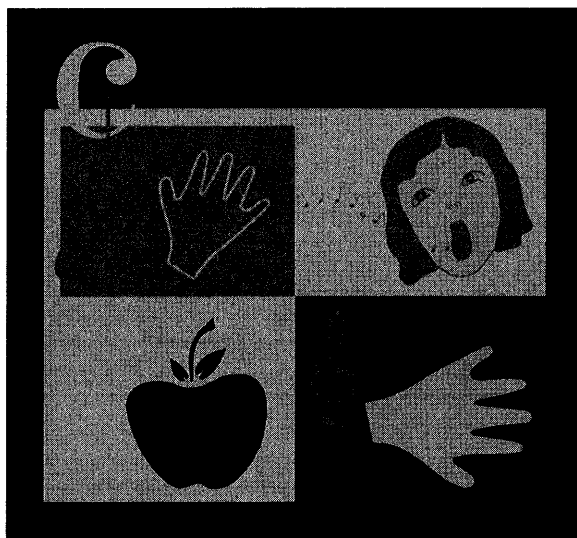


Developing Music  
Literacy Using  
*Conversational*  
*Solfège*



John M. Feierabend  
The Hartt School  
University of Hartford

# The 12 Steps of <sup>TM</sup> CONVERSATIONAL SOLFEGE



**READINESS**  
1) ROTE



**CONVERSATIONAL SOLFEGE**  
2) ROTE  
3) DECODE FAMILIAR  
4) DECODE UNFAMILIAR  
5) CREATE





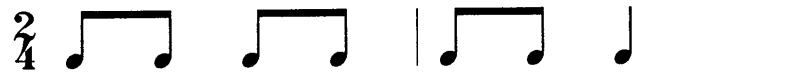



**READING**  
6) ROTE  
7) DECODE FAMILIAR  
8) DECODE UNFAMILIAR

**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 BY HIM 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 student 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  
Manual  
Only

## 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 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 a - no - ther 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  
Manual  
Only

# Symphony #5, 3rd Movement

Ludwig Van Beethoven





Unit 3

### 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 note to the right.

Phrase 3.

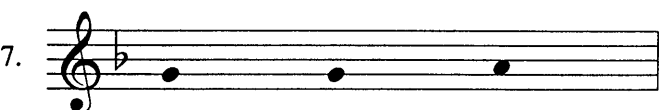
Swing arms; out, in, out, in, out, in.

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 arm in a large circle (forward, up and down). As they lower their arms, the humming fades out.

Teacher  
Manual  
Only

### Patterns Set 4A



Unit 4

### Patterns Set 4C

1.

2.

3.

4.

5.

6.

7.

8.

### Closet Key



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



Sail - or, sail - or on the sea,



Sail - or, sail - or on the sea,



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



treasures 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

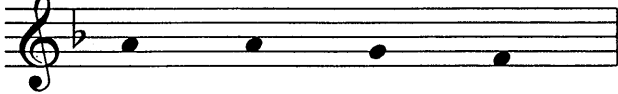
4. You have guessed the number true...  
Now you may sail the ocean blue.

### Game:

One child stand behind the other child. The one 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 one to five fingers. The "farmer" tries to guess the number. If incorrect the the sailor sings "You have missed..." and the farmer selects another child to be the farmer. If the farmer guess correctly the sailor sings, "You have guesed..." and the farmer becomes the new sailor and the sailor selects a new farmer.

### Patterns Set 5B

F = do

1. 

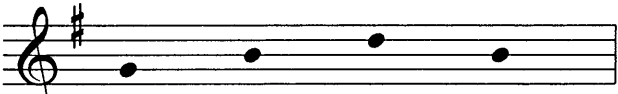
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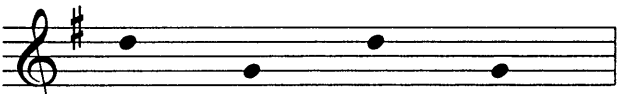
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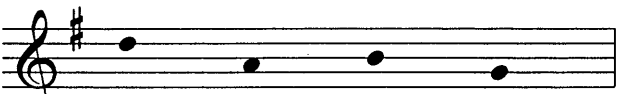
4. 

G = do

5. 

6. 

7. 

8. 



# Let Us Chase the Squirrel

G = do



Let us chase the squir - rel,



Up the hic' - ry down the hic' - ry.




Let us chase the squir - rel







up the hic' - ry tree.


### Patterns Set 6A


1.  $\frac{2}{4}$  J      | J     ♯ |


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

3.  $\frac{2}{4}$    | J     ♯ |

4.  $\frac{2}{4}$   ♯ |  ♯ |

5.  $\frac{2}{4}$  ♯      | J     ♯ |

6.  $\frac{2}{4}$   ♯ | ♯     ♯ |

7.  $\frac{2}{4}$  ♯     ♯ |  J |

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

# Symphony #7, 2nd Movement

Ludwig Van Beethoven

2/4

Walk around the room stepping with the rhythm pattern. With each rest, freeze in the shape of some statue.

# Available Resources

## 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 SongTales
- 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-7001A Complete Curriculum Package Set of all books and recordings above

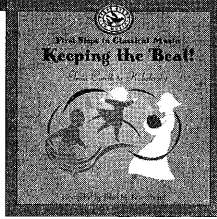
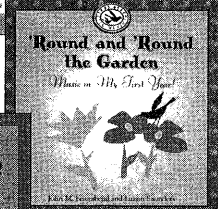
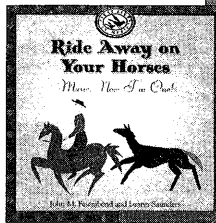
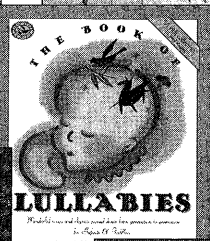
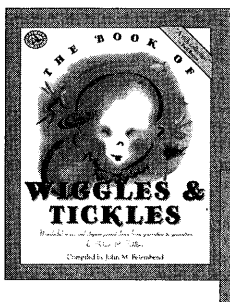
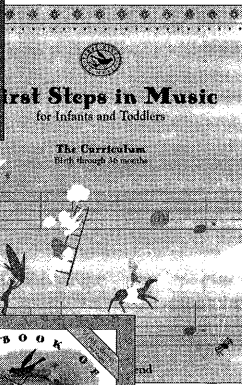
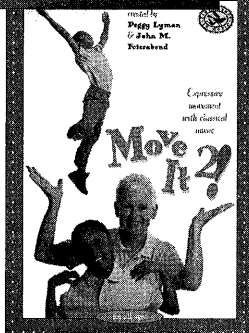
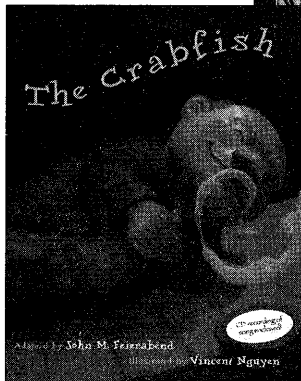
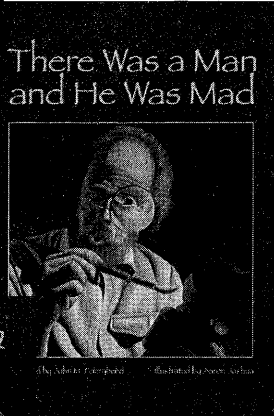
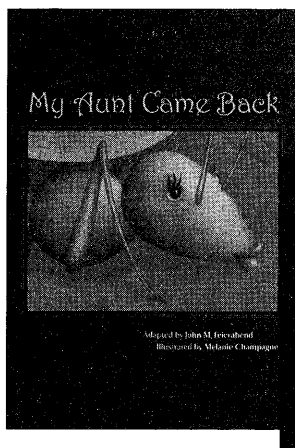
*Save over \$40 with this offer!*

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

## 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)





**Beautiful Songtale Books**

- G-6535 The Crabfish (with CD)
- G-7178 My Aunt Came Back
- G-7179 There Was a Man

**Move It!**

DVD-549 Music DVD, CD, and booklet

**Move It! 2**

(Expressive movements to classical music)

DVD-756 Music DVD, CD, and booklet

**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 Tickers
- 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-5483 Set of all four recordings above plus *First Steps in Music for Infants and Toddlers*
- VHS-499 *Music and Early Childhood* (30-minute documentary produced by Connecticut Public Television)

## Conversational Solfege

### Level 1:

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

### Level 2:

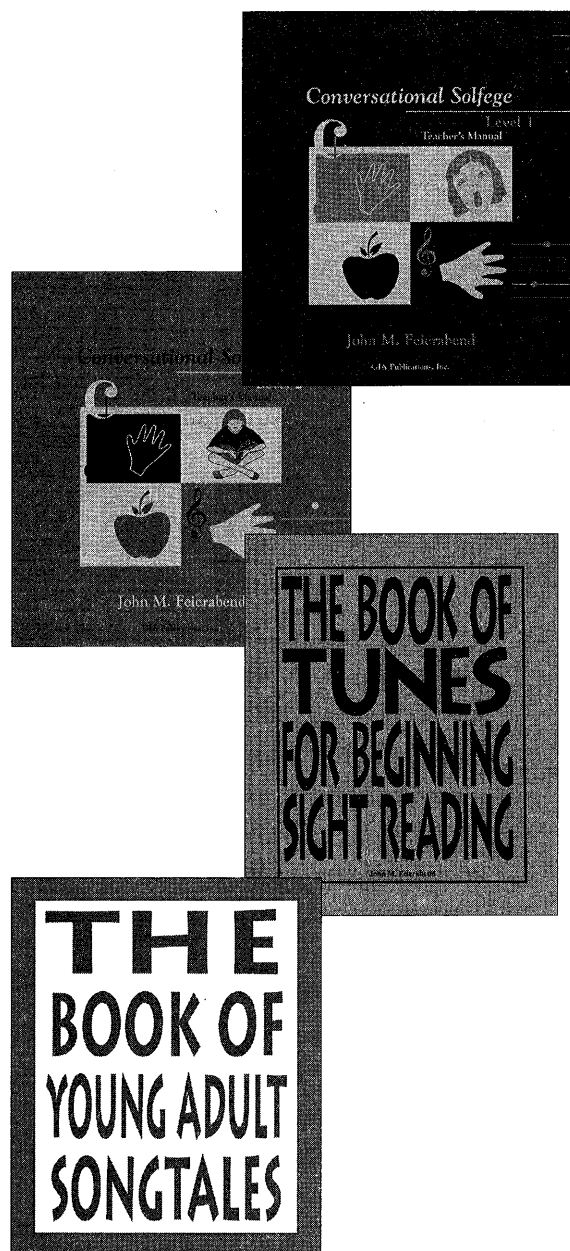
- G-5381 Teacher's Manual
- G-5381FL Flashcards
- G-5381S Student Book
- CD-527 Classical Selections CD

### Level 3:

- G-5382 Teacher's Manual
- G-5382S Student Book
  
- G-5547 The Book of Tunes for Beginning Sight-Readers

## Books for Older Children

- G-5279 The Book of Young Adult SongTales
- G-5281 The Book of Canons



## First Steps in Music Series by John M. Feierabend

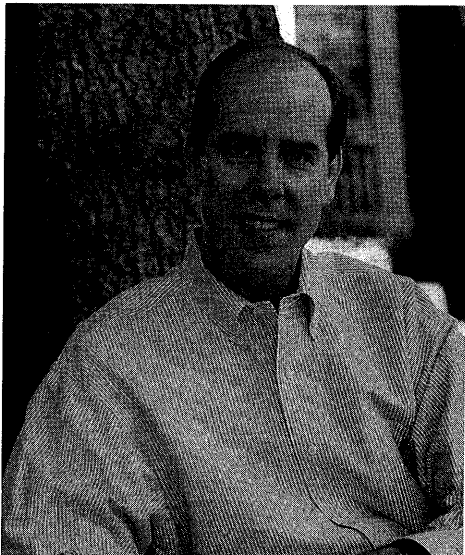
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Dr. John Feierabend is considered one of the leading authorities on music and movement development in early childhood. He is a Professor of Music and the Director of the Music Education Division at The Hartt School of the University of Hartford and is a past President of the Organization of American Kodály Educators. Dr. Feierabend makes frequent presentations both in the United States and abroad and is the author of over 60 books, articles, CDs, DVDs, and videotapes.

A music educator for over 30 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 books are a result of his belief that when many generations share common experiences such as traditional folk songs and rhymes, it helps them develop a valuable but dwindling commodity—a sense of community. When adults share childlike memories with children, they not only connect children with their ancestors, but they also enrich their children's childhood and enable their children to someday tap into their own delicious childhood memories to share that same repertoire with their children.

In addition, research has suggested that these traditional activities provide precisely the tonal, rhythmic, and expressive experiences that are needed to develop one's musical sensitivities. Children fortunate enough to have these songs and rhymes shared with them will grow to become adults who will not only be musically sensitive to music in their lives, but will also be musically able to connect to their children through music play.

Dr. Feierabend's research has resulted in two music curricula: *First Steps in Music*, a music and movement program for infants through early elementary aged children, and *Conversational Solfege*, a music literacy method for use in general music classes. Dr. Feierabend is currently working on *Lomax: The Hound of Music*, a public television series that is based on his *First Steps in Music* curriculum.

Dr. Feierabend has been honored by the National Association for Music Education (MENC) as a Lowell Mason Fellow, received the Outstanding Educator Award from the Organization of American Kodály Educators (OAKE), and was the first American recipient of the international LEGO prize, an award given annually to someone who has "helped to make the world a better place for children to live and grow."