609

SOURCE: 150 Rounds For Singing And Teaching
(ed. by E. Bolkovac and J. Johnson)



TONE SET:	_____	SCALE:	_____
FORM:	_____	CSP:	_____
TYPE OF SONG/GAME:	_____	APPROPRIATE AGE LEVEL:	_____
RHYTHMIC ELEMENTS:	_____	MELODIC ELEMENTS:	_____
TEACHING PURPOSE:	_____		

TITLE: Aquaqua

ORIGIN: Israeli traditional song

SOURCE:



TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: I've Been To Harlem

ORIGIN:

SOURCE:

The musical score is written on seven staves in G major (one sharp) and 4/4 time. The melody consists of eighth and quarter notes. The lyrics are: 'I've been to Har - lem, I've been to Do - ver, I've trav - elled this wide world all ov - er, ov - er, ov - er, three times ov - er. Drink all the bran - dy wine and turn the glass - es ov - er. Sail - ing east, sail - ing west, sail - ing ov - er the o - cean. Bet - ter watch out when the boat be - gins to rock or you'll lose your girl in the o - cean.'

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

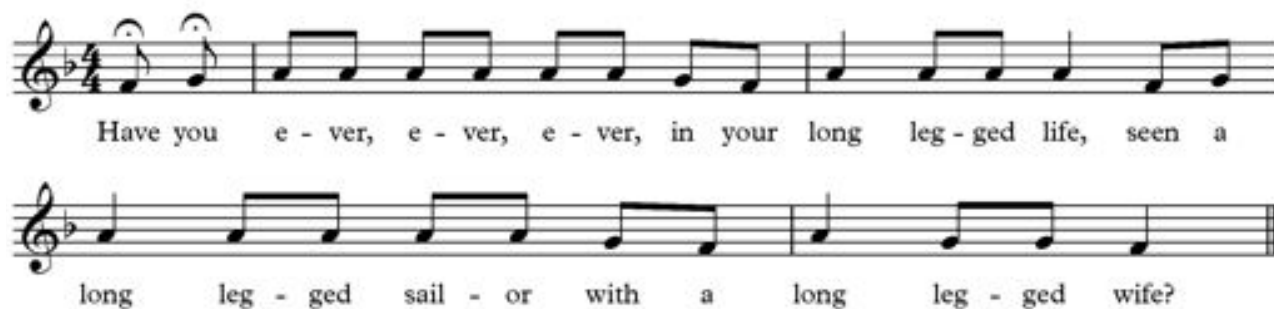
MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: Long Legged Sailor

ORIGIN:

SOURCE:



2. Short legged,
3. Bow legged,
4. One legged,
5. No legged.

Clapping game, in pairs: diagonal, together, clap own hands. On adjective, put hands on hips and show action appropriate to word.

TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

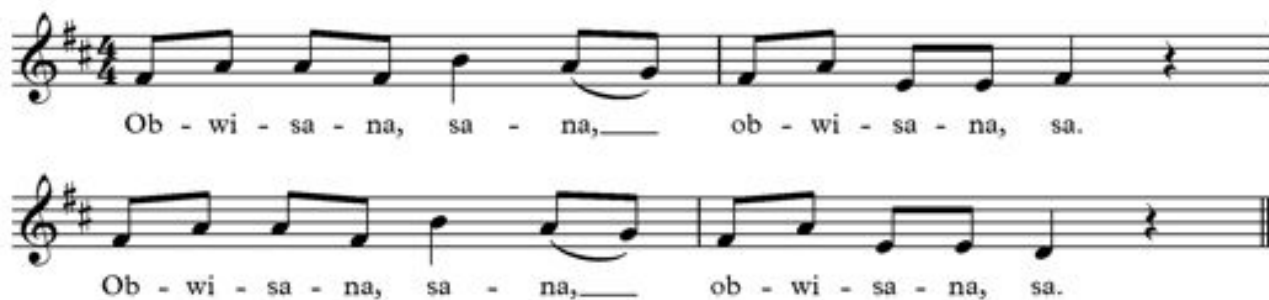
MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: Obwisana

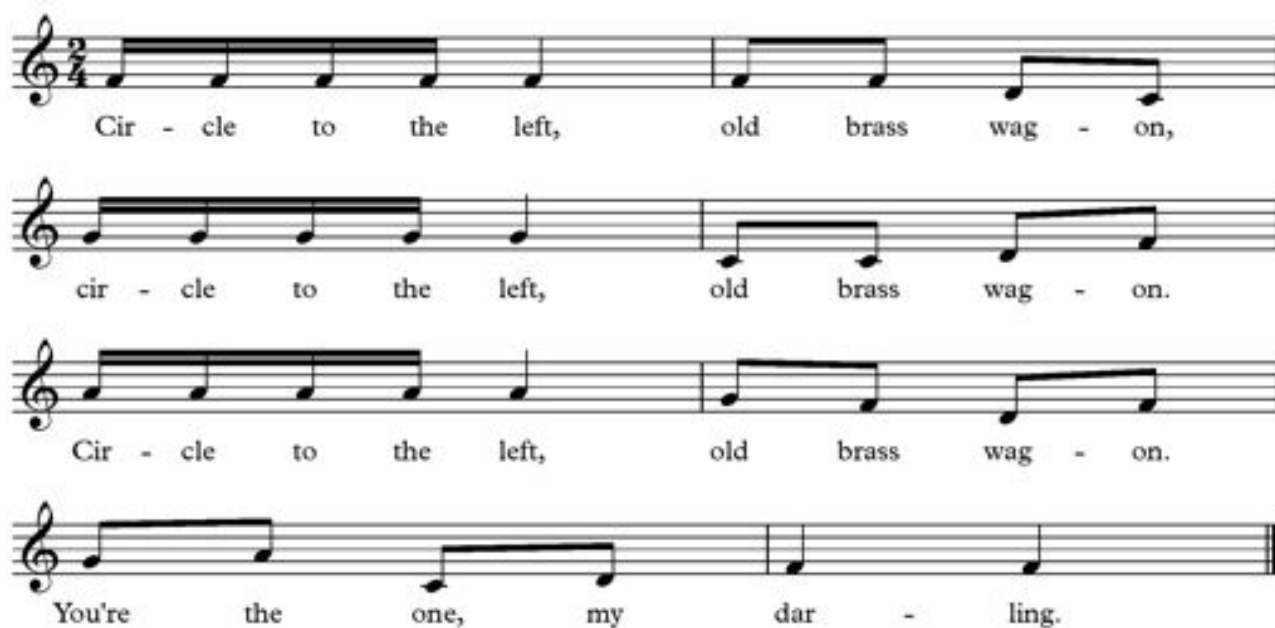
ORIGIN: Children's song from Ghana

SOURCE:



TONE SET:	_____	SCALE:	_____
FORM:	_____	CSP:	_____
TYPE OF SONG/GAME:	_____	APPROPRIATE AGE LEVEL:	_____
RHYTHMIC ELEMENTS:	_____	MELODIC ELEMENTS:	_____
TEACHING PURPOSE:	_____		

TITLE: Old Brass Wagon
ORIGIN: American Folk Song
SOURCE:



TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

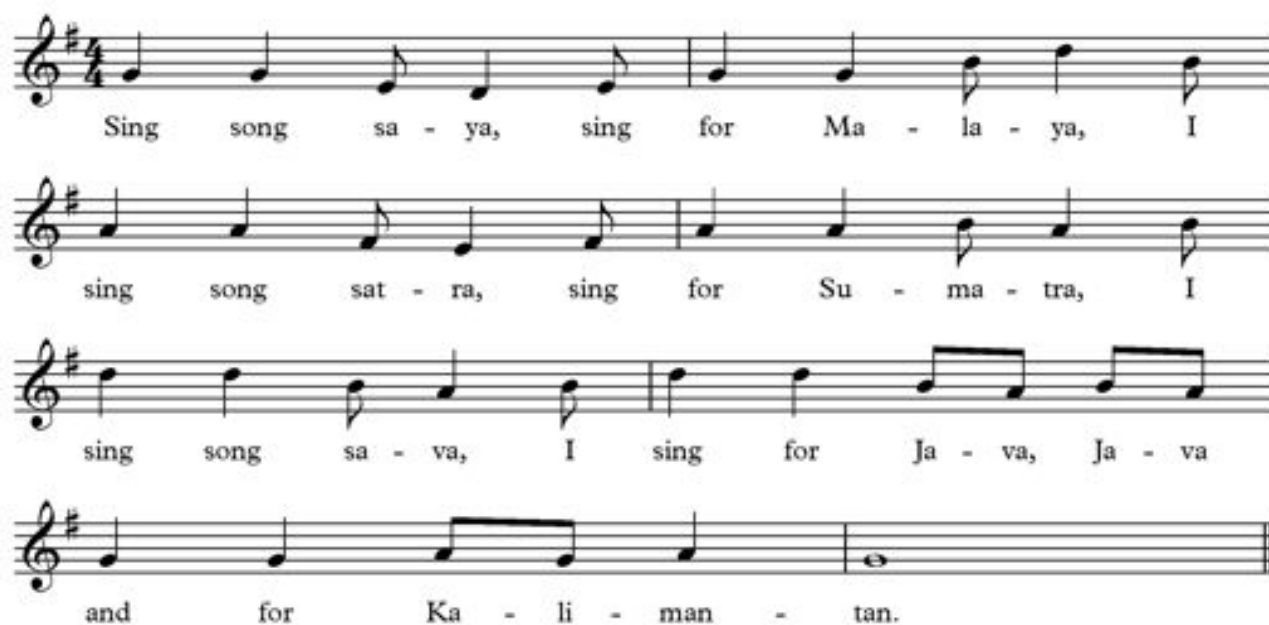
MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____

TITLE: Sing Song Saya

ORIGIN: Indonesian tradition song

SOURCE:



TONE SET: _____

SCALE: _____

FORM: _____

CSP: _____

TYPE OF SONG/GAME: _____

APPROPRIATE AGE LEVEL: _____

RHYTHMIC ELEMENTS: _____

MELODIC ELEMENTS: _____

TEACHING PURPOSE: _____