



UNIVERSITY OF EDUCATION, WINNEBA

**SCHOOL OF CREATIVE ARTS
DEPARTMENT OF MUSIC EDUCATION**

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NAME : KPLIVI KAFUI EDDISION

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PROGRAMME : MPhil MUSIC COMPOSITION

**COURSE TITLE : MUSIC EDUCATION FOR
EARLY CHILDHOOD**

COURSE CODE : MUS 507

LECTURER : DR. MARY DZANSI McPALM

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COLLECTION AND TRANSCRIPTION OF TWENTY (20) EARLY CHILDHOOD SONGS WITH SUGGESTED TEACHING ACTIVITIES INTEGRATED WITH ART

Translation

Words are Translated to English, and Structured to suit the Rhythms of the Songs

ENGLISH

1. The Repented Child

Bad child, not my friend, go away

Good child who is my friend, sit down.

Bad child that has repented,

Does his works well,

Should now sit down with good children.

2. Bring for me to Carry

If it's caff that's born for me, bring, for me to carry.

3. Cassava Dough Nut , I'll Eat

(Cassava dough – nut, I'll eat soh lah soh)²

Cassava dough – nut, I'll eat,

They said who fried it

They said 'gbesi'smum fried it.

4. Children's Pleasure

(Children's pleasure is food and satisfaction)⁴

(In their stomach is their satisfaction)⁴

5. Beans and Gari

Beans and gari is palatable.

Kenkey also with fried fish.

6. Fried Fish and 'Abolo'

Fried fish and abolo are on fire

'abolo' said, objection, abolo, abolo said, objection.

7. Sweetness in Jesus

(Sweetness oh)² Sweetness is in Jesus

I shall become sorrowful if I dare to forsake him,

Mhng, aah.

8. '□□IVI', Goatish Forehead

(Goatish forehead, '□□ivi' goatish forehead)²

Garden-egg trees 'kamin□'

In mango tress 'kamin□'

If I see □i and □etsa

Should I say twin mother? kamin□

Your flappy buttocks, 'e' shame. 'e' shame

Shame, shame, 'e' shame.

9. It's Gifty

(Yaya ye aye, aye)² yaya ye

It's gifty.

10. Kofi's Health Should Improve

Reverend Minister should pray for Kofi

Kofi's health health should improve.

11. Dried Fish

(Dried fish, less, I am a child)²
(if you go, give my greetings to leaf)²
give my greetings to okro soup too.

12. Pounding the Fufu

(Pro, pro, pro, pounding the fufu)²
(Come, let us all eat invite Kofi and Ama)²
The soft fufu is ready.

13. Hot Porridge

(Porridge is hot I'll come back with a spoon)²
Two farmers left a wasting boundry yee)²

14. Where Shall I Be?

(Where shall I be)?² I will watch
The Gas from a mountain (iye, iye yee yee)²

15. Little Baby

Who is biting him for me, little child, my little baby.

16. Tode Hiding in the Rocks

There's no rainfall, tode hiding in the rocks and is piping.

17. Nonsense Syllabus

18. End of Famine

(Presence of mortar aids end of famine)²
(Time, pro, pro, time, pro, pro, pro, pro)²
Presence of mortar aids end of famine).

19. Little Mouse Run, Run Faster

Little mouse, the cat is following you run, run faster so it cannot catch you.

(it's coming, it's at you, little mouse run faster)²

20. Mother Sowed Maize Well

One day mother sowed maize well in our family garden.

Then came chicken from afar and they picked all from the soil

Ao alelelelele, mother's coming

(chicken, chicken, chicken, she shall beat you well, well, fia, fia, fia)

PART THREE

SUGGESTED ACCOMPANYING ACTIVITIES

1. □EVI VLUI SI TR□ DZIIME - ASPECT – PERFORMANCE

ACTIVITIES: Ask children to

- (i) sing and signal for rejection by forward stretched arms and upwards hands brush to the end of the first phrase.
- (ii) sit down at end of phrase 2
- (iii) in phrase 3, turn their backs to the opposite direction and turn to former direction immediately.
- (iv) sit down in phrase 4. (Do similar in repetitions).
- (v) represent the continuous song with a colour and change colours for the other activities respectively.

2. TS□□V□ MALEKP□ ASPECT – PERFORMANCE

ACTIVITIES: Ask children to

- (i) show that they are swinging a baby in their arms.
- (ii) draw a mother cuddling a baby.

3. AGBELIKAKLO MA DU ALEA

ASPECT – COMPOSITION

ACTIVITIES: Let children

- (i) sing three times.
- (ii) finger the air as though they were playing a piano.
- (iii) create own sounds to the length of each phrase.
- (iv) finger the air on the rhythms of their creation
- (v) draw a piano keyboard.

4. E VIO E DZIDZ ASPECT – LISTENING AND OBSERVING

ACTIVITIES:- With class divided into two let one group

- (i) seat down quietly to listen and observe the other as it sings and acts.
- (ii) group 2 sings and marks time standing.
- (iii) group 1 sings and marks time standing for the former to watch.
- (iv) Teacher helps each group at a time to create an activity alongside the song while the other watches.
- (v) teacher asks the observers to imitate the singing and activities of the first group.
- (vi) other group creates for former to emulate.
- (vii) draw a child eating.

5. B B KPLE GALI ASPECT – COMPOSITION

ACTIVITIES: Ask children to

- (i) mush the air with their fingers while phrase one lasts
- (ii) massage their throats downwards while phrase two lasts.
- (iii) use different colours to indicate cooked gari and beans, then kenkey and fried fish.

6. KALAMI KPLE ABOLO ASPECT – PERFORMANCE

ACTIVITIES:

- (i) Divide class into two
- (ii) let one group sing the song and clap agbadza time line alongside.
- (iii) let the other group make agbadza movements on the music .
- (iv) let the groups change turns.

- (v) indicate kalami and abolo in different colours.

7. VIVI LE YESU ME ASPECT – COMPOSITION

ACTIVITIES: Let children

- (i) hold their waist with both arms with elbows pointed to each side.
- (ii) twist waist through the right to front and through left to front on the strong beats of the song.
- (iii) on the last two notes of the song, bend rightward and leftward respectively.
- (iv) help children to copy your own activities.
- (v) let children create their own activities in groups.
- (vi) let groups perform others' activities.
- (vii) indicate forward and backward in colours.

8. EIVI DGOG ASPECT - PERFORMANCE

ACTIVITIES: Let children

- (i) touch their foreheads with their right fist while their left fist touches their buttocks at the same time (standing)
- (ii) alternate activity 1 on the strong beats of the song.
- (iii) in phrase 3, hold their waists in both hands and shake it according to the rhythm.
- (iv) swing both arms from behind to forward on the rhythms in the last phrase to indicate a hoot at somebody.
- (v) draw two identical girls facing and hooting at each other.

9. MAWUENA ASPECT: PERFORMANCE

ACTIVITIES: Let children

- (i) swing imaginary or improvised baby in their arms on the strong beats.
- (ii) hold the baby to their left breast or chest on the very last note of the song to indicate love.
- (iii) draw a mother holding a baby to the left breast.

10. KOFI □ E LĀME NA SE ASPECT - COMPOSITION

ACTIVITIES: Let children in two groups

- (i) sing a round (group two starting the song when group one starts phrase 2.
- (ii) alternate turns
- (iii) teacher tries to create his own song in the same style as children imitate him
- (iv) sing teacher's song in rounds as they did to the first song.
- (v) try to emulate teacher and create their own songs in the same style.
- (vi) sample some of the children's songs for them to sing in rounds.
- (vii) draw Kofi standing with both hands raised high.

11. AKPATOGUI ASPECT - PERFORMANCE

ACTIVITIES: Let children

- (i) click on the strong beats, a right finger at chest level as shown to warn someone in front of you.
- (ii) wave both forward stretched arms to bid a goodbye
- (iii) draw a child waving in a goodbye.

12. WOLE FUFUA TOM ASPECT - PERFORMANCE

ACTIVITIES: Let children

- (i) pound imaginary fufu on every strong beat of the song
- (ii) draw a child pounding fufu (standing).

13. DZOGB □ DZODZO ASPECT - COMPOSITION

ACTIVITIES: Let children

- (i) ring both hands persistently in imaginary pains
- (ii) repeat the activity severally
- (iii) teacher creates a simple activity in place of the former for children to emulate
- (iv) make their own activities and perform them individually and at the same time
- (v) draw a bowl of porridge, draw a spoon in ash colour.

14. FIKA MAN □ ? ASPECT - PERFORMANCE

ACTIVITIES: Let children

- (i) climb and stand on their desks
- (ii) stand on their toes on their desks and stretch their necks to look for some imaginary people ahead
- (iii) draw a child standing on a desk.

15. DZEDZEVIE ASPECT - PERFORMANCE

ACTIVITIES: Let children

- (i) cuddle imaginary babies
- (ii) draw a baby crying.

16. AKP KPL LE KPETOME ASPECT - PERFORMANCE

ACTIVITIES: Let children

- (i) bend their upper trunks slightly forward.
- (ii) make hollow fists of both hands
- (iii) place hollow fists around their eyes like a spectacle and look through as in peeping.
- (iv) draw a frog hiding under a rock.

17. ADAMA ASPECT - PERFORMANCE

ACTIVITIES: Let children

- (i) swing imaginary or improvised baby in their arms on the strong beats
- (ii) hold the baby to their left breast or chest on the very last note of the sang to indicate love.
- (iii) draw a mother swinging a baby in her arms.

18. DWUAME V ASPECT - LISTENING AND OBSERVING

ACTIVITIES: Let children

- (i) listen and observe teacher discreetly whiles she pounds imaginary fufu, singing the song alongside.
- (ii) teacher informs children of relative questioning after the activity.
- (iii) teacher repeats activity 1 whiles children watch discreetly.

- (iv) teacher asks relative questions – making children say what they have heard and seen.
- (v) reproduce what they heard and saw.
- (vi) draw a lady pounding fufu.

19. AFIVI □ UDU SESIE

ASPECT - LISTENING AND OBSERVING/PERFORMANCE/COMPOSITION

ACTIVITIES: Let children

- (i) stand in a circle, while two act as the mouse and the cat.
- (ii) the mouse runs in front, away from being caught by the cat behind him in a hot chase.
- (iii) take turns in the chase after a catch or escape at the end of the song.
- (iv) narrate the story of the mouse and the cat as they watched it in the performance.
- (v) create another activity on the song by your assistance.
- (vi) perform their composed activities.
- (vii) narrate the story of their compositions.
- (viii) identify similarities and differences of both activities.
- (ix) draw a cat chasing a mouse
- (x) draw an object from their composition.

20. DANYE □ A 'BLI

ASPECT - PERFORMANCE

ACTIVITIES: Let children

- (i) bend their upper trunks slightly forward
- (ii) swing upper trunk rightward then leftward in a pendulum fashion, repeatedly on the strong beats of the song.
- (iii) stand with left palm on the waist and a rhythmic slight shake of waist, click finger in a warning fashion in phrase 5 and 6.
- (iv) cane an imaginary chicken to correspond with the last three rhythms of the song.

- (v) draw a chicken and a grain of corn (let the chicken look brown, and the grain, yellow).