“Duérmete mi niña” (“Sleep, My Child)
Cuban Lullaby
LOC Link: https://www.loc.gov/item/flwpa000106/ (Song title spelled differently.)
Recording: Key West, Florida
Lesson by Rob Lyda, Cary Wood Elementary School, Auburn, Alabama; chair-elect, Council for General Music Education (2017–18)

Overview
Throughout these lesson plan launching points, children will engage with the traditional Cuban lullaby “Duérmete mi niña” (“Sleep, My Child”).

Prerequisite Skills
For students to be successful in this unit, they will need knowledge of and experiences with the following:
- Using a healthy singing voice
- Experience playing hand drums and other classroom percussion instruments
- Steady beat
- Use of technology for recording and research.

Instructional Goals/Objectives

Launching Point 1
- I can compare and contrast lullabies from around the world and describe how they are used in daily life.

Launching Point 2
- I can compare and contrast, with guidance, the meter of two lullabies.

Launching Point 3
- I can notate or record my musical ideas, with help.

National Core Arts Standards (2014)
The Creating Artistic Processes addressed in this unit are displayed below:

Imagine: Generate musical ideas for various purposes and contexts.

Enduring Understanding
- The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.
Essential Question
- How do musicians generate creative ideas?

Specific Performance Standard
- **MU: Cr2.1.1b** With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

The Performing Artistic Process addressed in these lesson-plan launching points is displayed below:

**Analyze:** Analyze how the structure and context of varied musical works inform the response.

Enduring Understanding
- Analyzing creators’ contexts and how they manipulate elements of music provides insight into their intent and informs performances.

Essential Question
- How does understanding the structure and context of music inform a response?

Specific Performance Standard
- **MU: Pr4.2.1a** With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

The Connecting Artistic Process addressed in this unit is displayed below:

**Connecting:** Relate musical ideas and works with varied context to deepen understanding.

Enduring Understanding
- Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

Essential Question
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Specific Performance Standard
- **MU: Cn11.0.1a** Demonstrate understanding of relationship between music and the other arts, other disciplines, varied contexts, and daily life.
**Assessments**
- Assessment are embedded throughout each launching point.

**Materials and LOC Resource Link for the Unit**
- 2 vs. 3 Pointing Page
- Lullaby T-Chart
- “Duérmete mi niña” Notation Page
- LOC Link: [https://www.loc.gov/item/flwpa000106/](https://www.loc.gov/item/flwpa000106/)
Launching Point 1

Objective

• I can compare and contrast lullabies from around the world and describe how they are used in daily life.

Essential Question

• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Specific Performance Standard

• **MU: Cn11.0.1a** Demonstrate understanding of relationship between music and the other arts, other disciplines, varied contexts, and daily life.

Procedure

1. Play students the lullaby “Duérmete mi niña” from the Library of Congress ([https://www.loc.gov/item/flwpa000106/](https://www.loc.gov/item/flwpa000106/)).
2. Teach the lullaby to the students. The singing range of the original recording is not ideal for young voices. An altered melody version of the lullaby is provided for student singing.
3. Using the Lullaby T-chart, answer the questions in the first column about “Duérmete mi niña.”
4. Use the Internet ([https://folkways.si.edu/](https://folkways.si.edu/), [www.youtube.com](http://www.youtube.com), etc.) to research lullabies to complete the second column of the Lullaby T-Chart. The teacher may want to assign each group a specific region to research. Also, most websites that sell recordings will only have samples.
5. Groups will report their findings.

Assessment

• Students will complete the Lullaby T-chart and will report their findings. With guidance, students will be able to use discipline specific vocabulary to discuss the lullabies.

Extension

• Students will work in groups, with guidance, to create movement pieces with/or without props to accompany lullabies they researched.
Launching Point 2

Objectives

- I can compare and contrast, with guidance, the meter of two lullabies.

Essential Question

- How does understanding the structure and context of musical works inform performance?

Specific Performance Standard

- **MU: Pr4.2.1a** With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

Procedure

1. Review “Duérmete mi niña” by singing it.
2. Have students keep a steady beat (patting, taping, etc.) while singing.
3. Discuss how beats can be grouped into strong and weak beats. Demonstrate strong versus weak beats using a hand drum or another percussion instrument.
4. Demonstrate two-beat versus three-beat groupings.
5. Pass out pointing pages, and have students tap to the beat of each song (“Duérmete mi niña” vs. “Twinkle, Twinkle Little Star”)

Assessment

- Students will compare and contrast, with guidance, the meter of two lullabies. This can be done with pointing pages and/or movement.

Extension

- Using a hand drum, the teacher can play strong beats on the drumhead and weak beats on frame. Students can either move on strong beats or use pointing pages to show strong versus weak beats.
Launching Point 3

Objective

- I can notate or record my musical ideas, with help.

Essential Question

- How do musicians make creative decisions?

Specific Performance Standards

- **MU: Cr2.1.1b** With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

- **MU:Cr3.1.1a** With limited guidance discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

Procedure

1. Review “Duérmete mi niña” by singing it.
2. Discuss the lyrics with the students. Ask questions about the lyrics.
3. As a class or in small groups, create new lyrics for the song.
4. Use technology to record students performing the new lyrics.
5. Class is divided into small groups to evaluate performances and offer feedback.
6. Use feedback to refine ideas.

Assessment

- Students will create additional lyrics (in English), with guidance, to the lullaby “Duérmete mi niña.” Students will use technology (iPads or other tablets) to record themselves singing the new lyrics.

Summative Assessment

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Assessments, Handouts, Rubrics, etc.

Launching Point 1:

- Students will complete the Lullaby T-chart and will report their findings. With guidance, students will be able to use discipline specific vocabulary to discuss the lullabies.

Launching Point 2:

- Students are able demonstrate taping or moving to lullabies in different meters, with guidance.
Launching Point 3:

- Students, with guidance, will create additional lyrics and perform for peers. Students will use feedback to refine lyrics.

Teacher Talk

- **Lullabies are universal.**
  - Every culture has its own songs and stories to help parents and others soothe children.
  - We suggest introducing each lesson with a lullaby and/or lullaby-based book from around the world. Using children’s literature will help the students see the global appeal of lullabies. See the list below for suggested books.


Pointing Page - 2 versus 3

**Duermete mi niña (Sleep, My Child)**


**Twinkle, Twinkle Little Star**

Directions: Compare and contrast two lullabies using the questions below.

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Who is singing? (Adults, children)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Are there instruments?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>What language are they singing?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Where is this song from?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Do you know the meter of the song?</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Anything else you find interesting?</td>
<td></td>
</tr>
</tbody>
</table>
Duermete mi niña

Unaltered melody

Duermete mi niña
Que tengo que hacer
Lavar los panales

Y sentarme a cesar
Pa-lo mi-ta blan-ca pi-co de cor-al

Cuando ye me muer- ra
Quien me va a llorar

Altered melody for student singing