

Hill n' Gully Rider



Suggested Grade Level: Intermediate or Upper Elementary

National Core Arts Standards: This lesson focuses on anchor standards #3, 5, 7, 10, 11

Objectives:

Students will:

- Identify chord changes within the context of the song
- Develop proficiency in performing chord patterns on the ukulele
- Develop proficiency playing within the context of an ensemble
- Understand the terms call and response

Materials:

Ukuleles

Temple Blocks

Alto Xylophones

Bass Xylophones

Suggested Strumming Pattern:



Suggested Teaching Process:

1. Show lyrics to students, and model sing the repeating response, "Hill n' Gully" for students. Students echo sing.
2. Teacher sings the "call," asking students to sing the response each time the teacher gives a gesture to do so. Afterwards, discuss elements of the story such as: How many characters are in this song? What do the characters do? Where are they? What happens at the end?
3. Teach the call portion of the song (verse 1) through echo imitation. Once students are familiar with the song, it is easy to teach additional verses.
4. Show the syncopated rhythmic pattern of the response. Practice clapping the response, then transfer to alto xylophones.
5. Show the dotted rhythm pattern found in the bass xylophone part. Practice patting this part on their laps. Start with the left hand and alternate, crossing the left hand over the right for the highest note in each measure. Once students are comfortable with the pattern, transfer to bass xylophone.

6. Use a similar process to teach the temple block part.
7. Combine the bass xylophone, alto xylophone, and temple block parts with the song. Create an instrument rotation, allowing opportunities for all students to play each part, as well as sing.
8. Show the chord diagram for the F chord. Practice strumming the F chord on a half note beat, eventually refining to the rhythmic pattern of the strum.
9. Combine the ukulele part with the percussion parts.

Score Study and Performance Suggestions:

1. Note that steps 1-8 of this lesson are all taught *prior to* passing out ukuleles to the class. This helps minimize the number of things students are trying to learn at once. If they know the song before they begin playing the ukulele, they can focus solely on fingering and strumming.
2. It is useful to remind students that the alto xylophone part is in unison with the song's response "Hill n' Gully."
3. For an interesting interlude, teach the call portion of the song to the alto xylophone players.
4. Although it is not notated in the score, be sure to end the bass xylophone part on the tonic at the very end of the piece.

Extensions:

1. Allow students write their own lyrics, giving a new ending to the song.
2. Make connections to the origin of the song by playing recordings of performances by native Jamaican performers. Students enjoy hearing and comparing performances once they know a song well.

Teaching Tip:

When performing multi-part orchestrations, it can be difficult for students to maintain their ostinato against a melody. However, speaking short verbalized phrase can help students maintain their part. In this song for instance, students could say, "walk, po-ny, walk, po-ny" while playing the temple block part. Be sure to choose words and/or phrases that feel natural when speaking them in rhythm.

Hill n' Gully Rider

Jamacian Folk Song

arr. Fairfield

♩=120



Fine

The musical score is arranged in four staves. The top staff is the vocal line in 4/4 time, with lyrics: "Hill n' Gul-ly ri - der, Hill n' Gul-ly. Hill n' Gul-ly ri - der, Hill n' Gul-ly." The second staff is for Temple Blocks, showing a steady eighth-note accompaniment. The third staff is for Alto Xylophone, with rests in the first and third measures and eighth-note patterns in the second and fourth. The fourth staff is for Bass Xylophone, with a consistent eighth-note accompaniment throughout.

Additional Verses:

Chorus

(Call) Hill n' Gully rider, *(Response)* Hill n' Gully.
(Call) Hill n' Gully rider, *(Response)* Hill n' Gully.

Verse

1. Took my horse and come down, Hill n' Gully.
 But my horse done tumble down, Hill n' Gully.
 And the nighttime come a tumblin' down, Hill n' Gully. *(Repeat chorus)*
2. Oh the moon shone bright down, Hill n' Gully.
 Ain't no place to hide in down, Hill n' Gully.
 An' a zombie come a ridin' down, Hill n' Gully. *(Chorus)*
3. Oh, my knees they shake down, Hill n' Gully.
 An' my heart starts quakin' down, Hill n' Gully.
 An' I run 'til daylight breakin' down, Hill n' Gully. *(Chorus)*
4. Well, that's the last I set down, Hill n' Gully.
 Pray the Lord don' let me down. Hill n' Gully.
 Ain't nobody goin' to get me down, Hill n' Gully. *(Chorus)*

Hill n' Gully Rider

F F F

Took my horse and come down. Hill n' Gul - ly. But my horse done tum - ble down.

T. Bl.

AX

BX

F F F

8 8 8

D.C. al Fine

Hill n' Gul - ly. And the night - time come a tumb - lin' down, Hill n' Gul - ly.

T. Bl.

AX

BX

Hill n' Gully Rider

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arr. Fairfield

♩=120

F



F



F



F



Fine

Hill n' Gul-ly ri - der, Hill n' Gul-ly. Hill n' Gul-ly ri - der, Hill n' Gul-ly. Took my

F



F



F



F



5
horse and come down. Hill n' Gul-ly. But my horse done tum-ble down. Hill n' Gul-ly. And the

F



F



D.C. al Fine

9
night - time come a tumb - lin' down, Hill n' Gul - ly.