

CBC LESSON NOTES

MUSIC

GRADE 6 NOTES

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GRADE 6 MUSIC LESSON NOTES

PERFORMING

TYPES OF SONGS

1. Religious songs
2. Patriotic songs
3. Topical songs
4. Popular songs
5. Action song
6. Western art songs
7. African art songs

NB: *An art song is a traditional song that has been rearranged for solo or choral performance.*

They are usually accompanied by musical instruments.

WESTERN ART SONGS

- Is a European or western folk song which has been arranged for solo or choral performance.
- Are simply art song based on the western/European style of performance.
- Art songs are written in verses.
- Western art songs are based on stories and talk about the beauty of nature.
- When performing western art songs ensure that you bring out the correct mood.
- The mood can be shown through facial expressions, gestures observing performance directions and observing correct tempo or speed.
- Different art songs convey different messages.

Example of western art song

Lyrics: The Path to the Moon

Eric H. Thiman l Choir

*I long to sail on a path to the moon
On a de-ep blue night
when the wind is cool
A glist'ning Path that runs out to sea
Silver the sails to carry me
To ca--rry
Ca--rry
Ca--rry me over the sea
So will I sail on a stary night
on the path to the moon, a sea bird's flight!
Skimming the waves where the fishes play
Traveling on for many a day
Silver the sails to carry me,
to ca--rry
ca--rry
ca--rry me over the sea!*

AFRICAN ART SONG

- African folk songs or African songs which have been rearranged for solo or choral performances.
- They can also be accompanied by African musical instruments or western musical instruments
- African art songs are written and performed in an African style.
- The songs use African rhythm and language
- African art songs are based on traditions of Africa.

Example of African art song

WIMBO WA HISTORIA

*Wimbohuuniwimbowahistoriawatuwotemnaombwamsikizekwamakini
Ilikuwaoktoba 1952 watuwotetulisikiakenyattaameshikwa
Hakushikwakenyattapekeyakelakinialishikwanamabingwawauhuru
Ooooohoohhoohhh*

*Ilikuakilionchniikenyawatuwotetulionahuzunimwingisana
Wakina baba kina mama nawatotowotewaliliamachoziwakisemawooooiwoooooiiiwoitunataka
Kenyatta aachiliwe*

*Baba (wa) taifaalipotokagerezanialiwakutawajumbewetuwametenganavibayasana
Kishayake baba taifaalikataashaurimojakujiunganachamachetuKanu
Aliongozawajumbepakaulayakufikahukoalipigwanamayaiyaliooza
Baba taifahakujalialishindanakurudinakatibayanchiyetuhapa Kenya
Ilipofikadecemberkuminambilisitininatatumzeewetualinyakuauhurukenya
Kishayakedecembersitininannemzeewetualipandishabenderajamuhuri
Mzeewetualituombatusahauyaliyopitabadalayetuijengenchiyetu
AlisemaHarambeetuunganenahivisasatumejuaharambeeniumoja
Asante baba wetukweli we asante baba wetu*

PATRIOTIC SONGS

- They are sung in praise of a county and its leaders.
- They emphasize on patriotism, ,peace, unity love, pride of our country and social cohesion among citizen.
- The words in patriotic songs may talk about history, people, resources, sceneries and values of a nation.

Examples of patriotic songs

- ✓ Kenya, Kenya Taifa Leo
- ✓ Tunajivuniakenyanchiyetu,
- ✓ Tushangiliekenya.

RELIGIOUS / SACRED SONGS

- They are songs performed by different for religious groups e.g. Christianity, Islam and Hinduism
- Are specifically sung for the purpose of worship and praise a divine or prayer.

Example of a religious song

This is the day

This is the day (x2)
That the Lord has made (x2)
Let us rejoice (x2)
And be glad in it (x2)
This is the day that the Lord has made
Let us rejoice and be glad in it
This is the day (x2)
That the Lord has made
Come unto Me (x2)
O My people come (x2)
Sing praise to Him (x2)
I will make you one (x2)
Come unto Me, O My people come
Sing praise to Him, I will make you one
This is the day (x2)
That the Lord has made
Sing and be glad (x2)
For the Lord is good (x2)
He's done great things (x2)
As He said He would (x2)
Sing and be glad, for the Lord is good
He's done great things, as He said He would
This is the day (x2)
That the Lord has made

TOPICAL SONGS

- Are songs that talk about issues affecting the society.
- They are used to convey special message on pertinent and contemporary issue.
- Some of the issues that affect society include:
 - ✓ Safety
 - ✓ personal hygiene
 - ✓ health and nutrition,
 - ✓ importance of education
 - ✓ environmental conservation
 - ✓ drought/famine
 - ✓ disease
 - ✓ water and sanitation
 - ✓ Children's right
- Topical songs offer advice on how the society can address the various issues.

Example of topical songs.

- ✓ **Corona ni hatari**
- ✓ **Wash your hands**
- ✓ **Njoo twende shule**

PHRASING

- A phrase is a musical sentence or idea.
- Phrases in music indicate where to take a short breath when singing.
- Do not breathe in the middle of a musical sentence because it will interrupt the flow.
- In order to sing whole phrase, you need to have enough breath.
- Take short breath only at the end of a musical phrase.

Example of a song

EeMungunguvuyetu
Iletebarakakwetu
Hakiiwengaonamlinzi
Natukaenaudugu
Amani nauhuru
Rahatupatenaustawi.

VOICE BLENDING

- Voice blending is singing with unified sound.
- When performing in a group, it is advisable to balance your voices
- To sing with a good voice blend, ensure that you:
 - ✓ Sing confidently
 - ✓ Start and stop at the same time when singing in a group
 - ✓ Sound the vowels and consonants appropriately.
 - ✓ Sing at the same volume with others.
 - ✓ Sing at the same speed as others singers.
 - ✓ Sing the same pitch with others.

Example of a song

See Saw Margery Daw,
Jacky shall have a new master;
Jacky shall earn but a penny a day,
Because he can't work any faster.

PERFORMANCE CUES

- **Performance cues** are directions given to the performer to guide their performance.
- Performance cues include soft, loud, fast, slow crescendo and diminuendo.
- **Crescendo** means gradually getting louder or gradually increasing the volume.
- **Diminuendo** means getting softer or gradually decreasing the volume.
- When performance cues are gradually followed the music becomes interesting.
- Performance cues also bring out the mood of a song and improves the voice.

Example song

Rain, rain, go away Come again another day We want to go outside and play Come again another day

Rain, rain, go away Come again another day We want to go outside and play Come again another day

Rain, rain, go away Come again another day We want to go outside and play Come again another day

SINGING IN A DUET

- **A two part song** is a song sang in two different voice part.
- **A duet** is a two-part song performed by 2 people each singing a different voice part.
- The voices that sing in a duet may include:
 - ✓ Soprano/alto
 - ✓ Tenor/bass
 - ✓ Soprano/bass
 - ✓ Soprano/tenor
 - ✓ Alto/bass
 - ✓ Alto/tenor
- When performing in duet remember to express the mood of the song always appropriately.
- Always keep to your voice as you sing a duet.
- When 2 performers sing in 2 different voice parts together they create harmony.

Example of a song

Goosey goosey gander,
Whither shall I wander?
Upstairs and downstairs
And in my lady's chamber.
There I met an old man
Who wouldn't say his prayers,
So I took him by his left leg
And threw him down the stair

SINGING IN A TRIO

- A three-part song is a song in three different voice parts.
- A trio is a three-part song by three people each singing a different voice part.
- The voice parts in a trio may include:
 - ✓ Soprano 1, soprano 2 alto
 - ✓ Tenor 1 tenor 2 and bass
 - ✓ Soprano, alto and bass
 - ✓ Soprano alto and tenor
- When performing in trio remember to express the mood of the song always appropriately.
- Always keep to your voice as you sing a trio
- When 3 performers sing in 3 different voice parts together they create harmony
- When performing in trio you should ensure that
 - ✓ You observe the correct pitch
 - ✓ You follow the rhythm correctly
 - ✓ You maintain the correct tempo of the song
 - ✓ You follow the performance dynamics

Example of a song

Ring-a-ring-a-rosies
A pocket full of posies
A tissue, a tissue
We all fall down

The king has sent his daughter
To fetch a pail of water
A tissue, a tissue
We all fall down

The robin on the steeple
Is singing to the people
A tissue, a tissue
We all fall down
The wedding bells are ringing

MESSAGES AND VALUES IN SONG

- Different songs have different messages and values.
- Always listen to and sing songs with values and educative messages.
- Values in songs include responsibility, respect love unity patriotism, social justice and integrity.
- Educative messages include those that promote peace, encourage helping the needy and encourage hard work.

SOCIAL ECONOMIC IMPORTANCE OF SONGS

- Songs are very important to the society and to an individual
- The social importance of songs include:
 - ✓ Promoting peace and unity among people
 - ✓ Teaching about morals and values in society and discouraging vices in the society
 - ✓ Entertainment
 - ✓ Passing a certain message to people in the community
 - ✓ Warning people against bad behaviour
 - ✓ Praising people for good deeds such as environment conservation
- Economic importance include
 - ✓ Musician get paid when they perform in events or concert
 - ✓ Musicians record music and sell it to get money
 - ✓ Musicians earn money when songs are downloaded from various digital sources
 - ✓ Music earn the country revenue

KENYAN FOLK SONGS

- Folk songs are traditional songs performed during different occasions by different communities
- They are performed by a common people of a region in a local language
- There different types of folk songs:-
 - a) Naming folk songs
 - b) Worship folk songs
 - c) Marriage folk songs
 - d) Initiation folk songs
 - e) Work folk songs
 - f) Funeral folk songs
 - g) Solo folk songs

A. Naming folk songs

- Are performed to celebrate the birth of a child.
- They welcome a new member to the family and society at large.
- Performed as a way of thanks giving to God for a new life.
- Are sung to congratulate the parents for bringing a new life to the world.
- They educate the parent on how to take care of the newborns.

Example- mwana wa mberi from luhya community

B. Worship folk songs

- Are performed during religious ceremonies in different places of worship
- They are used to
- ✓ Educate believers about god
- ✓ Praise god
- ✓ Entertain the worshippers
- ✓ Encourage and give hope to the worshippers

Example- roho maler

C. Marriage folk songs

- Marriage folk songs are performed during marriage ceremony.
- Are sung to praise the bride and the groom.
- Educate the newly married couple on values in marriage such as love faithfulness and hard work.
- Are sung to entertain people during marriage ceremonies.

Example ekio nkiekio

D. Initiation folk songs

- Are songs are sung during transaction from one stage of life to the next.
- They educate the initiates on the morals they are expected to uphold.
- They promote good behaviour among the young people.
- They encourage the initiates to be brave.
- Teach the initiates on traditions and expectations of the community.
- They entertain people during the initiation ceremony.

Example-

E. Work folk songs

- Are folk songs performed when people are doing different types of work such as farming, grazing cattle, building
- Encourage and motivate workers
- They also entertain the workers

Example- wakariru by gikuyu community

F. Funeral folk songs

- Performed when mourning the death of a loved one.
- Help people to come together and celebrate the life of the dead.
- They console the family who have lost a loved one.
- They help people heal from the pain of losing a loved one.

Example-

G. Solo folk songs

- Are performed by one person
- A solo folk song performance can be accompanied by
 - ✓ Dancing
 - ✓ Musical instruments
- The performer can also wear appropriate costumes and decorate his or her body with adornments and ornaments

Example

DICTION IN FOLK SONGS

- Diction refers to the proper pronunciation of words when singing
- To get good diction you should
 - ✓ Pay attention to the vowels and consonants in the words
 - ✓ Pronounce all the endings of the words in the folk songs
 - ✓ Have good breath control during singing

FEATURES OF FOLK SONGS

- ✓ Mood
- ✓ Climax
- ✓ Structure
- ✓ Vocal ornamentation
- ✓ Message

IMPORTANCE OF PERFORMING FOLK SONGS FROM DIVERSE COMMUNITIES IN KENYA

- ✓ It helps in cultural preservation
- ✓ Promotes national unity
- ✓ It is a source of employment
- ✓ Attracts tourist
- ✓ Folk songs entertain the audience
- ✓ Educate people on moral and values

KENYAN INDIGENOUS MUSICAL INSTRUMENTS

String instruments

- Are musical instruments that have strings.
- Produce sound by
 - ✓ Plucking
 - ✓ Strumming
 - ✓ Rubbing the strings

- String instruments can have one, two or more number of strings.
- A string instrument with one or two strings is called **fiddle**.
- There different types of string instruments found among the Kenya communities.
- Each instrument has specific community of origin.

	STRING INSTRUMENT	COMMUNITY OF ORIGIN
1	Shiriri or ishiriri or silili	Abaluhya
2	Litungu	Abaluhya
3	Limoyi	Abaluhya
4	Ongengo	Abagusii
5	Obokano	Abagusii
6	Nderemo	Agikuyu
7	Wandindi	Agikuyu
8	Entono	Abakuria
9	Ekegogo	Abakuria
10	Iritungu	Abakuria
11	Orutu	Luo
12	Uta	Mijikenda
13	Uta wa wathi	Akamba
14	Mbeve	Akamba
15	Adeudeu	Iteso
16	Mwazigizi or zeze	Taita
17	Kimengeng	Kalegin
18	Pukan	Pokot
19	Chepkongo/chemonge	Kipsigis
20	Nyatiti	Luo

FIDDLE

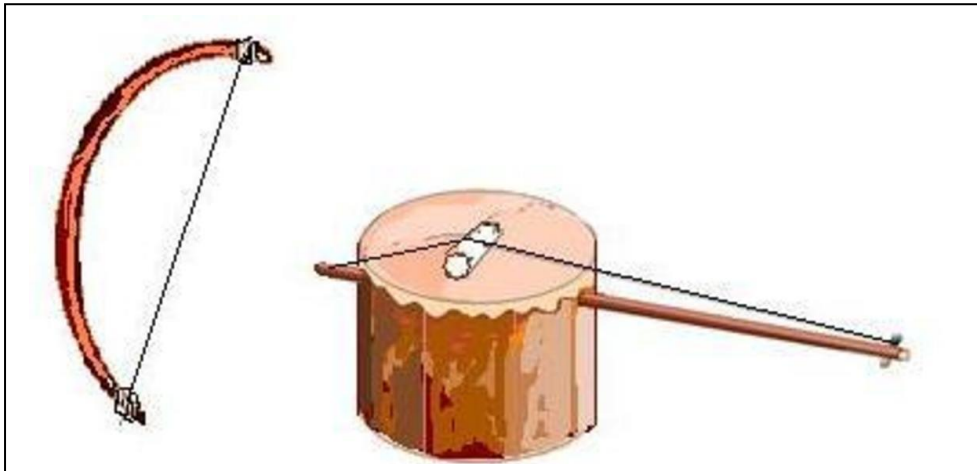
- Fiddles are string instruments that have one or two strings

	FIDDLE	COMMUNITY
1	Orutu	Luo
2	Mbeve	Akamba
3	Ekegogo	Abakuria
4	Mwazigizi or zeze	Taita
5	Ageregeret	Iteso
6	Ishiriri	Abaluhya
7	Wandindi	Kikuyu
8	Kimeng'eng'	Kalenjin
9	Ong'eng'o or Otete	Abagusii

PARTS OF A FIDDLE AND THEIR FUNCTIONS

1. **Arm/neck** - for holding and supporting the instrument when playing it.
2. **String** -it is plucked or strummed to produce sound.
3. **Resonator** - makes the sound louder.
4. **Membrane/skin** - used to cover the resonator.
5. **Bridge** - used to make the sound clearer by separating the string from the skin or membrane.
6. **Tuning peg** - used to loosen or tightening the strings to produce the desired sound.

7. **Bow** - used to play the instrument.



TUNING A FIDDLE

- Tuning is the process of adjusting the pitch of one or many tones of a musical instrument or getting it ready so that it is played it will sound at the correct pitch.
- String instruments are tuned to produce the desired sound.
- To tune a fiddle, identify the string and also identify the sound that you desire to produce.
- A fiddle can be tuned by
 - i. Loosening the tuning peg
 - ii. Tightening the tuning peg

CARE AND MAINTENANCE OF STRING INSTRUMENT

1. Dust the parts of the instruments using a piece of cloth. Handle the string with care
2. Always use the arm of the instrument when carrying it.
3. Always check your string instrument before playing it
4. Replace worn out or damaged parts of a string instrument
5. Store it in a dry place free from dust and moisture
6. Keep your instrument away from dust by putting it in a protective bag
7. String instrument can be stored by hanging them on a wall or placing them in a cool and dry place where people cannot step on them.
8. Avoid storing your instrument near walking paths because people passing by may knock them.

NB: when string instrument are cared for and maintained well, they last longer and produce good sound.

TECHNIQUES OF PLAYING STRING INSTRUMENTS

1. Bowing
Rubbing the instrument using a bow.
Bow: is made using a sisal thread tied on both ends of curved stick.
Types of musical bow
 - Groud bow- eg. Nderemo by Kikuyu
 - Mouth bow- eg Obokano by Kuria
 - Hunters bow- eg Entono by Kuria
2. Plucking
Involves pulling and releasing the string using the fingers.

3. Holding

Every string instrument has a specific way in which it is held when playing. When a string instrument is not properly held when playing, it may not produce the desired sound.

MAKING OF A FIDDLE(PROJECT)

1. Collect tools and materials
2. Making the arm or neck
3. Fixing the tuning peg
4. Preparing the resonator
5. Fixing the arm or neck to the resonator
6. Fixing the string
7. Preparing the bridge
8. Preparing the bow
9. Tuning and play to test

APPRECIATING THE ROLE OF A STRING INSTRUMENTS

PLAYING IN AN INSTRUMENTAL ENSEMBLE

- An **ensemble** is a group of people who performs instrumental or vocal music together instruments being played together
- An instrumental ensemble consists of a group of instruments being played together
- An instrument can be percussion instruments, winds instruments or string instruments

WESTERN MUSICAL INSTRUMENTS

Descant recorder

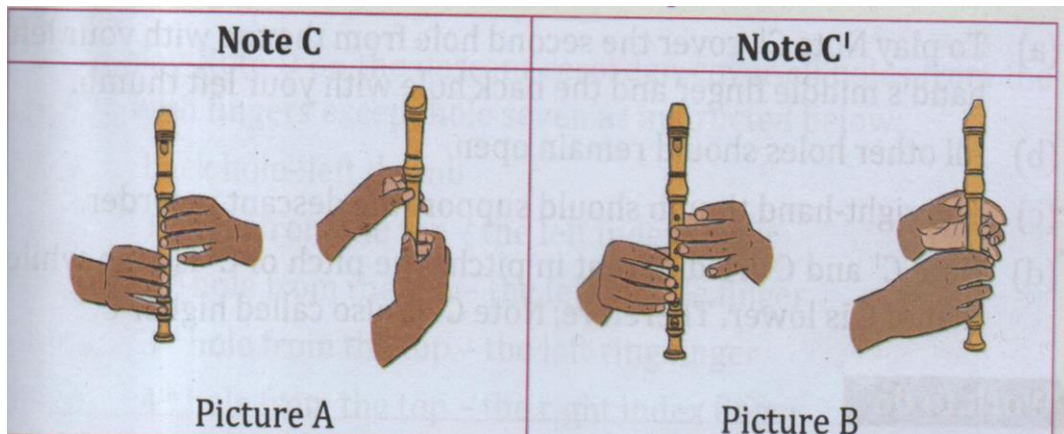
Playing The Scale Of C Major

- A C major scale consist of the notes C D E F G A B C.
- The scale of C major starts with C and ends with C¹.
- All the notes of the scale of C major can be played on the descant recorder.

Playing the notes C and C¹

- To play note C on the descant recorder, cover the hole with your fingers
 - A. Back hole – left thumb
 - B. 1st hole from the top – the left index finger.
 - C. 2nd hole from the top – the left middle finger.
 - D. 3rd hole from the top – the left ring finger.
 - E. 4th hole from the top – the right index finger.
 - F. 5th hole from the top – the right middle finger.
 - G. 6th hole from the top – the right ring finger.
 - H. 7th hole from the top – the right little finger.

- The right hand thumb should be used to support the descant recorder.
- Note C has a low sound or pitch.

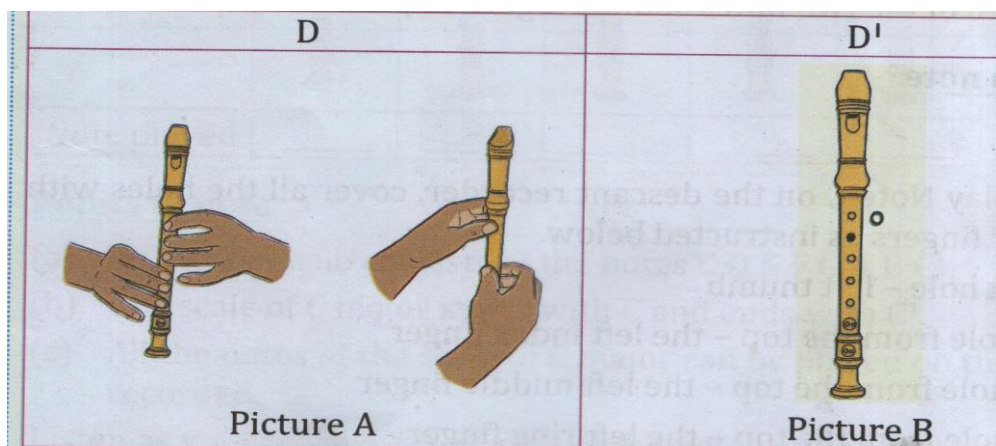


NOTE C¹

- To play note C¹ cover the second hole from the top with your left hand's middle finger and the back hole with your left thumb.
- All other holes should remain open.
- The right hand thumb should support the descant recorder
- Note C¹ and C are different in pitch.
The pitch of C¹ is **high** while C is **lower**.
C1 is called **higher C**

PLAYING THE LOWER D AND D¹

- To play note D the descant recorder, cover holes from the top with fingers except hole seven
 - A. Back hole – left thumb
 - B. 1st hole from the top – the left index finger.
 - C. 2nd hole from the top – the left middle finger.
 - D. 3rd hole from the top – the left ring finger.
 - E. 4th hole from the top – the right index finger.
 - F. 5th hole from the top – the right middle finger.
 - G. 6th hole from the top – the right ring finger.
- The right hand thumb should be used to support the descant recorder.
- Hole seven is not covered when playing note D

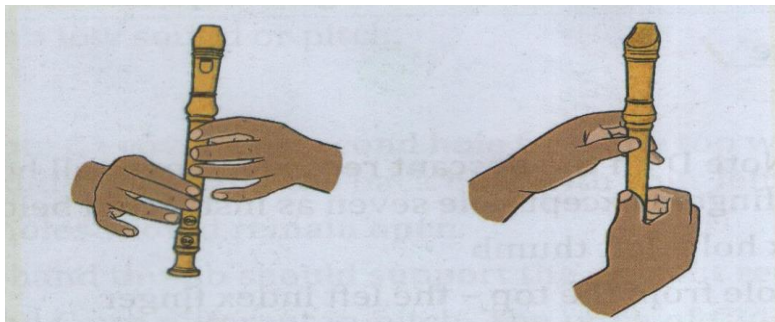


NOTE D¹

- To play note D¹ cover the second hole from the top with your left hand's middle finger and the back hole open.
- All other holes should remain open.
- Move the left thumb slightly below the back hole to support the recorder together with the right hand thumb..
- The pitch of D¹ is **high** while D is **lower**.
D¹ is called **higher D**

Playing note E

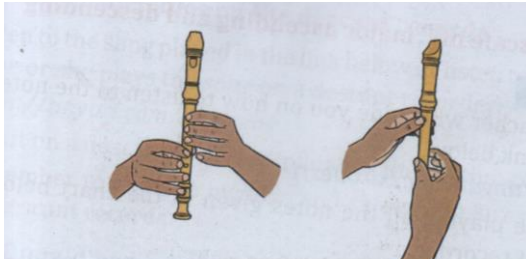
- To play note E on the descant recorder, cover all the hole from the top except holes six and seven with your finger
 - A. Back hole – left thumb
 - B. 1st hole from the top – the left index finger.
 - C. 2nd hole from the top – the left middle finger.
 - D. 3rd hole from the top – the left ring finger.
 - E. 4th hole from the top – the right index finger.
 - F. 5th hole from the top – the right middle finger.
- The right hand thumb should be used to support the descant recorder.
- The sixth and seventh hole are open.



Playing note F

- To play note F on the descant recorder, close the top four holes with your fingers
 - A. 1st hole from the top – the left index finger.
 - B. 2nd hole from the top – the left middle finger.
 - C. 3rd hole from the top – the left ring finger.
 - D. 4th hole from the top – the right index finger.
 - E. 6th hole from the top – the right middle finger.
 - F. 7TH hole from the top – right little finger.
- The right hand thumb should be used to support the descant recorder.

NOTE; all holes are closed except the 5th hole from the top.



Playing the scale of C major ascending and descending.

- The scale of C major is made up of notes C D E F G A B C¹.
- The mark on the last note C¹ indicates a higher C
- When playing the major scale is played note after note, that is from C to C¹ it is played in ascending. The pitch of each note becomes higher towards the higher C.
- When the major scale is played note after note, that is from C¹ to C is played in descending. The pitch of each note becomes low becomes low as you move towards C

PLAYING SIMPLE MELODIES ON THE DESCANT RECORDER

Song: Old Mac Donald had a farm

*Old MACDONALD had a farm
 E-I-E-I-O
 And on his farm he had a cow
 E-I-E-I-O
 With a moo moo here And a moo moo there
 Here a moo, there a moo Everywhere a moo moo
 Old MacDonald had a farm
 E-I-E-I-O
 Old MACDONALD had a farm
 E-I-E-I-O And on his farm he had a pig
 E-I-E-I-O
 With a oink oink here And a oink oink there*

Old Mac-Donald had a farm

Old	Mac	Don-	ald	had	a	farm	Ee-	ii-	ee-	ii-	oo	
G	G	G	D	E	E	D	B	B	A	A	G	
And	on	that	farm	he	had	a	cow,	Ee-	ii-	ee-	ii-	oo
D	G	G	G	D	E	E	D	B	B	A	A	G
With	a	moo	moo	here,	and	a	moo	moo	there,			
DD	G	G	G	DD	G	G	G					
Here	a	moo,	there	a	moo,	eve-ry	where	a	moo	moo		
GG	G	GG	G	GG	GG	G	G					
Old	Mac	Don-	ald	had	a	farm	Ee-	ii-	ee-	ii-	oo	
G	G	G	D	E	E	D	B	B	A	A	G	

PLAYING THE KENYAN NATIONAL ANTHEM ON A DESCANT RECORDER

Ee Mu - ngu ngu -vu ye - tu

D1 D1 D1 C1 G A

I le te ba ra ka kw etu

D1 D1 D1 C G A A

Ha ki i we nga o na mli nzi

A A A A D1 C1 A A G

Na tu ka e na u nd ugu

D1 D1 C1 C1 G G A E

A ma ni na u hu ru

E A A G G A F

Ra ha tu pa te na u sta wi

E A A A A G G A A.

PLAYING THE DESCANT RECORDER IN A DUET

Playing in a duet

SONG: *Baa, baa, black sheep*

*Baa, baa, black sheep, have you any wool?
Yes, sir, yes, sir, three bags full
One for the master and one for the dame
One for the little boy who lives down the lane*

*Baa, baa, black sheep, have you any wool?
Yes, sir, yes, sir, three bags full
One for the master and one for the dame*

KENYAN FOLK DANCES

Dancing is the response to music by moving appropriate body parts as shoulders, head, waist, legs and hands.

Folk means people

Folk dances are performed to mark events in the society such as harvesting, initiation marriage, funeral and birth

COMPONENTS OF A FOLK DANCE

- i. Songs
- ii. Message
- iii. Body movements
- iv. Formations
- v. Instruments
- vi. Costumes
- vii. Body adornments
- viii. Ornaments
- ix. props

SOCIAL BENEFITS OF FOLK DANCES

- Help people have knowledge respect and value their traditions and customs
- Help people learn about each other's culture
- Promote peace unity and respect among Kenyans communities
- Help people come together and make friends as they get entertained
- They help individuals to express themselves as they play different roles in a folk song
- Engaging folk dances people use their leisure time positively. This prevents them from engaging in bad habits such as drug abuse and idleness.

ECONOMIC BENEFITS OF FOLK DANCES

- Help our county earn foreign exchange through the tourist who visit the county to watch folk dances and see wild animals
- Some people earn living by performance folk dances and working in cultural centres
- It is a source of self-employment to people who have talents in performing folk dances

APPRECIATION OF KENYAN FOLK DANCE

FOLK DANCE	COMMUNITY	INSTRUMENT	OCCASION	Performance	Dancing style	FORMAT	COSTUME
Ribina	Kisii	Chinching iri-shakers Ekonus-drum	Entertainment enjoyment	Old men and women			
Risanga	Kisii	obokano	During communal work Eg weeding	Men and women			
Ramogi	Luo	Abu, horns, bull drums	entertainment	Boys and girls			
Owalo	Luo	drums	entertainment	Married women		circular	Sisal skirts
Otenga	Luo	nyatiti		Men and women	Chest and shoulders are moved		
Ibirandi	Kuria	egetono	Wedding ceremony	Elders, boys and girls			
Teroburu	Luo	Drum Gara-leg rattles Horn-oporo	Burial ceremony for entertainment	Young men	Shaking of waist, arms and shoulders	Circular around horn blower	Sisal skirt
Entabana	Kisii	Obokano Drum-ekoro	entertainment	Both men and women	Shaking of shoulders, jumpingw	circular	Sisal skirt