



Music In Our Schools Month[®], General Music: 5th Grade, 2019–2020

“Abiyoyo” Children’s Song

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Overview

Throughout these lesson plan launching points, students will explore improvisation, apply expressive elements to music, and enhance a song using other arts mediums. Ultimately, students will be able to put together an informance that leads into a culminating performance incorporating their own rhythmic accompaniments, improvisation, movement, artwork, and literary mediums.

“Abiyoyo” (Children’s Song)

<https://folkways.si.edu/pete-seeger/abiyoyo-and-other-story-songs-for-children/american-folk/music/album/smithsonian>

Prerequisite Skills

For students to be successful in this unit they will need knowledge of and experiences with the following:

- Maintain a steady beat
- Basic improvisation skills
- Instrument performance technique

Instructional Goals/Objectives

Launching Point 1: Students will deepen their knowledge of improvisation by using it to enhance a song and story.

Launching Point 2: Students will enhance a song using expressive qualities and discuss how those changes can affect the meaning of a song.

Launching Point 3: Students will discuss the relationship between music and the other arts and how they can work together to provide a well-rounded musical performance.

National Core Arts Standards (2014)

CREATING

Anchor Standard: MU:Cr1.1.5a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

Essential Question: How can performers improvise rhythmic and melodic ideas to enhance and connect to a song?

Enduring Understanding:

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

RESPONDING

Anchor Standard: MU:Re8.1.5a. Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in personal interpretations to reflect expressive intent.

Essential Question:

How do expressive qualities in music affect the overall meaning of a song?

Enduring Understanding:

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

CONNECTING

Anchor Standard:

MU:Cn11.0.5a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Question:

How can the other arts be incorporated to create and enhance a full music performance?

Enduring Understanding:

Musicians' presentation of creative work is the culmination of a process of creation and communication between the arts.

Materials and Library of Congress Resource Links for the Unit

- <https://folkways.si.edu/pete-seeger/abiyoyo-and-other-story-songs-for-children/american-folk/music/album/smithsonian>
- <https://www.youtube.com/watch?v=BQNESX6OSgA>
- https://www.youtube.com/watch?v=p4giML-Gd7o&start_radio=1&list=RDp4giML-Gd7o

Teacher Talk—To the Teacher

Discuss with students the history of the song and where it came from. Identify qualities of South African music based on the elements of the song. Have students compare this folk song to others that have been previously studied in class.

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Launching Point 1

Objective: Students will deepen their knowledge of improvisation by using it to enhance a song and story.

Essential Question:

How can improvisation enhance a story and its original song?

Specific Performance Standard

MU:Re7.2.5a. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

MU:Pr6.1.5a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. historical).

Procedure

1. Play the song “Abiyoyo” from the Smithsonian Institution.
2. Teach the repeated phrase of the song to the students.
3. Have students identify the structure of the phrase and melody.
4. With teacher guidance, have students create a variation of the melody. Examples of such variations could be changing the rhythm of the melody or changing the word “Abiyoyo” itself.
5. Using instruments, have students practice improvisation skills through question and answer with the teacher.

Assessment:

Students will be assessed on improvisation through question and answer performance with the teacher.

Launching Point 2

Objective: Students will enhance a song using expressive qualities and discuss how those changes can affect the meaning of a song.

Essential Question:

How can expressive qualities of music help connect a song to its story? How can those expressive qualities help the story evolve?

Specific Performance Standards:

MU:Pr4.1.5a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

MU:Pr4.3.5a. Demonstrate and explain interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

Procedure:

1. Play “Abiyoyo” from the Smithsonian Institution.
2. Read the storybook *Abiyoyo*, and discuss with student the meaning of the story and how the plot changes as the story progresses.
3. After teaching the melody of “Abiyoyo” to students, discuss how the addition of expressive qualities to the song can help tell the story.
4. Break down sections of the story and have students alter the expressive quality of the melody to help portray each section of the story differently.

Assessment:

Students will be assessed on their use of musical vocabulary terms (dynamics and other expressive elements) and application of those terms.

Extension:

Students will be able to combine the lyrics in the book *Abiyoyo* with their variations of the melody to put together a performance of the story.

Launching Point 3

Objective:

Students will discuss the relationship between music and the other arts and how they can work together to provide a well-rounded musical performance.

Essential Question:

How can the other arts be incorporated to create and enhance a full music performance?

Specific Performance Standards

MU:Pr6.1.5a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

MU:Re7.1.5a. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Procedure:

1. Following launching points one and two, have students discuss how other arts can be combined with their musical creations to the song “Abiyoyo.”
2. Students will work together in groups to create movements to help demonstrate the action of the story.
3. Have students create visual art to represent their interpretation of the action in the story.
4. Discuss with students how the addition of other arts elements (visual art, costume, etc.) can elevate a musical performance.

Assessment:

Students would be assessed on their final performance which is a culmination of their improvisation, expressive elements, movement, and visual art.

Extension:

Ultimately, students will have put together a complete performance of the song “Abiyoyo” using a variety of art forms (such as music, visual arts, dance, theater, etc.).

Abiyoyo Lyrics

Abiyoyo, Abiyoyo, Abiyoyo, Abiyoyo
Abiyoyo, yoyoyo, yoyoyo.

Once upon a time there was a little boy who
Played the ukulele. He'd go around town,
"Blmp, blmp, blmp, blmp, blmp, blmp, blmp,
Blmp blmp, blmp blmp, blmp!"

Grown-ups said, "Get that thing out of here!"
Not only that, the boy's father was a-getting'
In trouble. He was a magician. He had a
Magic wand. He could go "Zoop! Zoop!" make
Things disappear. But the father played too
Many tricks on people. Somebody doing a
Hard job of work [*sawing wood*] "zzt, zzt, zzt," up comes the
Father with his magic wand, "Zoop!"—no saw.

Come to someone about to drink a nice cold
Glass of something, "Zoop!"—the glass
Disappears, He'd come to someone about
To sit down after a hard day's work, "Zoop!"—No chair.

People said to the father, "You get out
Of here, too. Take your magic wand and
Your son!" The boy and his father were
Ostracized. That means they made them
Live on the edge of town.

Now in this town they used to tell stories.
The old people used to tell stories about
The giants that lived in the old days They
Used to tell a story about a giant called
Abiyoyo. They said he was as tall as a
House and could eat, people, up.
Of course, nobody believed it, but they
Told the story anyway.

One day, one day, the sun rose, blood-red
Over the hill. And the first people got up
And looked out of their window, they saw a
Great big shadow in front of the sun. And
They could feel the whole ground shake.
"Stomp, stomp." Women screamed, "Ahh!"
Strong men fainted "Ohh!"—"Run for
Your lives! Abiyoyo's coming!"

He came to the sheep pasture, grabs a
Whole sheep, “Yeowp!” Comes to the cow
Pasture, grabs a whole cow, “Yeowp!”

“Daniel, grab your most precious

Possessions and run! Run!” Just then the
Boy and his father woke up. “Hey, Paw,
What’s coming over the field?”—“Oh, Son,
That’s Abiyoyo. Oh, if I could only get him
To lie down, I could make him disappear.”

The boy said, “Come with me, Father.” He

Grabs his father by one hand. The father
Gets the magic wand, the boy gets the
Ukulele. They run across the field. People
Yelled, “Don’t go near him! He’ll eat you
Alive!” There was Abiyoyo. He had long
Fingernails cause he never cut ’em.
Slobbery teeth, cause he didn’t brush
Them. Stinking feet, ’cause he didn’t wash ’em.
He raised up with his claws, the boy
Whips out his ukulele and starts to sing.

Well, you know the giant had never heard a song
About himself before, and a foolish grin spread
Over the giant's face. And the giant started to
Dance “Abiyoyo, Abiyoyo, Abiyoyo.” The boy
Went faster, “Abiyoyo, yoyoyo, yoyoyo. Abiyoyo,
Abiyoyo, Abiyoyo, Abiyoyo, Abiyoyo,” The giant
Got out of breath. He staggered. He fell down flat
On the ground “Zoop!, Zoop!” people looked out
The window, Abiyoyo disappeared.

They ran across the fields. They lifted the boy
And his father up on their shoulders. They said,
“Come back to town. Bring your ukulele—
We don’t care anymore!” And they all sang:
“Abiyoyo, Abiyoyo, Abiyoyo, Abiyoyo”

(Oh, you sing it with me!)

Lyrics adapted from <https://www.lyrics.com/lyric/59835/Pete+Seeger/Abiyoyo>