



Row, Row, Row, Your Boat

Introducing Fa

Suggested Grades: 3-5

Carly Schieffer

National Core Arts Standards

Generate and conceptualize artistic ideas and work.

Objectives

- Introduce and Practice Fa
- Practice "Sound Before Sight"



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Kodály Principle: Sound before Sight

1. Introduce students to rhythms using movement, singing games, and activities before presenting the musical concept.
2. Practicing sound before sight uses various modes of learning:
 - Physical: show the melodic contour or use body solfege with known songs
 - Aural: review the skip between so and mi in known songs, humming the new note in songs
 - Visual: sing a song with absolute pitch names in both C- and G-do
3. Here is one song with a singing game using Fa:

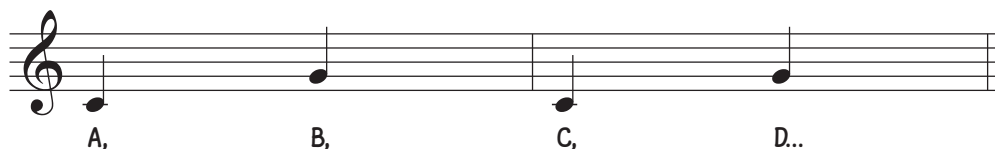
Early in the Morning



Ear-ly in the morn-ing at eight o' clock, I can hear the post-man knock.



Up jumps El-la to o-pen the door. One let-ter, two let-ter, three let-ter four.





Singing game instructions:

The class is seated in a horseshoe shape by a whiteboard. The teacher picks a single student (IT) and writes his/her name on an "envelope" on the board. The class sings the song while maintaining the steady beat using alternating hands, substituting IT's name ("Henry," etc.). When the student hears his/her name, the IT pops up and runs to the board. After the verse, IT erases his/her name and writes a new student's name while the class sings A, B, C... using do/sol/do... The game repeats with the new student becoming the new (IT).

Suggested Teaching Process:

Students are seated in rows.

1. Review the extended pentatonic scale (sol, la, do re me so la do):
 - The teacher points to a solfa ladder while students sing various known folk songs.
 - The teacher is signing various solfege patterns, and students sing.
 - The teacher plays various solfege patterns on the recorder while students sign.
2. Students sing what the teacher signs. Then the teacher points to the solfege ladder and reminds students of a sound in between so and mi. Label and sing it as "ew."
Next, substitute "ew" for fa.
3. Students echo sing melodic patterns by phrase the song Row, Row, Row, Your Boat
 - Do- do- do- re- mi-
 - Mi- re- mi- (**fa**)- so-
 - Do'- do'-do- so-so-so- mi-mi-mi- do-do-do-
 - So- (**fa**)- mi- re- do-
4. Students identify mystery song: Row, Row, Row Your Boat
5. Sing Row, Row, Row Your Boat book.
6. The book's first verse/page uses the traditional lyrics, but a story emerges even though the melody remains the same. The book contains 12 verses total, one original plus 11 with different lyrics.
7. The teacher shows the song on the staff. Class labels all solfege. Write ? for the new note. Sing through the song using solfege:
8. The class sings the song with lyrics. You can add an alternate paddle motion on the steady beat.
9. The teacher leads a 2-part round, and the class begins singing when the teacher reaches #3. Switch (class leads, the teacher starts singing when the class reaches #3).
10. Sing in a 4-part round where the numbers indicate (three rows of students plus the teacher work well)
11. Show Row, Row, Row Your Boat on the staff. Label the new note as fa, show the hand sign, and note where the symbol falls on the staff.
12. Introduce sign, symbol, and staff **fa**
Hint: I use Music Street in my classroom and would change the "For Sale" sign on Music Street to the Fa family.
13. Read song on staff using solfege.





Row, Row, Row, Your Boat

1 2

Row, row, row your boat. Gent - ly down the stream.
Do Do Do Re Mi Mi Re Mi Fa So

3 4

Mer - ri - ly, mer - ri - ly, mer - ri - ly, mer - ri - ly, life is but a dream.
Do' Do' Do' So So So Mi Mi Mi Do Do Do So Fa Mi Re Do

14. Read other known songs.

Example:

- **Early in the Morning** using solfege.
- Students identify where the fa is located - *between sol and mi*.

Extension:

Sing song in a four-part round using both solfege and lyrics.

Reference:

Beall, P. C., Nipp, S. H., & Klein, N. (2007). "Row Your Boat." *Wee sing children's songs and fingerplays*. New York, NY: Price Stern Sloan, a division of Penguin Young Readers Group.

Goodheart, P. (1997). *Row Row Row Your Boat*. New York, NY: Scholastic.

Rozmajzl, M., & Castleberry, R. (1995). "Early In the Morning." *Rhythm and melody concepts: A sequential approach for children* (p. 73). Fairfield, NJ: Pencil Point Press.