



**"SoVoSó is tight, soulful, and a whole lotta fun."
-Bobby McFerrin**

SoVoSó is a highly imaginative a cappella ensemble that sings a unique, rhythmic mix of jazz, gospel, world and R&B music, all rendered in their trademark improvisational style.

The SoVoSó repertoire consists of original compositions and other songs that present a global perspective, from Afro-Latin idioms to traditional funk and jazz arrangements. Currently you will see David Worm, Sunshine Becker, Bryan Dyer and Zoe Ellis in this vocal band line-up, along with other great singers such as Nicolas Bearde, Ashling Cole and Vernon Bush.

Music Games

“Body Rhythm”

Any music teacher or musician should have a working understanding of the following material and can explain easily.

This lesson is perfect for teaching primary grades about the value of ti, tah and toh before they are ready to read.

1. Have your students stand.
2. Have them step to a slow beat saying "toh, toh" several times. This should be the value of a half note.
3. Next, they should tap their thighs to what should equal a quarter note, and say "tah, tah, tah".
4. Finally, have them clap their hands to "ti, ti, ti, ti" at what should be the speed of an eighth note.
5. Mix and match patterns of eighths, quarters and half notes with the appropriate step, tap or clap. For example: step- step-tap-tap-tap-tap, clap-clap-clap-clap is half-half-quarter-quarter-quarter-quarter-eighth-eighth-eighth-eighth.

By the time my students are ready to read the rhythms, they are familiar with the patterns and the length of time each note is held.

Evaluation occurs as you notice how well each student is doing keeping a steady beat and following my lead. I often preface each set with "Simon Says..." and it sets the tempo and makes the game flow more easily. My younger students love it and the older ones occasionally want to play it. We move at faster tempos and as they gain in expertise, I occasionally let a student be the "leader" and observe.

This game can be adapted to special needs students by using whatever body parts they are able to move. It could be blinking to a beat or clicking their tongues to a beat. Get creative and have fun!

Melody and Rhythm

The students will predict what music from different cultures sounds like based on what they have heard through the media, movies, etc. They will then listen to music from these nations and compare how their predicted music differed. They will also note any differences in melody and rhythm between the various cultures and our own.

Objectives:

Predict what music from different nations will sound like by creating short musical pieces based on their assumptions.

Listen to music from different cultures and describe how their musical creations differed as well as how each piece of music differed from the others and from our own.

Write a list of differences in melody and rhythm found between the various nations and our own.

Materials Needed:

Musical samples from at least three different nations, musical instruments (as many different ones as possible).

Preliminary Procedures:

Ask students what kind of music they think that they would hear if they went to China, Russia, Zimbabwe, Chile, etc.

Procedures:

1. Divide the students into groups and have each group create a musical piece that represents what they think the music of a certain nation will sound like. Provide few guidelines and allow them to choose whatever instruments they think may be used in making music in the country their group is doing.
2. Allow students to play their music for the group. After each group plays, let them listen to authentic music from that nation and invite the entire class to discuss differences in the group and the nation's music. Also, ask them what the differences between this music and our own is. Before students listen to the music, remind them that differences in music are welcomed and do not mean that any form of music is better than another.
3. After each group performs and the national music is listened to, ask students to write a list of differences in melody and rhythm from our own. They should describe why they think each aspect of melody and rhythm that they write about is different. Also have them write about some of the similarities in the different music.

Evaluation:

The students' descriptions of differences in melody and rhythm between the different nations' music and our own can be evaluated. They should be evaluated based on the accuracy of their responses when considering the brief musical pieces that they were allowed to listen to.

Follow-Up:

Ask students if they think that all of each nation's music would be similar in melody and form to the one short piece that they heard. Note that there are numerous differences in melody and rhythm within a culture's music. Also, ask students to describe which music they liked the best and why.