

Kum Ba Yah

The musical score is written in 3/4 time and consists of four staves. Each staff begins with a treble clef and a key signature of one flat (B-flat). The lyrics are written below the notes, and chords are indicated above the staff lines. The first staff has chords C, F, C, C. The second staff has chords G7, C, F, C, F, C, G7, C, and ends with 'Fine'. The third staff has chords C, F, C, C. The fourth staff has chords G7, C, F, C, F, C, G7, C, and ends with 'D.C. al Fine'. There are three numbered vocal parts: 1. Some-one's sing - in', Lord, Kum ba yah! 2. Some-one's cry - in', Lord, Kum ba yah! 3. Some-one's pray - in', Lord, Kum ba yah!

Kum ba yah, my Lord, Kum ba yah! Kum ba yah, my Lord, Kum ba
 yah! Kum ba yah, my Lord, Kum ba yah! O Lord, Kum ba yah!
 1. Some-one's sing - in', Lord, Kum ba yah! Some-one's sing - in', Lord, Kum ba
 2. Some-one's cry - in', Lord, Kum ba yah! Some-one's cry - in', Lord, Kum ba
 3. Some-one's pray - in', Lord, Kum ba yah! Some-one's pray - in', Lord,
 yah! Some-one's sing - in', Lord, Kum ba yah! Oh, Lord, Kum ba yah!

LYRICS

Refrain: Kum ba yah, my Lord, Kum ba yah!
 Kum ba yah, my Lord, Kum ba yah!
 Kum ba yah, my Lord, Kum ba yah!
 O Lord, Kum ba yah!

1. Someone's singing, Lord, Kum ba yah!
 Someone's singing, Lord, Kum ba yah!
 Someone's singing, Lord, Kum ba yah!
 O Lord, Kum ba yah!

(Repeat refrain)

2. Someone's crying, Lord, Kum ba yah!
 Someone's crying, Lord, Kum ba yah!
 Someone's crying, Lord, Kum ba yah!
 O Lord, Kum ba yah!

(Repeat refrain)

3. Someone's prayin', Lord, Kum ba yah!
Someone's prayin', Lord, Kum ba yah!
Someone's prayin', Lord, Kum ba yah!
O Lord, Kum ba yah!

(Repeat refrain)

SINGING

Have the students get a feel for meter in three by doing a slow and easy "pat - clap - snap" body percussion pattern. Once the students are feeling the meter all together introduce the song and have them be aware of the combination of African and English lyrics. Have the students read through the lyrics before they attempt to sing them so that there are no surprises. Sing the song and do the body percussion together in a slow easy tempo which is appropriate for this song.

PLAYING INSTRUMENTS

Have the class sit cross legged on the floor in a large circle. Practice the "pat - clap - snap" body percussion pattern above in the circle on the floor. After the students are performing the body percussion pattern accurately together, provide each student with a pair of rhythm sticks. Keeping the same tempo and flow, change the stick pattern to "tap" (top ends together

on the floor), "together" (tap your own two sticks together), "right" (tap the left stick of the neighbor to your right with your right-hand stick--each left stick being held still by the left knee). When doing the "neighbor" tap, all eyes should be right making sure you tap only the stick. Repeat this pattern 3 times as given. Extend the pattern in the 4th phrase of the music by tapping

the bottom of the sticks 3 times on the floor. The whole pattern consists of "tap-together-right" (once), "tap-together-right" (twice), "tap-together-right" (thrice), "floor-floor-floor". Repeating this extended pattern two times will complete the musical cadence of either verse or the refrain. Now sing the song while performing the stick pattern. Strive to get a clear sound and a rhythmic flow to the pattern with the whole class. Try the stick pattern with each verse of the song.

CREATING

Create variations of the stick pattern by changing the "floor- floor- floor" portion of the pattern to some other action of the students' selection (repeated three times in succession). Select a

different action for each of the three verses but always keep the refrain action the same each time the refrain is sung. Now practice singing the whole song with the arranged stick patterns.

LISTENING

To achieve a clear musical sound out of rhythm sticks the class must "listen" and "feel" the sound of the actions together. Have the class evaluate their performance through aural observation. Ask the class if they are hearing several sticks striking on each beat or if they hear all the sticks in the class sounding together making as it were one sound.

INTEGRATION (Math)

Check for application of multiples of "3". How many beats in a measure? How many beats in an incomplete cadence? How many beats in a complete cadence? How many beats in one verse and refrain? How many beats in all four verses of the song? In verses plus the refrains?