

“Hala lala layya”

NATIONAL STANDARDS:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments..
4. Composing and arranging music within specified guidelines
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Objectives:

- Students will sing a Lebanese folk song using correct posture and accurate pitches in Arabic and English.
- Students will develop ad lib percussion accompaniments.
- Students will learn to improvise simple harmonic accompaniments.
- Students will create and perform parodies.
- Students will learn about the musical form of a Lebanese folk song.
- Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- Students will create simple movements that enhance the folk song.
- Students will evaluate performances of self and others.
- Students will learn about The Republic of Lebanon.

Materials:

- 2008 World’s Largest Concert Music student copies of “Hala la layya” (www.sibeliusmusic.com/menc)
- Large World Wall Map
- Venn Diagram (Black line master)
- Laminated Cards: enlarge- (A B Interlude) - samples provided below
- Piano keyboards
- Percussion Instruments



Prior knowledge and experience:

- Students have experience with good unison singing
- Students have experience learning songs by rote.
- Students have experience with moving to music.
- Students understand the concepts of note values, accents and meter.
- Students have prior experiences playing percussion instruments.

- Teacher should be able to phonetically pronounce the words to the song.

Procedures:

I. Understanding References in a Song

1. Have the students compile a list of places in the WORLD where: a) they have traveled, b) they have relatives, and c) they dream of visiting one day.
 - A. Have the students share lists with a partner, then
 - B. Allow students to create a travel brochure to a place in the world when they have traveled or dream to visit.
2. Folk songs are typically passed on by rote. Model phrases of the song "Hala lala layya" for students and have them echo.
 - A. Have students think about the language they hear sung. After students share answers, tell them that this is a traditional folk song from Lebanon. Share information about Lebanon:

A Few Facts about LEBANON

Marhata! (Hello!)



Lebanon, officially the Republic of Lebanon, is a country located in southwest Asia, with 4,500 square miles in total area.

Its Mediterranean coastline to the west is about 150 miles in length and this nation of approximately 4.3 million residents, is also bordered by Israel and Syria.

Beirut is the capital and boasts a population of 1 million people.

Known as the land of the ancient Phoenicians, Lebanon is where the invention of the alphabet began. In that ancient time, there were large forests of cedar trees which though now depleted, serve today as a national symbol. Principal crops of today are citrus fruits, vegetables, olives, and tobacco.

Kornet Asawada is Lebanon's highest altitude at 10,112 feet.

The money system is the Lebanese Pound (LBP) and is equal to 100 piasters. (A piaster is like a penny)

Most Lebanese speak three languages: Arabic (official), French and English. Their motto is: "We are all for the Country, the Sublime and the Flag."

Lebanese kids like American fast food but they have a diet of more traditional Lebanese foods like Tabboule, Hummus, stews, and fresh baked breads. They start school by age 6 and their school subjects include: Arabic, Math, English, French, Sciences, Social Studies, Computers, Physical education, Art, and Music.

For millennia, music has played an important role in the cultural traditions. Traditional music and folk music are extremely popular as are western genre. Lebanese music is known for its soothing rhythms and oriental beats. The traditional music includes the voice and incorporates instruments such as the derbake (a kind of drum known as the tabla), al-ud (lute), mijwiz (type of reed clarinet), minjjayrah, (open ended reed flute), rikkordaff (tambourine) and the buzaq (long necked and fretted stringed instrument).

Dabke, a folkloric circle and line dance, is the national dance of Lebanon. Because this dance has many step combinations with foot stomping accents, the dabket is often compared to the Irish step dancing, the Greek Hassapiko and the Jewish Hora.

3. Using a large map of the world, have students locate the origin of this folk song - (The Republic of) Lebanon.
4. Sing or play "Hala lala layya" for the students. Have the students follow along using their music while the song is performed again, only this time, stop along the way to explain the music "road map."

5. Have the students do research on their own about The Republic of Lebanon. **(Please take time to preview all sites before asking students to do research.)**

- ❖ http://worldmusic.nationalgeographic.com/worldmusic/view/page.basic/country/content.country/lebanon_26?fs=www3.nationalgeographic.com&fs=plasma.nationalgeographic.com
- ❖ <http://www.habeeb.com/lebanon.photos.29.html>
- ❖ <http://www.nationalgeographic.com/xpeditions/lessons/01/g35/iraqus.html>
- ❖ <http://www.nationalgeographic.com/xpeditions/lessons/01/gk2/iraqmap.html>
- ❖ <http://usinfo.state.gov/products/pubs/muslimlife/>
- ❖ <http://www.lib.utexas.edu/maps/lebanon.html>
- ❖ http://www.rethinkingschools.org/just_fun/games/mapgame.html
- ❖ http://edsitement.neh.gov/view_lesson_plan.asp?id=517
- ❖ [http://encarta.msn.com/encyclopedia_761564963/Lebanon_\(country\).html](http://encarta.msn.com/encyclopedia_761564963/Lebanon_(country).html)
- ❖ <http://lcweb2.loc.gov/frd/cs/lbtoc.html>
- ❖ <http://lebanon.usembassy.gov/english-teaching.html>

FACTS TO FIND COUNTR **LEBANON**

Capital	
Population/Size	
Official Language(s)	
Monetary Unit	
National Flag	
Something Unique	
Music	
Instruments	

“Sa- lam a- le- kum”: Peace Be With You!

6. Have students plan a road trip with a partner from your home state to Lebanon, a country in Southwestern Asia. Purpose: to improve map reading skills. Tell the students that maps are very important tools and used by everybody in the world today. Map language must be carefully studied.

Have the students communicate their plans to another group. Don't forget planning for passports!

7. Have students brainstorm: What qualities do you think are important in a friendship?
 - A. Have students write their own verses (parodies) for the song which focuses on friendship. Hold a small class recital in which each student/group performs their parodies.
 - B. Students critique their own parody upon suggestions of their peers.

II. Understanding FORM:

1. Explain the activity if students are musically ready: Form is the arrangement of musical events. Form of a composition is determined by the melody. Repetition and contrast create Form in music. (If not, tell them simply that Music is divided into sections.)
2. Listen to "Hala lala layya"
 - A. As students listen, have them raise their hands when they think a section is over.
 - B. Repeat process again and use laminated visuals as students listen.
3. Select students to hold the laminated visuals.
 - a. Student holds up appropriate card when correlating section is playing while.
 - b. Students at their desks are writing down the musical form.
4. Teacher verifies the correct form of song.

III. Understanding the History and Composers of Folk Music

1. Research the history of folk music with your students using the Internet. It is important to emphasize the oral tradition of folk music.
2. Teach the students about the life and times of Woody Guthrie (1912-1967) Born in Oklahoma, this American folk musician influenced both his son Arlo Guthrie, and Bob Dylan.

IV. Understanding Music Notation and the Art of Singing

1. After handing out copies of "Hala Lala Layya" have students locate music symbols in the song. Explain, or ask the students to explain the meaning of these symbols. Include: key and meter signatures; repeat sign; ad lib percussion; accidentals, Fine and D.S. al Fine.
2. Listen to the entire piece and have students follow the vocal line.
3. Have the students sing the vocal part on "loo" together.
4. Continue singing until each part of the melody is secure.

V. Extending the Lesson

1. Have several students use a keyboard to pick out and to play the I, IV, V7 chords of the song.
2. Lead students in discussing and understanding the singer's part of the folk song and that of the piano accompaniment.

3. Have students divided into groups. Pre-assign sections and have groups create dance /movement for their measures while the teacher creates percussion parts with special needs students.
 - A. Have students practice singing the song and performing the creative movements at the same time until they sing and dance with ease.
 - B. Using resource information provided and earmarked sites, discuss the national dance of Lebanon, the Dabake. Show examples.
 - <http://en.wikipedia.org/wiki/Dabke>
 - <http://www.youtube.com/watch?v=fQPdthaSVHI>
3. Ask students to ad lib on percussion after they have sung the song many times and have acquired beat competency.
4. Have each student interview family members about their favorite childhood folk songs.
5. Make a Musical Jigsaw Puzzle: When this piece of music from the 2008 WLC is memorized, have students glue their copies, to tag board and create a jigsaw puzzle, cut it out and place in an envelope. This can be shared with other students.
7. Borrow a skeleton. Demonstrate proper posture for your students. Have the students work in partners who will “watch” for their partner’s body posture as they sing the song.
8. Follow up this unit with a study of famous folk songs from nations in various parts of the world.
9. Ask parents to visit the classroom and share/perform heritage folk songs.
10. Teach, “Make New Friends” by rote.

Indicators of success:

- Students sing music in unison using correct posture, accurate articulation, correct rhythms and expressive qualities.
- Students perform on percussion instruments.
- Students can accompany the song using I, IV, V7 chords
- Students compose parodies to the song that satisfies the plan or criteria established
- Students read notation (vocal and keyboard) in folk song
- Students maintain a sense of phrase and the meaning of the words as they perform their creative movements
- Students evaluate their own parodies on suggestions by their peers.
- Students understand the meaning of a folk song.
- Students exhibit an understanding of the geographic location and general information about the culture of the Republic of Lebanon.

Lesson plan for “Hala lala layya” was provided by Maryanna T. Jones, Scott Middle and Fort Knox High School Choral Director, Fort Knox Community Schools, Ft. Knox, Kentucky in dedication to Michael D. Jones and all who teach cultural diversity and racial tolerance. Mrs. Jones is a member of KMEA.

Interdisciplinary Extensions:

- **Social Studies Connection:** Students work in pairs to create topographical maps of the Middle East. Have the students include: cities, capitals, rivers, lakes, mountain ranges, deserts and prairies.
- **Social Studies Connection:** Have students collect facts about their home state to include: capital, motto, flag, flower, bird, neighbors, two largest cities, major rivers, highest point, governor, major sports teams, main industries, and major agricultural products.
 - A. Ask students to create a Venn diagram to compare and contrast their new learning's about Lebanon with their home state.
- **Language Arts Connection:** Help students develop an understanding of metaphor. Choose a topic of interest and develop a metaphor to create new words for a song.
- **Art Connection:** Have students design a postcard based on friendship being a treasure.
- **Art Connection:** Have students create a salt dough map of Lebanon, Syria, Israel and the Mediterranean Sea.

From **COOKS.COM**

<http://www.cooks.com/rec/view/0,1630,153164-241203,00.html>

MAPPING DOUGH

1 c. salt

1 c. flour

2/3 c. water

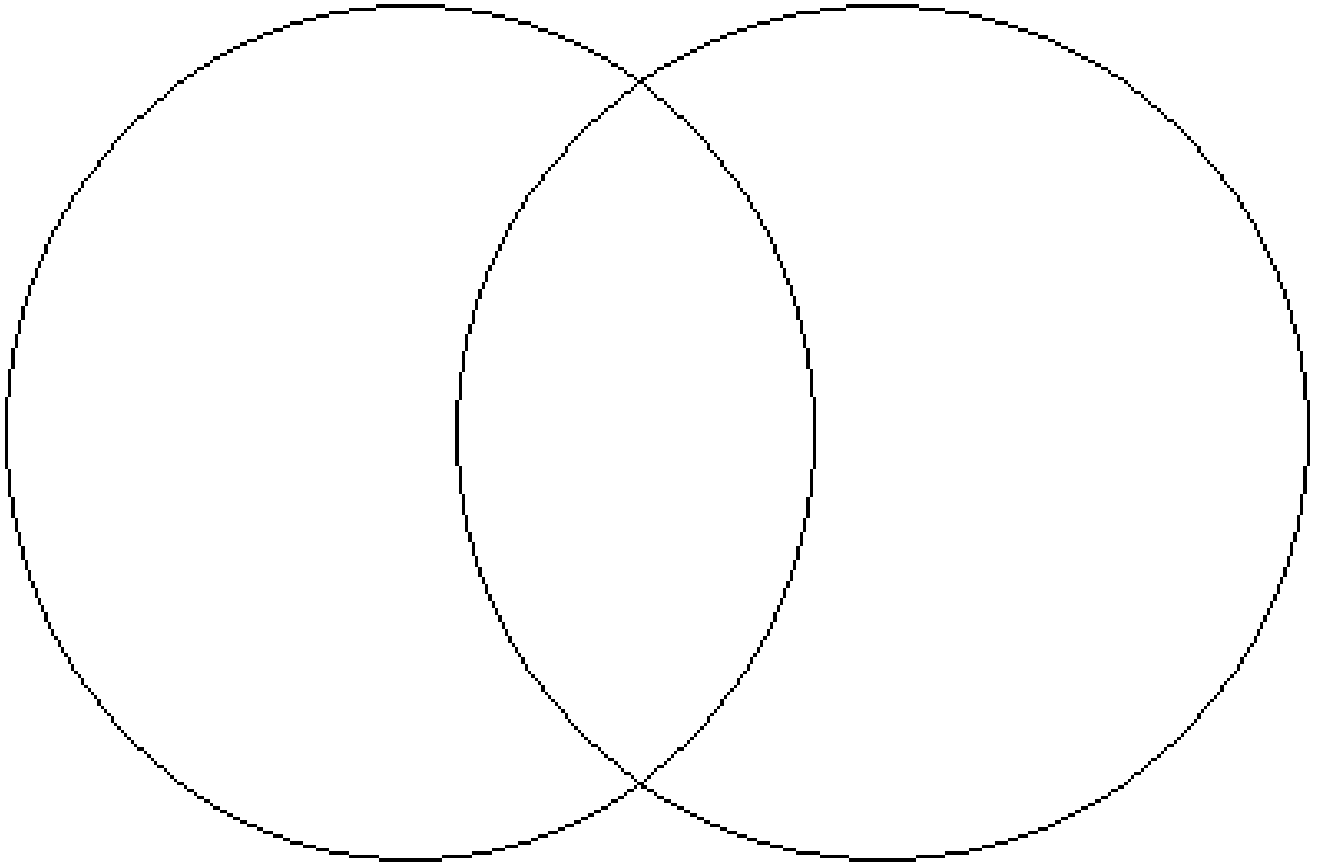
Food color (or poster paint when mixture is dry and map is formed and you are ready to paint)

Mix salt, flour and water until mixture is like icing. Add food coloring if you want dough colored. Otherwise paint dry map with poster paint. On board, shape dough into hills, valleys oceans to make topography map. Let dry.

SALT AND FLOUR MAPS

Mix 2 cups flour, 1 cup salt and 3/4 cup water. (Add a little water at a time). This should make very thick dough. Add more flour if needed. Spread dough over map you've outlined on heavy cardboard or plywood. Shape mountains, valleys, plains, etc. You may dip fingers lightly in water to smooth out rough places in dough. Allow to dry and paint with tempera. This project is not for a rainy day because salt draws the humidity and your map runs. Don't forget a color key for your landforms.

VENN DIAGRAM

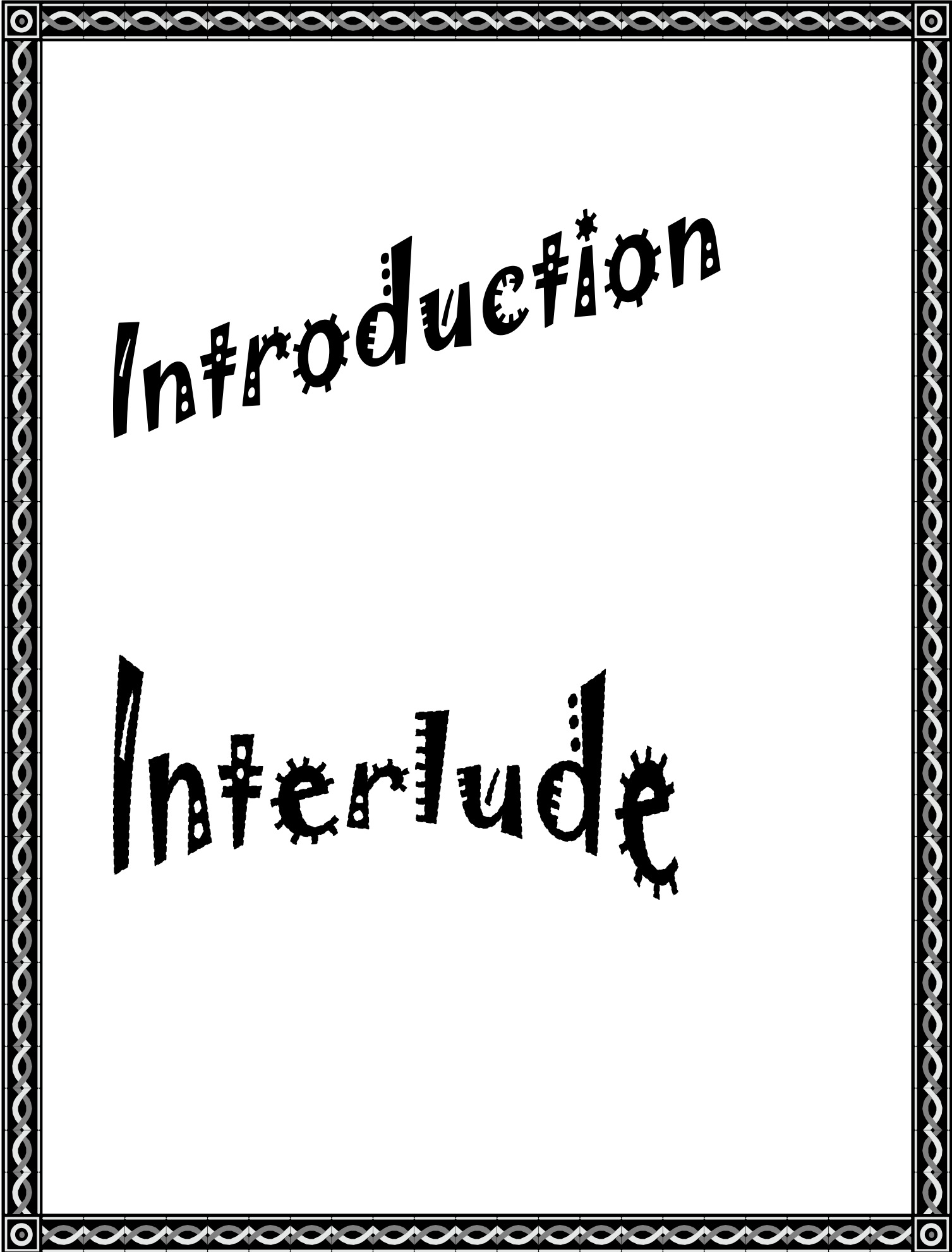


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Introduction

Interlude