

“Fanga Alafia”
Traditional West African - Arraigned by Rollo Dilworth

National Standards:

1. Singing, alone and with others, a varied repertoire.
2. Performing on instruments, alone and with others.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.

Objectives:

- Students will be able to read musical phrases and find them in a full musical song score using cooperative learning strategies.
- Students will be able to hear and sing the difference between phrases going in opposite directions using correct sequences.
- Students will perform the song using correct posture, correct rhythms, and accurate pitches.

Materials:

- 2008 World’s Largest Concert student copies of “Fanga Alafia” (www.sibeliusmusic.com/menc)
- Cooperative learning packets (one prepared for overhead work)
- Musical score for “Fanga Alafia”
- Slips of paper with phrases from song:
 - “Fanga Alafia”
 - “Ashe Ashe” (phrase going up)
 - “Ashe Ashe” (phrase going down)
- Classroom pitched and unpitched rhythm instruments

Prior Knowledge:

- Students are familiar with basic rhythm and melodic notation.
- Students are familiar with the differences in classroom rhythm instruments and the correct way to play each.
- Students are familiar with motions that show directions.

Procedures:

1. Divide the class into groups of three or four students.
2. Give each group a packet.
3. Show the class the overhead phrase “Fanga Alafia.” Echo sing the phrase with students and ask the groups to count how many times the phrase occurs in the song.
4. Give the students a little time to determine their answers.
5. Ask each group what their number is and post numbers on board.

6. Using the overhead of the phrase and the musical score show every spot where the phrase occurs.
7. Repeat steps 3-6 for both “Ashe Ashe” phrases.
8. Discuss the sequence of the phrasing in the song. Point out the repeat at the end of the song and the English words that go with each phrase.
9. Lead the class in singing the song using the call - response style and discuss the importance of call - response within the West African musical culture. Point out that the style was brought with the West African people when they came over to this land.
10. Divide the class into three equal groups. One will sing the call (“Fanga Alafia”), one will sing the response (“Ashe Ashe”) going up and the last will sing the response (“Ashe Ashe”) going down. Each response group will pick an unpitched or pitched instrument that reflects the ending of their phrase and fill the rest just after their phrase with a set of eighth notes. Each group can create a motion to demonstrate their phrase of the song.
11. Perform the song with the groups, instruments, and motions as written.

Indicators of Success:

- Students will demonstrate the ability to search a score for specific phrases and describe each.
- Students will demonstrate the ability to sing similar phrases using their voices, instruments, and motions to show the difference in the ending direction.
- Students will demonstrate the ability to sing the song from beginning to end using correct singing techniques and in the sequence indicated on the score.

Interdisciplinary Extensions:

Math: Talk about averages and have each cooperative group find the average of each set of answers.

Character Education: Talk about what social tools are needed to work in groups.

Social Studies: Discuss the paths the African Americans followed to get to the continent.

Art: Have the student cooperative groups create an art project expressing the sequence and directions of the phrasing of the song.

This lesson plan for “Fanga Alafia” was created by Katie Northcraft Reynard, Music Specialist, Florida Music Educator’s Association Member, John M. Sexton Elementary School, Pinellas County Schools, St. Petersburg, Florida.