And the Beat Goes on…..

**Life Skills:**
Communicating with others
Demonstrating knowledge

**Educational Standard:**
NA-M.K-4.2 &5-8 Performing on Instruments

**Success Indicator:**
Youth will demonstrate rhythm

**Time:** 30 minutes

**Suggested Group Size:**
Classroom or less

**Supplies:**
Instruments from your club kit
Colored pencils or crayons

Our lives have **rhythm**. Think about it. Your heart has rhythm. A clock has rhythm. The second hand of a clock makes a noise every time one second passes. The noise that the clock makes every second has a rhythm. The **tempo** is the speed of that noise. Now take a minute to feel your heartbeat. Your heartbeat will not always have the same rhythm or tempo. The rhythm and tempo of your heartbeat can change depending upon your level of activity or other factors – like fear.

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**Rhythm:** The tempo or speed of a beat in a song

**Do the Activity:**

Have youth find their pulse. The easiest place to find it is in their neck. Tell them their heart has a **rhythm**.

Have youth jump up and down for 30 seconds and find their heart rate again.

Ask them how has the **tempo** (the speed) of their heart changed?

Count aloud the following examples of rhythm with youth.

1 – 2 – 3

1 – 2 – 3

(and repeat several times)

1 – 2 – 3 – 4

1 – 2 – 3 – 4

(and repeat several times)

1 – 2 – 3 – 4 – 5

1 – 2 – 3 – 4 – 5

(and repeat several times)

1 - 2 – 3 – 4 – 5 – 6

1 - 2 – 3 – 4 – 5 – 6

(and repeat several times)

Clap each rhythm and have the youth clap them back with you.

Distribute instruments from your club kit and have youth play the counted rhythms.

Have each young person develop a rhythm of their own with their assigned instrument to share. After they share their rhythm, the other youth will play that rhythm on their instrument. (Such as 1-2/1-2-3 – repeated).

Have youth change the tempos of their rhythm – do it fast – do it slow.

If there are more youth than instruments, have some clap. Allow young people to try different instruments.
Talking it Over

Share What You Did
What did you like about this activity?
How did you discover how to play each instrument?
Which instruments were hard for you to play? Easiest?

Process What’s Important
How were the instruments different?
How were the sounds of the instruments different? The same?

Generalize to Your Life
How is listening to sound a part of your everyday life?
What are some examples of rhythm that you experience in your everyday life?
(alarm clock, dog bark, ringing of your phone, door bell, school bell, siren, washer, dryer)
Why do things have different rhythms?

Apply What You Have Learned
How can you use sound to communicate?
How can you use music to communicate how you feel?

Background Information:

Rhythm is a steady beat divided into measures. A measure is a section of a rhythm pattern in music. Measures usually contain four beats, although this is not always the case. The pace of the rhythm is determined by the tempo.

Tempo is how fast or slow the rhythm is moving. Rhythm is a fundamental force of life. All things have rhythm.

More to do:

Have youth create rhythms by snapping their fingers, clapping their hands, stomping their feet, tapping a pencil, knocking on the door. Tell them to create their own instrument using objects around them to create a rhythm.

What is the rhythm of a march? 1-2-3-4
What is the rhythm of a waltz? 1-2-3

Play a recording of a waltz and a march and have young people keep time to them on their instruments and count aloud.
Have young people march around the room and keep time to the march.
Have young people do a 1-2-3 dance step to the waltz.

Vocabulary:
Rhythm
Measure
Tempo

Rhythm Around the World
• Czech: rytmus
• Dutch: ritme
• French: rythme
• German: rhythmus
• Italian: ritmo
• Norwegian: rytme
• Portuguese: ritmo
• Slovene: ritem
• Spanish: ritmo

Listen to a song and clap your hands or tap your toe to the beat – that’s an easy way to find the rhythm.
A percussion instrument is any object which makes a sound by being hit, shaken, rubbed, scraped, or by any other action that causes a vibration.

Shake, Rattle or Thump?

Life Skill:
Critical thinking-categorizing instruments

Educational Standard:
NA-M.K-4.2 &5-8 Performing on Instruments

Success Indicator:
Youth will identify percussion instruments based on how they are played.

Time: 30 minutes

Suggested Group Size:
Classroom or less

Supplies:
Instruments from your club kit
Colored pencils or crayons

This lesson will introduce students to the percussion family. The percussion family is composed of several different instruments. Some of the most common are the snare drum, tambourine, timpani, cymbals, and xylophone. Instruments in the Percussion Family create sound when they are hit, shaken, or touched by anything else that causes vibration.

Do the Activity:

Disperse instruments around the room.
Divide the students into groups of four.
Tell youth that they are to travel around the room in groups and determine how each instrument is played. See what kinds of different sounds each instrument can make.

Talking it Over

Share What You Did
What did you like about this activity?
How did you discover how to play each instrument?
Which instruments were hard for you to play? Easiest?
Have students demonstrate the different ways that the instruments make sound.

Process What’s Important
How were the instruments different?
How were the sounds of the instruments different?

Generalize to Your Life
How is listening to sound a part of your everyday life?
What sounds cause you to smile?
What sounds make you hungry?
What sounds warn you of danger?

Apply What You Have Learned
How can you use sound to communicate?
How can you use music to communicate how you feel?
Background Information:

The first musical instruments were anything hit together to produce sound. Drums are a percussion instrument that you hit or touch with something else. Through time, drums have been used by civilizations throughout the world. Certain drums symbolize and protect tribal royalty in Africa. Drums have also been used to transmit messages over long distances. In Europe, the snare drum and its relatives were used in the infantry to send instructions to the soldiers.

A percussion instrument is defined as an instrument that is made of a material that makes a vibrating sound when touched in some way. A vibration produces sounds of **definite** or **indefinite pitch** when shaken or struck. The pitch is determined in many different ways. It is done through the tightness of the stretched material for indefinite pitch instruments. The pitch is determined by the size of the objects in definite pitch instruments. Notes are produced by striking the instrument in certain places.

Vocabulary:

Pitch: the property of sound that changes with changes in the speed of vibration.

Definite pitch: The vibration creates basically only one tone (like a drum that plays just one note).

Indefinite pitch: The vibration can create a variety of tones (like a guitar or xylophone whose vibrating strings play many notes).
Pattern: a regular or repeating form or arrangement.

Pattern Perfect

Life Skill:
Critical thinking – identifying and creating patterns

Educational Standard:
Composing and arranging music within specified guidelines

Success Indicator:
Youth will identify and create musical patterns.

Time: 30 minutes

Suggested Group Size:
Classroom or less and plenty of space

Supplies:
Instruments from your club kit
Musical CD from your club kit and CD player

A pattern is something that repeats in a predictable manner. Some patterns you can see like tiles in the floor, the stripes of a dress or desks in a classroom. Other patterns may be a bit more complicated like the ones you hear in music – some are easy to hear some may be a little harder to hear.

Do the Activity:

Ask youth to look around the room and see if they can find a pattern.

Discuss the patterns that youth see.

Tell youth that we can also move to patterns. Clap out a pattern and have youth clap it back. For example:

You Clap: 1-2
1-2-3
[Repeat Several Times]

They Clap: 1-2
1-2-3
[Repeat Several Times]

Have youth walk to a clapped pattern such as:

1-2-3
1-2-3-4
1-2-3
1-2-3-4
[Repeat Several Times]

Allow a couple of youth to create other patterns that the other youth clap or walk to.

Sometimes patterns exist that you cannot see – but you can hear them – especially in music. Play one of the selections from the cd from your club kit. Have youth listen for patterns.

Discuss the patterns that they hear in the music.
Distribute the musical instruments from your club kit. Assign each youth a letter A or B and divide into two groups.

Call out some patterns and have youth play the patterns.

A-A-B-A-B-B-A
A-A-B-A-B-B-A
A-A-B-A-B-B-A
A-A-B-A-B-B-A

Pitch Perfect

Life Skill:
Problem solving-determining what factors affect pitch

Educational Standard:
NS.K-4.1 & NS.5-8.1 Observation and analysis

Success Indicator:
Youth will learn to organize and evaluate.

Time: 30 minutes

Suggested Group Size:
Classroom or less

Supplies:
Club kit instruments: Glockenspiel, Tom Tom Drum, Tom Boy

More to Do (An additional 30 minutes)
Three water glasses per group
A striker from your club kit

Rattle, Tap, Thump – The Alabama 4-H Rhythm Club Kit

Sounds can be high or low. That is their pitch. A BIG truck horn might have a deep, low pitch that says “Hey! Get out of my way!” A little car may have a high, squeaky pitch that says: “Eek! Don’t run over me!”

Think of all the different sounds you hear every day. What are some sounds that have a high pitch that maybe hurts your ears? What are some sounds with a big, low pitch?

Do the Activity:

Strike the light blue c note of your Glockenspiel – then strike the dark blue note of your Glockenspiel. You may need to do it a couple of times. Ask youth, “What is the difference between the two sounds?”

Define pitch – how high or deep a note sounds.

Tell youth one thing that determines the pitch of a percussion instrument is the amount of air or space within the instrument.

Strike the small Tom Tom Drum. Be sure to strike it as you hold it. Do not strike it when it is sitting on a table – it affects the sound. Now, Strike the Tom Boy from your club kit.

Ask youth, “Which instrument has the higher pitch and which has the lower pitch?”

Ask youth, “Which instrument has more space.”

Ask youth, “Based on what you see and hear, what is the affect of air space on pitch?”

Pitch: how high or low a note is.
Procedure
Using instruments from your club kit, have youth play each instrument, one at a time, and arrange them in a line from high to low pitch. They could put the instruments that have multiple pitches at one end of the line.

Talking it Over
Does the size of the instrument seem to affect its pitch/frequency? Its loudness?

Does the shape of the instrument seem to affect its pitch/frequency? Its loudness?

Does the instrument's material seem to affect its pitch/frequency? Its loudness?

Can you tell what effects the thickness of an instrument has on its sound?

What seems to affect how long a sound lasts?

What instruments make the sounds that you like best? If you were in a band, which do you think would be the most fun to play? Why?

Which of these effects do you think you can explain in terms of waves and the vibrations the objects must be making?

Generalize to Your Life
Why is it important to be able to judge and organize things that are similar to one another? How can judging and sorting out things help you make decisions? If you were going to make an important decision in your life – what career to take or where to live – what information would you need to judge and organize?

Apply What You Have Learned
How are your friends different from one another? Does each have unique things about them? Do they each bring some different value to your life – like the different instruments bring value to the band?

Background Information:
Pitch is how high or deep a note sounds. Not all percussion instruments have the ability to produce a variety of pitches. Those that are “pitched” have a variety of surfaces or the ability to alter the striking surface. Pitch changes based on the materials used in instrument construction.

More to do:

Water Glass Music
[Note: this activity can be easily done using the xylophone instead. If using the xylophone, have the youth determine why the size of the metal plate determines changes in pitch]

Have the youth fill three glasses with different levels of water and tap on them with a striker. Allow the youth to discover what happens when water is added or taken away. When water is added, the pitch goes up, and when water is taken away the pitch goes down.

Using trial and error, find the water levels that produce notes to simple three-note songs like “Mary Had a Little Lamb.”

Process What’s Important
What happened when you changed the amount of water in your container? How does the pitch of the sound change as you add water? Why does pitch change when you add water to your container?

Generalize to Your Life
How will experimenting with different solutions help you in life? How can being able to try different things help you make decisions?

Apply What You Have Learned
Why do people do experiments? What jobs would require a person to do experiments?
What Do You Hear?

Life Skills:
Communicating with others – listening

Educational Standard:
NA-M.K-4.2 &5-8 Performing on Instruments

Success Indicator:
Youth match the sound to the instrument

Time: 20 minutes

Suggested Group Size:
Classroom or less

Supplies:
Instruments from your club kit and a cardboard box

Often we are unaware of the sounds around us – even when we are driving in a car with the radio tuned to a favorite station. This activity will enhance listening skills for children as they listen to the sound an instrument makes and then try to match the instrument to the sound. Before you begin, read through the activity and designate a quiet place for the youth to sit.

Do the Activity:
Have everyone meet at the quiet place you located. Bring the materials needed for the activity.

Tell the youth how important it is for everyone to be very quiet when listening to the instruments you play.

Tell the youth that you are going to play a variety of instruments – one at a time – and have them guess which instrument makes which sound.

Choose an instrument from your kit. Using the cardboard box as a screen, play the instrument. Place several instruments on top of the box – your stage – and have youth guess which instrument made the sound.

Try the activity with more than one instrument.

Switch and let a young person come up and take on your role.

Let a couple of youth come up and play several instruments. Have youth guess which instruments were played.

Talking it Over

Share What You Did
What part of this activity was most difficult for you? Easiest?
What were the clues that helped you guess which instrument was being used?
What happened as you listened longer?

Process What's Important
What did you learn about matching what you heard to the instrument that made the sound?
How did you tell different sounds apart?

Generalize to Your Life
What can you learn by listening to sounds?
How is listening quietly important in other places?

Apply What You Have Learned
How will you apply the skill of listening to your everyday life?
What items could you use to make music?
**Extra Information: How the Ear Works**

The ear has three main parts: the outer, middle and inner ear. The outer ear (the part you can see) opens into the ear canal. The eardrum separates the ear canal from the middle ear. Small bones in the middle ear help transfer sound to the inner ear. The inner ear contains the auditory (hearing) nerve, which leads to the brain.

Any source of sound sends vibrations or sound waves into the air. These funnel through the ear opening, down the ear, canal, and strike your eardrum, causing it to vibrate. The vibrations are passed to the small bones of the middle ear, which transmit them to the hearing nerve in the inner ear. Here, the vibrations become nerve impulses and go directly to the brain, which interprets the impulses as sound (music, voice, a car horn, etc.).

**Background Information**

Everything in your environment may have some impact on your health. Yes, that even includes music. Scientists have studied how listening to music affects our bodies and minds for many years. Music can reduce stress and pain. The tempo of music can affect your heart rate. Music with a strong beat may help you concentrate and be more alert. Music with a slow tempo may calm and relax you. Think about it. We sing lullabies to babies to put them to sleep and we turn up the radio in our cars if we feel sleepy.

**More Challenges**

Have youth identify objects from around the room that they can use to make sound. Play a form of sound seven-up. Identify someone as “it.” Have the rest of the youth close their eyes, lay down their head and listen for a sound. The person that is “it” finds something in the room to make a sound (tearing a piece of paper). When the other youth can identify the sound, have them raise their hand and choose someone to tell what they think made the sound.
Let’s Write Music!

**Life Skills:**
Communicating with others – listening
Creativity
Performance

**Educational Standard:**
NA-M.K-4.2 &5-8 Performing on Instruments

**Success Indicator:**
Youth create and perform a piece of music.

**Time:** 30 minutes
This activity can be expanded to cover several sessions, as desired.

**Suggested Group Size:** Classroom or less

**Supplies:**
Instruments from your club kit
Written lyrics to a popular song, including patriotic songs, seasonal songs, or current pop music.

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**Music**
- an art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony, and color.

**Beat**
  a. A steady succession of units of rhythm.
  b. A gesture used by a conductor to indicate such a unit.

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**Rattle, Tap, Thump – The Alabama 4-H Rhythm Club Kit**

Have you ever thought that most young people can write music? This activity will allow young people to write a “rhythm track” for a school song, popular tune, or seasonal or patriotic lyric. These songs can be performed as a group before school assemblies, PTA meetings or church or community groups.

**Do the Activity:**

Begin by having the young people play one or both of the two examples, The Grand Old Duke of York and America the Beautiful. These are simple exercises in which half of the performers strike their rhythm instruments or clap their hands on the beat at A and half on B. AB indicates both groups together. A “conductor” may call out the letters or point to the A and B musicians.

Have the young people find lyrics of songs that would be fun to perform as music. The lyrics should be typed up (see the attached examples) with plenty of space to write the music. The kids will need to determine where breaks (usually syllables) are found in the words.

Depending on the size and the age of the youth, you may wish to divide them into several groups. Provide them with copies of the song lyrics and have them note where different instruments or groups of instruments can play.

After they have written their music and practiced it, have them perform their song. Different groups may perform the same song with different interpretations. Some groups may determine to break up into more than A and B sub-groups – with C, D or more for different parts.

Older youth may choose to add additional beats or otherwise embellish the songs.
**Talking it Over**

**Share What You Did**
What part of this activity was most difficult for you? Easiest?
How did the group determine which beat would sound the best?
How did it feel to write a piece of music?

**Process What's Important**
What did you learn about matching the words and music?
How would it feel to perform your song for your family or friends?

**Generalize to Your Life**
What works best when a group works on a project together?
When is it best to work on a project by yourself and when is it best to work with others?

**Apply What You Have Learned**
How can you apply creativity – making something new -- to your everyday life?
If you can create music, what other kinds of things do you think that you might be able to create?

**Try These or Other Lyrics**

**War Eagle!**

War... Eagle, fly down the field.
Ever to conquer, never to yield.
War... Eagle, fearless and true.
Fight on, you orange and blue.
Go! Go! Go!
On to victory, strike up the band.
Give 'em heck, give 'em heck;
Stand up and yell, Hey!
War... Eagle win for Auburn,
Power of Dixie Land!

Yea, Alabama!

Yea, Alabama! Drown 'em Tide!
Every 'Bama man's behind you;
Hit your stride!
Go teach the Bulldogs to behave,
Send the Yellow Jackets to a watery grave!
And if a man starts to weaken,
That's a shame!
For 'Bama's pluck and grit
Have writ her name in crimson flame!
Fight on, fight on, fight on, men!
Remember the Rose Bowl we'll win then!
Go, roll to victory,
Hit your stride,
You're Dixie's football pride, Crimson Tide!

Alabama A&M Bulldogs

Stand up and cheer
Cheer loud and long for Dear Old Normal
For today we raise
The maroon above all others
Our noble team now is fighting
Is fighting hard to win the fray
We've got the win
We're sure to win
For this is Dear Old Normal's day.
Fight! Fight! Fight!
The Grand Old Duke of York

The Grand old Duke of York
A B A B AB AB

he had ten thou-sand men
A B A AB AB AB

He marched them up to the top of the hill
A B A B A B AB AB AB AB

And he marched them down a-gain.
A B A B AB AB AB

When they were up, they were up
A A A A A A A A

And when they were down, they were down
B B B B B B B B B

And when they were on-ly half-way up
A A A A A A B B B

They were nei- ther up nor down.
A B A B AB AB AB
America the Beautiful

O beau-ti-ful for spa-cious skies,
A  B  B  B  A  B  B  B

For am-ber waves of grain,
A  A  A  A  A  A  A  A

For pur-ple moun-tain ma-jest-ies
B  B  B  B  B  B  B  B

A-bove the fruit-ed plain!
AB  AB  AB  AB  AB  AB  AB

A-mer-i-ca! A-mer-i-ca!
A  A  A  A  B  B  B  B

God shed His grace on thee,
AB  AB  AB  AB  AB  AB  AB

And crowned thy good with bro-ther-hood,
A  A  A  A  B  B  B  B

From sea to shin-ing sea!
AB  AB  AB  AB  AB  AB  AB
Walk Your Country Walk

**Life Skills:**
Communicating with others – listening
Creativity
Performance

**Educational Standard:**
NA-M.K-4.2 &5-8 Performing on Instruments and movement.

**Success Indicator:**
Youth create music and perform “Walk” by the Jamaican reggae group Burning Spear.

**Time:** 30 minutes
This activity can be expanded to cover several sessions, as desired.

**Suggested Group Size:** Classroom or less

**Supplies:**
Instruments from your club kit
Supplied lyrics.

**Optional Resources**
Find out about the musician at:
http://www.burningspear.net/ and other Internet resources. There are also several YouTube performance videos.
As with any Internet resources, you are strongly encouraged to preview these to determine their appropriateness.

American music has been influenced by music from all around the world – and our music has also had a tremendous impact on other cultures. There is a form of music popular in Jamaica and the Caribbean called “reggae.” Reggae has a bouncing, happy rhythm that makes you tap your toes and dance to the music.

**Do the Activity:**
Begin by having the young people listen to the song “Walk” on the World Party CD. Encourage them to get up and move to the music and clap their hands and sing along.

Now distribute the musical instruments to the group. Have them perform along with the song. You may wish to have one of the young people call “Switch!” at several points and have the kids change instruments.

Depending on the size of the group and the age of the youth, you may wish to divide them into several groups. Provide them with copies of the song lyrics and have them note where different instruments or groups of instruments can play, as with the *Let’s Write Music!* activity.

After the group has practiced the song and is comfortable with it, they may wish to perform it (with any optional dance steps) for parents or the community.

Find Jamaica on a map
Learn about Jamaica: food, culture, music, politics, economy.

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Reggae: Popular music of Jamaican origin having elements of Calypso, soul and rock and characterized by a strongly accentuated offbeat.
Talking it Over

Share What You Did
What was this song about?
How did you feel when you listened to this music?
How did you feel playing instruments and moving around to the music?

Process What's Important
What about this music made you feel happy?
Is there anything “foreign” about this music or does it sound like it could have been written by somebody from your town or community?
How would it feel to perform your song for your family or friends?

Generalize to Your Life
What countries would you like to visit?
What do you think their music sounds like?
What would you find in common with young people in China or Jamaica or India or Syria or Nigeria?

Apply What You Have Learned
What are the things that make us feel happy?
Where do you hear music? Why is there music in church, at football games, and other places?

Above and Beyond
Learn more about world music through these excellent resources:
http://worldmusic.nationalgeographic.com/
http://www.smithsonianglobalsounds.org/

Use the Internet to find out about:
- Cesária Évora
- Ladysmith Black Mambazo
- Nusrat Fateh Ali Khan
- Cheb Mami
- Youssou N'Dour
- King Sunny Ade
- Ravi Shankar
- Buena Vista Social Club
- Dead Can Dance
- Bob Marley
- The Gypsy Kings
- The Pogues
- Capercaillie

Putumayo World Party: http://www.putumayo.com

- Roy Paci & Aretuska • Ciuri Ciuri • (Italy)
- Marthely, Pognon & Guanmi • Woté Monté • (Martinique)
- Laid Back • Groovin' On a Feeling • (Denmark)
- Osibisa • Sunshine Day • (Ghana/UK)
- Laurent Hounsavi • Mindé Sè • (Benin)
- Burning Spear • Walk • (Jamaica)
- Beau Jocque and the Zydeco Hi-Rollers • Just One Kiss • (USA)
- Los Pinguos • My Love • (Argentina)
- Orchestre Tropicana D’Haïti • Gason Total • (Haiti)
- Sarazino • Cochabamba • (Canada/Algeria/Ecuador)

The activity can be performed using other songs on this album. Many musicians also have excellent YouTube videos, providing real insight into world cultures. It may be a little surprising to see excellent music videos coming from around the world.
Go to http://www.youtube.com/ and use search term: Putumayo Presents for approximately 50 videos.
http://worldmusic.nationalgeographic.com/ also has excellent video and audio resources.

As with any Internet activity, you should preview materials to ascertain their appropriateness.

Walk Your Country Walk http://www.alabama4h.com/rhythm/
Walk

Walk
Walk
Walk
You can walk, walk, walk, walk
Walk your COUNTRY walk
Walk the ARABIAN walk
Walk
Walk the AFRICAN walk
Walk
Walk the AMERICAN walk
Walk
Walk the BRAZIL walk
You can walk, walk, walk, walk
Walk your COUNTRY walk
Let's keep on moving
Let's keep on moving
Let's keep on moving
You can walk, walk, walk, walk
Walk your COUNTRY walk
Walk
Walk
Walk
AUSTRALIAN walk
Walk
NEW ZEALAND walk
Walk
NEW CALEDONIA walk
You can walk, walk, walk, walk
Walk your COUNTRY walk
Let's keep on moving
Let's keep on moving
Let's keep on moving
You can walk, walk, walk, walk
Walk your COUNTRY walk
Walk
Walk
Walk
Walk CANADIAN walk
Walk
Walk the ENGLISH walk
Walk
Walk the GERMAN walk
Walk
You can walk, walk, walk, walk
Walk your COUNTRY walk
Let's keep on moving
Let's keep on moving
Let's keep on moving
You can walk, walk, walk, walk
Walk your COUNTRY walk
Walk the SWITZERLAND walk
Walk
Walk the FRENCHMANS walk
Walk
Walk the ITALIAN walk
Walk
You can walk, walk, walk, walk
Walk your COUNTRY walk
Just keep on moving
Just keep on moving
Just keep on moving
You can walk, walk, walk, walk
Walk your COUNTRY walk
Walk
Walk the JAPAN walk
Walk
Walk the CHINESE walk
Walk
You can walk, walk, walk, walk
Walk your COUNTRY walk

BURNING SPEAR song lyrics are property and copyright of their actual owners. These BURNING SPEAR lyrics are intended only for educational use.
How exciting! Everyone in our village is going to the festival! There will be great music and wonderful food. People will dance and sing and have a great time! And you have been invited to be part of the band!

**Do the Activity:**

Begin by setting the scene for the young people:

“*You will be performing with the band at our village’s festival – the most important event of the year! It’s like a super party that celebrates Christmas and New Year’s and 4th of July all at the same time.*”

“Close your eyes and imagine everyone coming into town – dressed up in their best clothes. Imagine the sounds and the smells of good food cooking. Everyone is happy – because it’s a great celebration!”

Distribute musical instruments to the young people. Have the young people play along with the song *Sunshine Day* by Osibisa. Encourage them to get up and move to the music and clap their hands and sing along.

You may wish to have one of the young people call “Switch!” and have the kids change instruments during the performance.

After the group has played the song, have them draw or color a picture of what it might be like to perform at a festival in a small village in Ghana. Encourage them to include themselves and their friends as part of the band.
Talking it Over

Share What You Did
Show your picture and tell everyone what you drew. What kind of colors did you choose? Did you draw families and children and adults? How did it feel to pretend that you were performing in front of lots of people? How did you feel playing instruments and moving around to the music?

Process What’s Important
What about this music made you feel happy? What is it about music that can make us feel happy or sad? Why do we have music at special times in our lives like weddings or funerals?

Generalize to Your Life
What would it be like to live in a small village in Africa? What do you think kids there like to do for fun? What would you find in common with young people in Korea or Italy or Argentina or Ghana?

Apply What You Have Learned
How are people around the world the same or different from you? How would your life be different if you had been born in Ghana?

This activity can be done with any of the music on the CD.

Roy Paci & Aretuska • Ciuri Ciuri • (Italy): Imagine playing at fancy dress-up dance in Rome.

Marthely, Pognon & Guanel • Wotè Monté • (Martinique): Perform at a Caribbean beach party.

Laid Back • Groovin' On a Feeling • (Denmark): Imagine playing at the Snow Festival in Copenhagen.

Laurent Hounsavi • Mindé Sè • (Benin): Perform at an International Music Festival in front of thousands of young people from all around the world.

Burning Spear • Walk • (Jamaica): Perform at a community festival in the mountains of Jamaica.

Beau Jocque and the Zydeco Hi-Rollers • Just One Kiss • (USA): Perform at the Crawfish Festival in a small town in Louisiana.

Los Pinguos • My Love • (Argentina): Perform for a dance at a university in Buenos Aires.

Orchestre Tropicana D'Haïti • Gason Total • (Haiti): You are in a group of musicians learning a new song.

Sarazino • Cochabamba • (Canada/Algeria/Ecuador): Musicians are making a music video for television.
Osibisa

From Wikipedia, the free encyclopedia

Osibisa is a band, founded in London in the year 1969 by four African and three Caribbean musicians, who peaked in popularity in the 1970s. They were one of the first widely popular African bands.

History

Founding members included Ghanaians Teddy Osei (saxophone), Sol Amarfio (drums) and Mac Tontoh (trumpet); Grenadian Spartacus R (bass); Trinidadian Robert Bailey (keyboard); Antiguan Wendell Richardson (lead guitar); and Nigerian Lasisi Amao (percussionist and tenor saxophone).

Osibisa describes itself as the godfathers of world music, claiming to have paved the way for more famous musicians like Bob Marley, who became popular in the mid-1970s. Their music is described as a fusion of African, Caribbean, jazz, rock, Latin and R&B.

Many of Osibisa's works are highly danceable. A fair comparison would be to Earth, Wind, & Fire from the USA only with a “world” flair. Both groups feature highly complicated and sophisticated dance music with Afro-Caribbean bass-drum grooves and dynamic horn charts. (example: Ojah Awake)