

Children's Choir Meets SongWorks!  
SWEA Annual Conference 2023  
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Warm-up with "7 Habits of Highly Effective Singers," Susan Kenney

- Energize the body
- Love the breath
- Play with the voice
- Sing one pitch
- Sing two pitches
- Sing a short phrase
- Add words to the phrase

Learning a new song using story-telling and movement - "Shake the Papaya Down"

- Activate engaged listening through story-telling and acting
- Embody syncopated and straight rhythms through movement
- Use movement and song-dotting contour maps to facilitate pattern recognition and part independence

Procedure

1. Students act out and guess each others' chores
2. Students listen to verse 1 and guess what chore the song is about
3. Students join in on rhythm movement and listen again
4. Students listen and guess who might be singing for verse 2
5. Students join in on rhythm movement and listen again
6. Students sing verse 2 with shakers and notice how verse 1 and 2 fit together
7. Students song dot the melody on their "tree" arms and guess which phrases have the same pattern
8. Students check their guess on the song dot contour maps
9. Extension Activities- if time

Warm-up with a known song

- Sing "Let's Catch a Rooster" starting on different pitches and vocalize on the final "roo."
- Encourage listening as much as singing
- Isolate clusters for refinement as needed

## Teaching a song through listening and mapping – “Al Shlosa” by Allan E. Naplan

- Emphasizing energy through the phrases
- Allowing students to hear new language (Hebrew)
- Awareness of short and long sounds in rhythm
- Awareness of phrase form
- Honing listening skills
- Presenting good vocal model
- Encouraging pitch matching

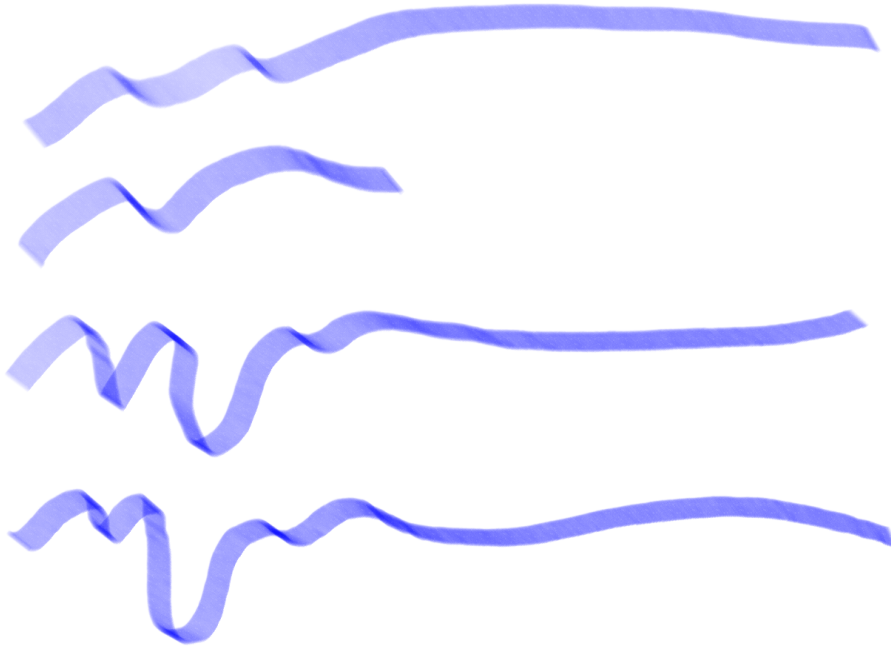
### Procedure

1. Students listen and follow teacher-prepared map for first part
  - a. Recording – <https://www.youtube.com/watch?v=PvYz3VKITk>
2. Students think through the form (repetitions) of phrases
3. Students create own maps on whiteboards while listening
4. Students create own maps on paper while listening
  - a. Students add words to the phrases and sing along
5. Students revisit maps and make adjustments - attention to rhythm
6. Students sing along with and then without accompaniment
7. When secure with singing, students listen to whole piece and sing the first part while following map, listening to second part, and then sing first part on top of second part
8. Students sing first part and teacher sings second part as partner songs
9. Students learn second part through similar process, noticing how the form is the same or different

### SongWorks Principles

- Learning is holistic and constructive.
- The major goal of music study is the development of a responsiveness to music.
- The fundamental skill in music behavior is listening.

Sample map for Part 1



Straighten Up Extension Idea:

Shake      them      down

A box containing three musical notes. The first is a quarter note, the second is a quarter note, and the third is a half note. Below each note is the corresponding word: 'Shake', 'them', and 'down'.

Shake      them down—

A box containing three musical notes. The first is a quarter note, the second and third are beamed eighth notes, and a horizontal line extends from the end of the third note. Below the notes is the text: 'Shake', 'them down—'.

Ma-      ma says,      "No      Play!"

A box containing four musical notes. The first is a quarter note, the second and third are beamed eighth notes, the fourth is a quarter note, and the fifth is a quarter note. Below the notes is the text: 'Ma-', 'ma says,', '"No', and 'Play!"'.

Ma-      ma      says,      "No      Play!"

A box containing five musical notes. The first is a quarter note, the second is a quarter note, the third is a quarter note, the fourth is a quarter note, and the fifth is a quarter note. Below the notes is the text: 'Ma-', 'ma', 'says,', '"No', and 'Play!"'.

For a great choral arrangement check out:

Shake the Papaya Down, Arr. Ruth Dwyer & Judith Waller, Colla Voce Music LLC, 3-part treble,  
Henry Leck Choral Series, 21-20222

# Shake the Papaya Down

Jamaican folk song



Ma - ma says no play; This is a work day. Up with the bright sun; get all the work done.  
Sweet, sweet pa - pa - ya, Fruit of the is - land, When all the work's done, dance on the white sands.



If you will help me, climb up the tall tree, Shake the pa - pa - ya down.  
If you will help me, climb up the tall tree, Shake the pa - pa - ya down.



Shake them down, shake them down, Climb the tall tree, shake them down.



Shake them down, shake them down, Shake the pa - pa - ya down.



I love pa - pa - ya, yes, I do. Juic-y pa - pa - ya, yes, I do.



If you will help me, I'll help you. Shake the pa - pa - ya down.

[bethsnotes.com](http://bethsnotes.com)

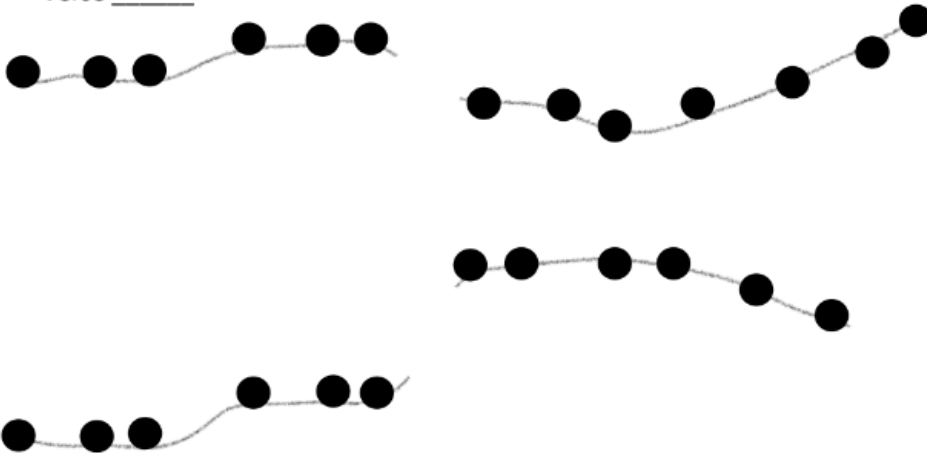
# Shake the Papaya Down, Jamaican Folk Song

Can you guess which verse is which?

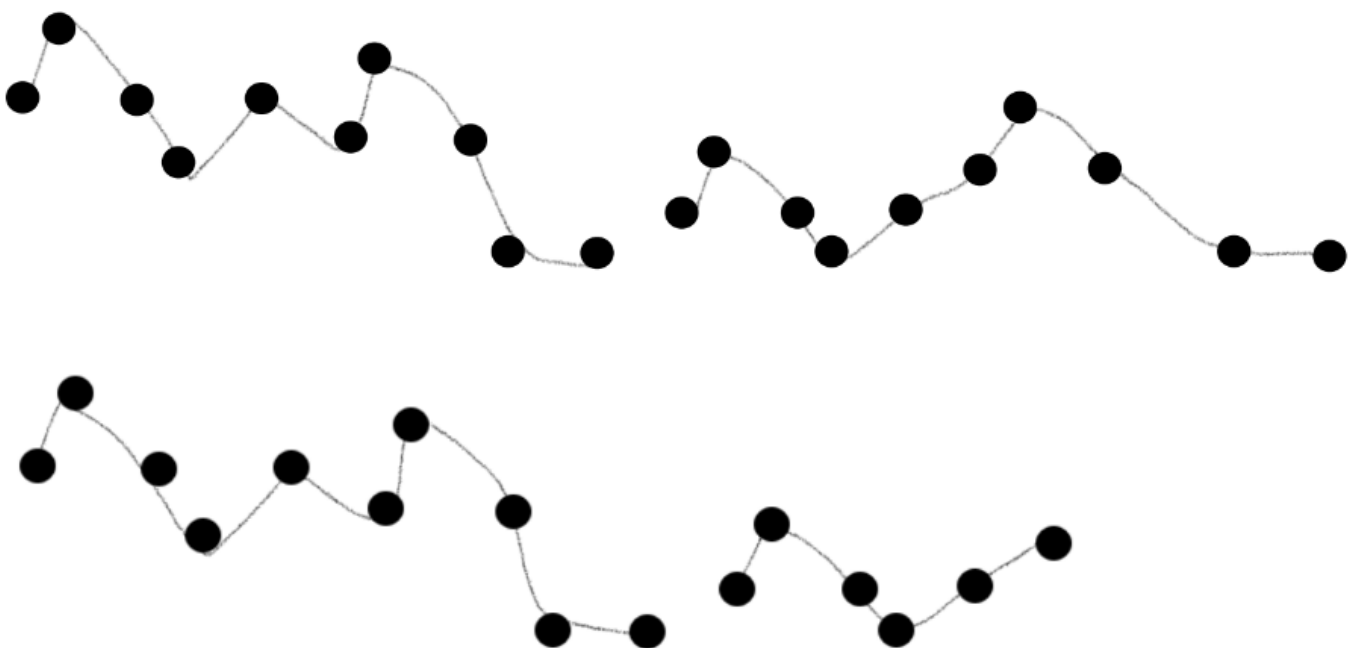
Can you follow along while you or a friend sings their "secret" verse?

Can you and your friend sing different verses at the same time, following your dots?

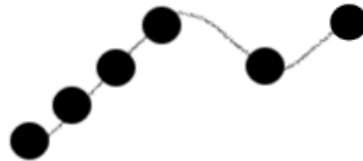
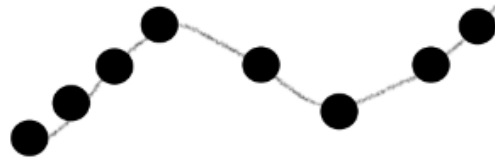
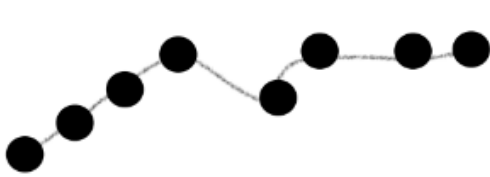
Verse \_\_\_\_\_



Verse \_\_\_\_\_



Verse \_\_\_\_\_



Other Extension Activity Ideas:

- ❖ Secret Song Extension- After tapping the rhythm to a secret song (one of the verses) and having students guess the verse, have students read from a song dot score. Have them secretly choose a verse and tap it for a partner.
- ❖ Straighten Up- Pick one of the syncopated rhythms to sing straight and compare it to the syncopated rhythm. Play a game where they speak either straight or syncopated rhythms on a signal from the teacher or another student. You could progress to using measure cards to see the straight vs. the syncopated rhythm.
- ❖ Expression Map- Once you've divided into parts for the final combined verse, have each group individually come up with their own musical expression plan. Have students write in crescendos and diminuendos or other articulation markings to make their verse more expressive and musically interesting.
- ❖ Working Buddies- Invite group 3 to come up with a partner "dance" for verse 3- it's always nice to work with your friend and help each other.
- ❖ Rhythmic Ostinato- Have group 1 come up with a rhythmic ostinato for the piece, something with groove. Body percussion or instruments can be effective. Try their plan with group 2's shakers.
- ❖ Getting to know you!- Get to know the music and dance of Jamaica and make performance choices based on what we see and hear.