

Niguno Shel Yossi

A Cup Routine

Suggested Grades: 3-5, 6-8

Audrey Purdie



National Core Arts Standards

- #1 – Generate and conceptualize artistic ideas and work.
- #3 – Refine and complete artistic work.
- #10 – Synthesize and relate knowledge and personal experiences to make art.

Objectives

- Create cup routine based on Israeli folk song

Materials

- Cups
- Recording: Niguno Shel Yossi



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Teaches K-6 general Music in Indianapolis, IN. A graduate from Ball State University with Level 1 Orff training. She has a passion for teaching in urban settings and incorporating movement into her instruction.

Below is the teaching process for the cup routine for the folk dance **Niguno Shel Yossi** that I developed while teaching virtually. I taught the material over two lessons; you may need to alter that pacing to fit your own teaching situation. The recording can be found in *Rhythmically Moving 6* or online. The folk dance can be found in *Teaching Movement & Dance* by Phyllis Weikart.

Suggested Teaching Process:

Introduction

- Students listen to **Niguno Shel Yossi**
- While listening, instruct students to listen for the types of instruments heard.
- Students identify instruments.
- Teacher labels additional instruments not mentioned by students.

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- "These are all folk instruments, ones that common people in history would have developed."
- "This piece is called "Niguno Shel Yossi," and it is an Israeli folk song."
- The teacher shows a map of Israel and identifies the distance to where the student's current location is in the world.
- "This is originally a folk dance."
- The teacher asks discussion questions.
 - "Why do you think people would dance when they were together?"
 - "Have you ever danced at a wedding or family gathering?"

Explore/Develop Material

- Demonstrate the B section for students
"one, two" students tap the cup on the ground or surface in front of them



- One, two, toss your cup.
- One, two, toss your cup.
- Tap the top and tap the side and tap the top and stop
- Students practice this section independently
- Then with the teacher to achieve mastery
- Practice with music at 75% speed and then full speed
- The teacher and students count beats for the A section (4 groups of 8 beats)

Rhythm Reading Practice

- Students read the rhythm of the B section in **Niguno Shel Yossi**.
- Ask students to identify which section of the song the rhythm belongs to.



Create

- The teacher provides the structure for student cup composition of A section
 - The pattern is eight beats
 - It can be simply keeping the steady beat
 - Can include known rhythms
- Students independently create an eight beat pattern (about 3 minutes)
- After about 3 minutes, the teacher plays the music, and students try their routines during the A section.

Sharing

- Students share their created patterns individually.
- The class chooses one or two routines to learn.
- The student whose routine is chosen teaches their pattern to the class.

Closure

- Teacher and students practice the routine at 75% speed until mastery
- Practice at full speed.
- Students perform the whole routine

References

Weikart, P. S. (2006). *Teaching movement & dance: A sequential approach to rhythmic movement* (6th ed.). Ypsilanti, MI: High/Scope Press.



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Israeli Folk Song

The musical score is written in treble clef with a 2/4 time signature. It consists of four staves of music. The first staff begins with a quarter rest, followed by a series of eighth and quarter notes, including a sharp sign. A repeat sign with first and second endings is present. The second staff continues the melody with eighth and quarter notes. The third staff features a repeat sign with first and second endings. The fourth staff concludes the piece with a first ending marked '1.' and a second ending marked '2.', both leading to a final double bar line.