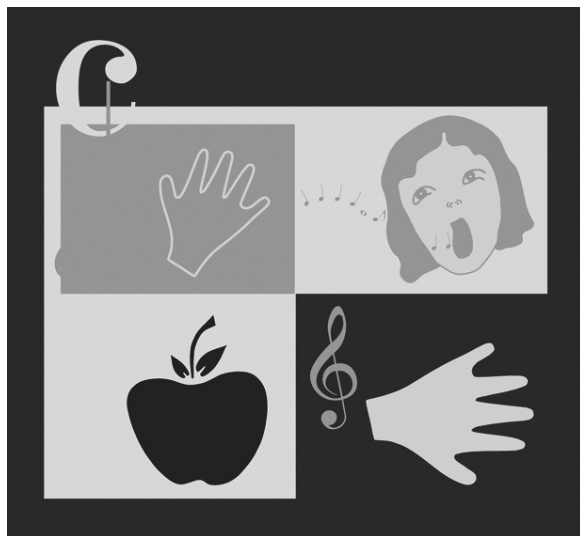


Developing Music
Literacy Using
Conversational
Solfege



John M. Feierabend
The Hartt School
University of Hartford

The 12 Steps of CONVERSATIONAL SOLFEGE™



READINESS
1) Rote

CONVERSATIONAL SOLFEGE
2) Rote
3) Decode – Familiar
4) Decode – Unfamiliar
5) Create


READING
6) Rote
7) Decode – Familiar
8) Decode – Unfamiliar


WRITING
9) Rote
10) Decode – Familiar
11) Decode – Unfamiliar
12) Create


Also remember:


- 1) Sing for the class not with the class.
- 2) Develop skill with patterns before songs.
- 3) Develop inner hearing at every stage.
- 4) Most learning takes place when a child sings individually by himself or herself.
- 5) Develop vocal proficiency before instrumental applications at any level.


Patterns Set 1A


1. $\frac{2}{4}$ 


2. $\frac{2}{4}$ 


3. $\frac{2}{4}$ 

4. $\frac{2}{4}$ 

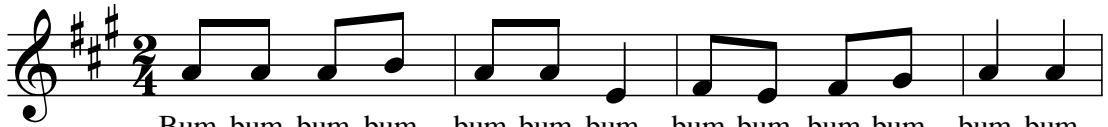
5. $\frac{2}{4}$ 

6. $\frac{2}{4}$ 

7. $\frac{2}{4}$ 

8. $\frac{2}{4}$ 

Good King Wenceslas



Bum, bum, bum, bum, bum, bum, bum, bum, bum, bum.



Bum, bum, bum, bum, bum, bum, bum, bum, bum, bum.



Bum, bum, bum, bum, bum, bum, bum, bum, bum, bum.



Bum, bum, bum, bum, bum, bum, bum, bum, bum, bum, bum, bum, bum, bum,

On the last two notes of the first three phrases, tuck hands under arms and “flap wings” two times.

On the last three notes of the last phrase, raise both hands up and back down. If seated, rise out of seat as you lift arms and sit back down as you lower arms. Students should slide with their voices as they go up and down.

On the first beat of the third phrase, students should snap their fingers above their head. On the third beat of the third phrase, students should tap once on their legs.

On the first beat of the fourth phrase, students should tap on their legs. On the third beat of the fourth phrase, students should snap their fingers above their heads. Try performing all of the above motions while singing the song.

This song can be sung in canon with motions, each part beginning two beats after the previous part. When many parts sing and perform the motions, a “wave” effect is achieved.

Teacher's
Manual
Only

Unit 1

Hand Pattern #1 (Hambone)

**Du**

With right hand, slap the side of right thigh.

Du de

With right hand, slap and pass the right thigh with an inward motion and then tap onto chest.

Du de

With the back of the right hand, slap and pass the right thigh in an outward motion, then with the palm of the right hand, slap and pass the right thigh with an inward motion.

Du de

Tap onto chest, then with the back of the right hand, slap and pass the right thigh in an outward motion.


Repeat the above hand pattern as an ostinato with songs or rhymes.


Try the same pattern with the left hand.


Try the same pattern with both hands.


Try the same pattern facing a partner. Each person uses both hands and uses their partner's shoulders instead of their own thighs.


Patterns Set 2A


1. 


2. 


3. 

4. 

5. 

6. 

7. 

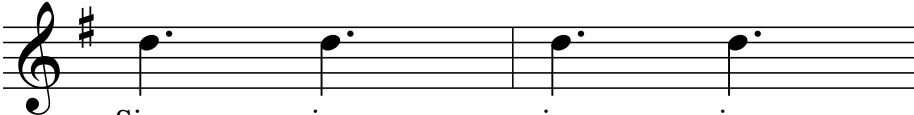
8. 


Unit 2

Sing Me Another

1. 
 Sing me an - oth - er be - fore we de - part,


2. 
 Sing to the praise of our mu - si - cal art,


3. 
 Sing, sing, sing, sing,


4. 
 Do, do, do, Sol, sol, sol, Sol, sol, sol, Do.


Teacher's
 Manual
 Only


Patterns Set 3A


1. 


2. 


3. 

4. 


5. 

6. 


7. 

8. 

O, How Lovely

1. 
 O, how love - ly is the eve - ning, is the eve - ning;

2. 
 When the bells are sweet - ly ring - ing, sweet - ly ring - ing.

3. 
 Ding Dong, Ding Dong, Ding Dong.

May be sung as a round.

Optional dance:

The class forms one large circle.

Phrase 1: Walk on the dotted quarter beat to the left.

Phrase 2: Walk on the dotted quarter beat to the right.

Phrase 3: Swing arms; out, in, out, in, out, in.

Dance as a round:

Form three concentric circles. Sing and dance as a round. Perform the entire song two times. After the final time, each part repeats the last phrase until the last group has finished. On the last “dong,” all children sustain “ng” of the last note as they slowly lift their arms in a large circle (forward, up and down). As they lower their arms, the humming fades out.

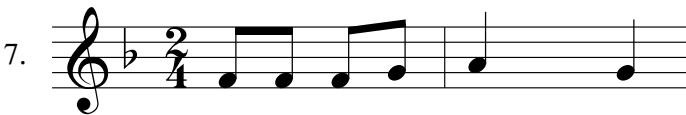
Unit 4

Patterns Set 4A

1.
2.
3.
4.
5.
6.
7.
8.

Unit 4

Patterns Set 4C



Closet Key



1. I have lost my clos - et key,



in my la - dy's gar - den.



I have lost my clos - et key,



in my la - dy's gar - den.

2. I have found my closet key,
 In my lady's garden.
 I have found my closet key,
 In my lady's garden.

Unit 4

Patterns Set 4D

1.

2.

3.

4.

5.

6.

7.

8.

Sailor, Sailor



1. Sail - or, sail - or on the sea,



Sail - or, sail - or on the sea,



Sail - or, sail - or on the sea, What



treas - ures have you brought for me?

2. Farmer, farmer on the land...
I've gold and jewels in my hand.
3. You have missed the number plain...
So I shall sail the seas again.

(or)

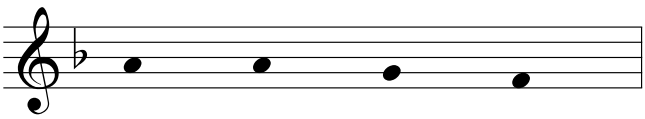
You have guessed the number true...
Now you may sail the ocean blue.

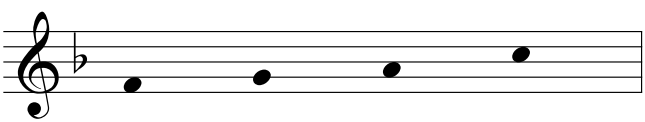
Game:

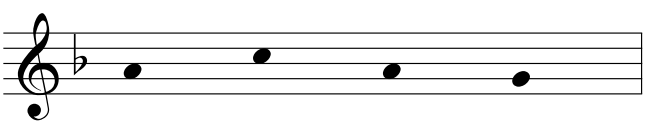
One child stands behind another child. The child with his/her back to the other (the farmer) sings the first verse. The other child (the sailor) sings the second verse and holds up from one to five fingers. The farmer tries to guess the number. If incorrect, the sailor sings, "You have missed..." and the farmer selects another child to be the farmer. If the farmer guesses correctly, the sailor sings, "You have guessed..." and the farmer becomes the new sailor and the sailor selects a new farmer.

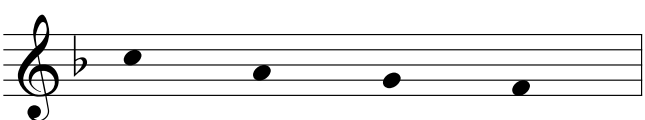
Patterns Set 5B

F = do

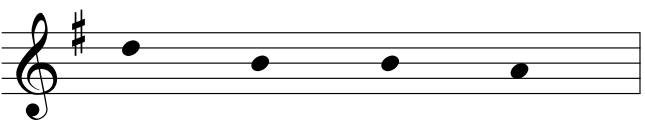
1. 

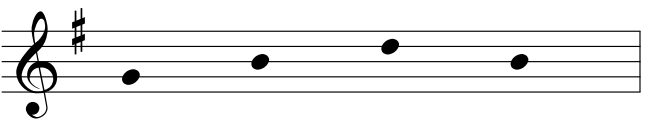
2. 

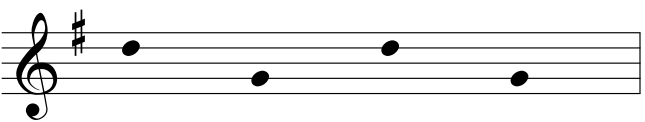
3. 

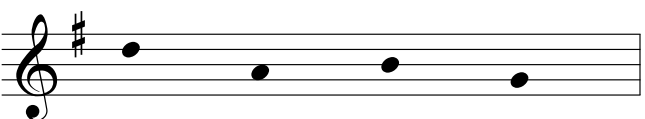
4. 

G = do

5. 

6. 

7. 

8. 

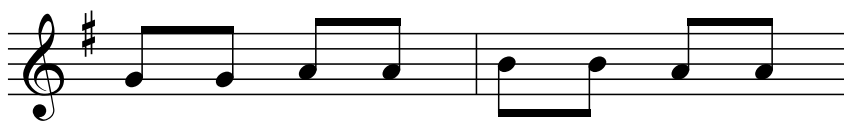
Unit 5

Let Us Chase the Squirrel

G = do



Let us chase the squir - rel,



Up the hick' - ry down the hick' - ry.



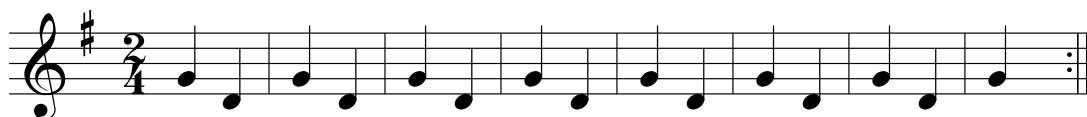
Let us chase the squir - rel




Up the hick' - ry tree.


Can be sung as a round two beats apart.


Bass line ostinato:





Patterns Set 6A


1. $\frac{2}{4}$ 


2. $\frac{2}{4}$ 


3. $\frac{2}{4}$ 

4. $\frac{2}{4}$ 

5. $\frac{2}{4}$ 

6. $\frac{2}{4}$ 

7. $\frac{2}{4}$ 

8. $\frac{2}{4}$ 


Unit 6

Symphony #7, 2nd Movement

Ludwig van Beethoven
(1770-1827)

2/4

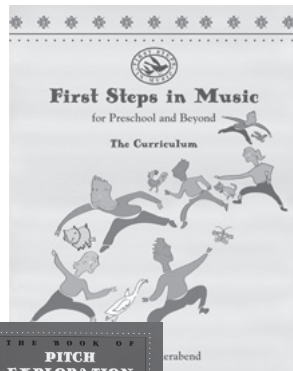
Perform the above pattern as an ostinato. Walk around the room stepping with the rhythm pattern. With each rest, freeze in the shape of some statue.

 CD #2, Track 4

Available Resources

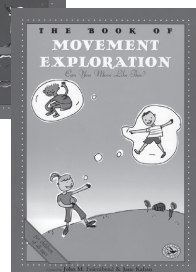
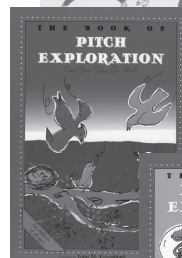
Classical Music for Movement

- CD-903 Music for Creative Movement (3-CD set)
- CD-493 First Steps in Classical Music: Keeping the Beat



Books for Preschool and Early Elementary

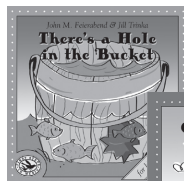
- G-5880 First Steps in Music for Preschool and Beyond
- G-5276 The Book of Pitch Exploration
- G-5277 The Book of Echo Songs
- G-5278 The Book of Call and Response
- G-5280 The Book of Children's Song Tales
- G-5876 The Book of Movement Exploration
- G-5877 The Book of Finger Plays and Action Songs
- G-5878 The Book of Beginning Circle Games
- G-5879 The Book of Songs and Rhymes with Beat Motions



Recordings for Kids of All Ages

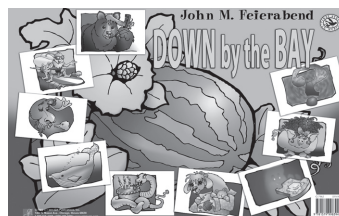
by John M. Feierabend and Jill Trinka

- CD-645 There's A Hole in the Bucket
- CD-646 Had a Little Rooster
- CD-647 Old Joe Clark
- CD-493 First Steps in Classical Music: Keeping the Beat



- G-7001 Set of all four recordings above plus First Steps in Music for Preschool and Beyond

- G-7001A Complete Curriculum Package Set of all books and recordings above Save over \$40 with this offer!



Companion Materials

- G-6400 Vocal Development Kit (Puppets, toys, and instruments with manual)
- G-6509 Pitch Exploration Stories (12 large picture cards)
- G-6510 Pitch Exploration Pathways (12 large picture cards)
- G-6511 Oh, In the Woods (12 large picture cards)
- G-7962 Down by the Bay (10 large picture cards)

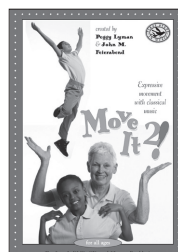
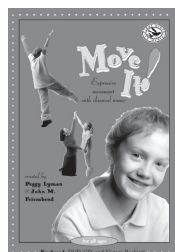


Move It!

- DVD-549 Music DVD, CD, and booklet

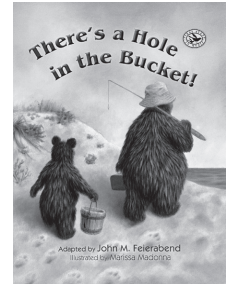
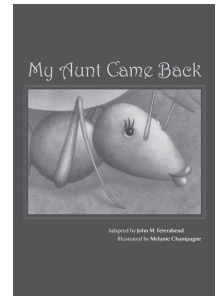
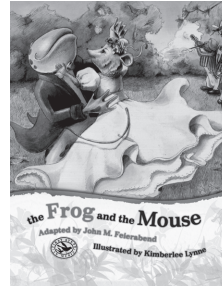
Move It! 2

- DVD-756 Music DVD, CD, and booklet



Folk Song Picture Books (with downloadable MP3)

- G-6535 The Crabfish
- G-7178 My Aunt Came Back
- G-7179 There Was a Man
- G-7416 Father Grumble
- G-7690 The Derby Ram
- G-7844 The Frog and the Mouse
- G-8121 Risseldy Rosseldy
- G-8122 The Tailor and the Mouse
- G-8454 There's a Hole in the Bucket
- G-8585 The Other Day I Met a Bear



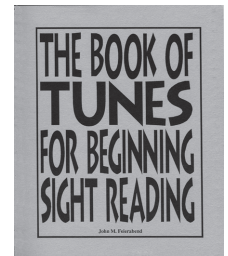
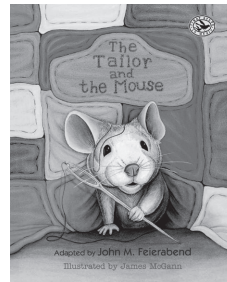
Lomax the Hound of Music

- DVD-829 The Best of Lomax the Hound of Music (2 Hours)
- CD-830 Lomax the Hound of Music: Favorite Songs (25 Songs)

Conversational Solfege

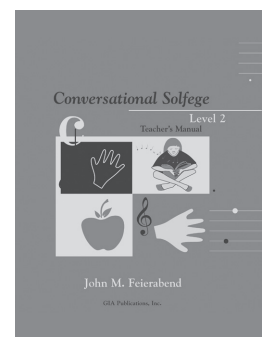
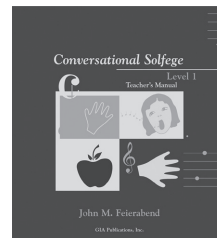
Level 1:

- G-5380 Teacher's Manual
- G-5380FL Flashcards
- G-5380S Student Book
- CD-526 Classical Selections CD



Level 2:

- G-5381 Teacher's Manual
- G-5381FL Flashcards
- G-5381S Student Book
- CD-527 Classical Selections CD



Level 3:

- G-5382 Teacher's Manual
- G-5382S Student Book

Related Materials

- G-8453 Word Wall
- G-5547 The Book of Tunes for Beginning Sight-Readers

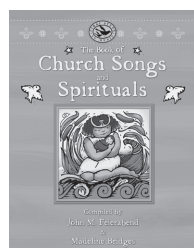


Song Collections for Older Children

- G-5279 The Book of Young Adult SongTales
- G-8552 The Book of Canons
- G-8663 The Book of Song Dances

Book of Church Songs and Spirituals

- G-7816 Spiral Bound and illustrated



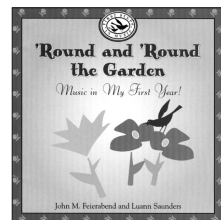
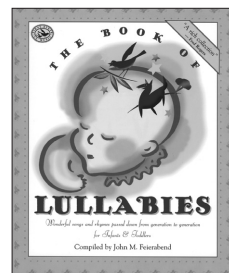
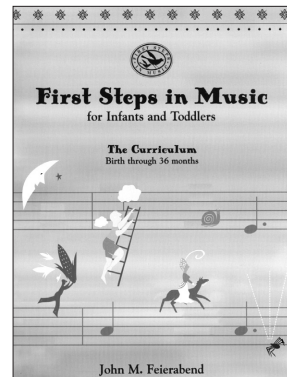
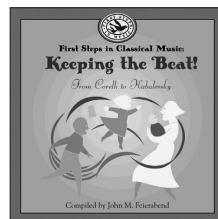
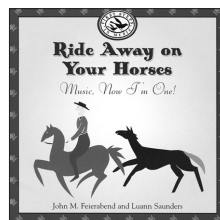
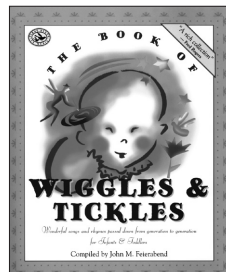
Word Wall				
Rhythm	Melody	Scales	Harmony	Expressive Words
Whole Note o	Tone (Solfege)	Major	Accompaniment	Accent
Whole Rest ▾	Pitch (Letter Name)	Harmonic Minor	Bass Line	Staccato
Half Note ↘	Half-Step	Dorian	Partner Songs	Legato
Half Rest ▸	Whole-Step	Whole Tone	Chord	Dynamics
Triplet	Ascending	Chromatic	Tonic	Forse f
Meter	Descending	Pentachord	Dominant	Mezzo Piano mp
Unmetered Meter	Resting Tone	Hexachord	Subdominant	Crescendo
		12 Tone	7th Chords	Decrescendo

Books for Infants and Toddlers

- G-4974 First Steps in Music for Infants and Toddlers
- G-4975 The Book of Bounces
- G-4976 The Book of Wiggles and Tickles
- G-4977 The Book of Tapping and Clapping
- G-4978 The Book of Simple Songs and Circles
- G-4979 The Book of Lullabies
- G-5145 Set of 5 books above

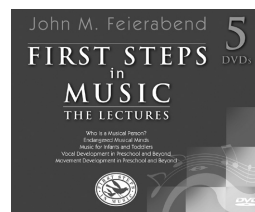
Recordings for Infants and Toddlers

- CD-437 'Round and 'Round the Garden:
Music in My First Year!
- CD-438 Ride Away on Your Horses:
Music, Now I'm One!
- CD-439 Frog in the Meadow:
Music, Now I'm Two!
- CD-493 First Steps in Classical Music:
Keeping the Beat
- G-5483A Complete Curriculum Package
Set of all books and recordings
above
Save over \$40 with this offer!
- G-5483 Set of all four recordings above
plus *First Steps in Music for Infants
and Toddlers*



Instructional DVDs

- DVD-499 Music and Early Childhood
(30-minute documentary
produced by Connecticut Public Television)
- DVD-875 First Steps in Music;
The Lectures (5 DVDs)
- DVD-947 First Steps in Music: In Action DVD
- DVD-946 Conversational Solfege Explained (3 DVDs)



First Steps in Music Series by John M. Feierabend

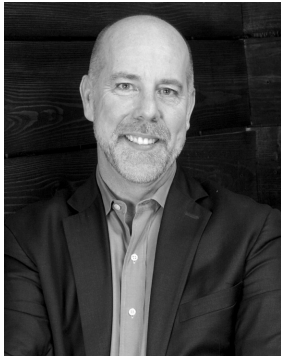
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Dr. John Feierabend is considered one of the leading authorities on music and movement development. He is a Professor of Music and the Director of the Music Education Division at The Hartt School of the University of Hartford and is a past President of the Organization of American Kodály Educators as well as a NAFME Lowell Mason Fellow. A music educator for over thirty years, he continues to be committed to collecting, preserving and teaching the diverse folk music of our country and using that folk music as a bridge to help children understand and enjoy classical music. His work is based on his belief that many generations can share common experiences such as traditional folk songs and rhymes, which can help develop a valuable but dwindling commodity - a sense of community. Dr. Feierabend's research has resulted in two music curricula; *First Steps in Music*, a music and movement program for infants through elementary aged children and *Conversational Solfege*, a music literacy method for use in general music classes. Dr. Feierabend also helped develop the PBS children's television series *Lomax: The Hound of Music*, which is based on his *First Steps in Music* curriculum.

F A M E

Feierabend Association for Music Education

<http://www.feierabendmusic.org>

The chief aim of the Feierabend Approach is to build community through music by evoking enthusiastic participation of all people. To that end this approach strives for all people to become tuneful, beatful and artful through research based and developmentally appropriate pedagogies that use quality literature. Ideally begun in early childhood, these goals remain of primary importance at any age as they serve as the foundation for all further musical development. Accomplish these goals by first learning authentic folk songs and folk dances (music and movement created by a community for the purpose of encouraging community participation). Further the understanding and appreciation of music through making connections from folk songs and dances to masterworks.

Learning notation, playing instruments and giving performances are secondary goals and should be introduced only after individuals become tuneful beatful and artful. Present notation only after rhythm and melodic elements are aurally (conversationally) understood through the use of rhythm syllables and solfege syllables. Express music through instruments rather than use instruments to become musical.

The mission of the Feierabend Organization is to promote and create print and electronic resources that further develop these ideas, to promote seminars and teacher certification training that encourage these ideas and to organize regional, national and international conferences that proliferate and expand on these ideas