

**“Hallelujah, Get on Board”**  
**Traditional Spiritual - Arranged 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.
9. Understanding music in relation to history and culture.

**Objectives:**

- Students will correctly perform a song with a descant.
- Students will perform the song using correct posture, correct rhythms, accurate pitches keeping within the genuine style of the piece.
- Students will be able to accompany a song using the I, IV, V chords with a key change.
- Students will be able to explain what chords do for a song melody.

**Materials:**

- 2008 World’s Largest Concert student copies of “Hallelujah, Get on Board” ([www.sibeliusmusic.com/menc](http://www.sibeliusmusic.com/menc))
- Scores pre-marked with I, IV, V chord markings with an overhead of the score for teacher reference
- Classroom pitched instruments (preferably tone-chimes, hand-bells, autoharps, school melody bells)
- Prepared chord charts for needed chords (Using a color code is helpful.)

**Prior Knowledge:**

- Students are familiar with the basics in following a score.
- Students are familiar with the differences in classroom pitched instruments and the correct way to play each.

**Procedures:**

1. Distribute the pre-marked scores and ask the students to look for the I, IV, V, markings on the page and discuss where they occur within the piece.
2. Ask the students to follow the score with their fingers noting where the chords occur while listening to the WLC DVD recording of the song. Repeat once or twice.
3. Using standard solfege/orff best practice procedures help students learn the melody and descant of the song.
4. Discuss what chords are and how they are formed within the octaves of the key signature of the song.
5. Discuss the fact that there is a key signature change and where it occurs.

6. Using the white board or the chalkboard list what notes are in each chord in the song.
7. Distribute/Assign the instruments to the students and review the correct technique for playing them.
8. Lead the students in practicing playing the chords together as groups, discussing the importance in playing the notes of the chord together as a unit.
9. Lead the students in practicing the chord progressions in the order they occur in the song.
10. Using the WLC DVD recording have the students practice playing the piece with the pitched instruments.
11. When the students are comfortable in playing the chords while the song is playing, have them sing the song accapella with the instruments playing the chords.
12. Discuss the origin of the song and it's direct tie to the Underground Railroad and the part it played in the USA's history and social development.
13. Demonstrate several styles in singing phrases of the song and discuss the genuine style of gospel/spiritual singing needed to perform the song.
14. Lead the students in practicing singing in the accurate style of singing for the song.
15. Lead the students in performing the song within the style needed for the song.

**Indicators of Success:**

- Students will demonstrate the ability to follow a score being able to observe and play accurately the noted I, IV, V chords using correct playing techniques.
- Students will demonstrate the ability to sing the song from beginning to end using correct singing techniques keeping mindful of the origin and style.
- Students will be able to explain the role of spirituals in the development of the USA.
- Students will be able to explain in what cording does for a song using grade level appropriate musical terminology.

**Interdisciplinary Extensions:**

**Science:** The discussion of what chords are in music and how to form them within the octaves of the key using correct terminology is physics of sound. Discuss this when discussing what chords in music do for the song.

**Social Studies:** The discussion of the origin and style of the song is a direct link to social studies.

**Art:** Have the students create a cooperative artwork piece demonstrating their understanding of the way the Underground Railroad worked for the escaping slaves.

**Writing:** Have the students create a slave character and describe how they were able to escape using the Underground Railroad.

**Literacy:** Write the lyrical phrases needed to sing the song on 4"x6 "index cards - one per card. Hand out one to each student in class and have them find where they go in the correct order of the song. Then have each sing their phrase as the correct time when singing the song as a class of soloists.

*This lesson plan for "Hallelujah Get on Board" 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.*