

# **Cultural Engagement Project**

Resource by Sara Joy

For Kodaly Level II Course  
Western University

# Game Songs:

## Al corro de la patata

Source: [www.mamalisa.com](http://www.mamalisa.com); Cleofé García González

Performer: Alicia Calvo

Ethnicity/Region: Spain

Subject of Text: Circle Dance

WWW.MAMALISA.COM  
WWW.MAMALISA.COM/FR/

**AL CORRO DE LA PATATA**



WWW.MAMALISA.COM  
WWW.MAMALISA.COM/FR/

**Tone Set:** drmfsl

**Range:** 6th

**Form:** Binary

**Prominent Rhythmic Elements:** ti-ti, ti-ti-ka, anacrusis

**Prominent Melodic Elements:** r-s

**Pedagogical Uses:** practice anacrusis, fun action game

**Song Type:** Game

**Grade Suitability:** 4

**Tonal Centre:** do

**Metre:** 2/4

**Tonality:** Incomplete major

**Number of Phrases:** 4

**Harmonic Implications:** I V

**Game Type:** Circle

**Comfortable Starting Pitch:** D

### Translation:

At the potato circle dance

We will eat some salad

Like gentlemen eat

Oranges and lemons  
Alupe, alupe!  
Sitting down I stayed.

### **Game Instructions:**

In a circle, the children will walk around to the beat while singing the song. On the words “Alupe”, they crouch down.



### **Chocolate**

**Source:** <https://www.spanishplayground.net/spanish-hand-clapping-games/>

**Performer:** Alicia Calvo

**Ethnicity/Region:** Spain

**Subject of Text:** Clapping Game

| | | |  
Cho-co-la-te

┌ ┌ | |  
Choco, choco, la, la

┌ ┌ | |  
Choco, choco, te, te

┌ | ┌ |  
Choco, la, choco, te

| | | |  
Cho-co-la-te

**Video:** <https://www.youtube.com/watch?v=JEOoHApBJgo>

**Tone Set:** N/A

**Range:** N/A

**Form:** ABBCA

**Prominent Rhythmic Elements:** ti-ti, ta

**Prominent Melodic Elements:** N/A

**Pedagogical Uses:** Fun action game

**Song Type:** Chant

**Tonal Centre:** N/A

**Metre:** 4/4

**Tonality:** N/A

**Number of Phrases:** 5

**Harmonic Implications:** N/A

**Game Type:** Clapping

Grade Suitability: 4

Comfortable Starting Pitch: N/A



## Lullabies:

### A la Puerta del cielo

Source: [www.mamalisa.com](http://www.mamalisa.com)

Performer: Monique Palomares

Ethnicity/Region: Spain, Basque Region

Subject of Text: Sleeping Baby

#### WWW.MAMALISA.COM A LA PUERTA DEL CIELO

A la puer - ta del cie - lo ven - den za - pa - tos  
pa - ra los an - ge - li - tos que an - dan des - cal - zos.

Duér - me - te ni - ño, duér - me - te ni - ño,

duér - me - te mi ni - ño, a - rrú a - rrú.

WWW.MAMALISA.COM

Tone Set: s, drmfsl

Tonal Centre: do

Tonality: Incomplete Major

**Range:** 9th

**Metre:** 2/4

**Number of Phrases:** 4

**Form:** AABA'

**Harmonic Implications:** I V

**Prominent Rhythmic Elements:** ti-ti, ta

**Prominent Melodic Elements:** f-r, s-d

**Pedagogical Uses:** Practicing f-r

**Song Type:** Lullaby

**Game Type:** N/A

**Grade Suitability:** 4

**Comfortable Starting Pitch:** C

Translation:

A la puerta del cielo

At the gates of heaven,

Venden zapatos

They sell shoes

Para los angelitos

For the little angels

Que andan descalzos

That go barefoot.

Duérmete niño

Sleep baby,

Duérmete niño

Sleep baby,

Duérmete niño

Sleep baby,

Arrú arrú

Hush-a-bye now.

Further Information:

Source: <http://www.alliancemusic.com/product.cfm?iProductID=757>

The Basques are an ancient culture of people who have lived in the western Pyrenees Mountains, along the Bay of Biscay in modern day Spain and France for thousands of years. The Basque homeland includes the Spanish provinces of Navarra, Viscaya, Alava, and Guipuzcoa and the French provinces of Labourd, Soule, and Basse Navarre. The Basque people predate the migration of Indo-European tribes who later developed into modern Europeans. The Basque people have managed to preserve their culture despite many conquests.

The Basque people probably first migrated to the New Mexico region with Spanish explorers in the 1500s. More recently, Basque immigrants have settled throughout the American West as sheepherders. Although this lullaby was collected from Basque people in New Mexico in 1932 for the Federal Music Project of the New Deal, it is sung in Castilian Spanish, rather than the Basque language, Euskera.



## **Pajarito que cantas**

**Source:** [www.mamalisa.com](http://www.mamalisa.com)

**Performer:** Alicia Calvo

**Ethnicity/Region:** Spain

**Subject of Text:** Baby, go to sleep

## PAJARITO QUE CANTAS

Pa - ja - ri - to que can - tas en la la - gu - na

no des - pier - tes al ni - ño que es - tá en la cu - na.

E - a la na - na, e - a la na - na duér - me -

- te lu - ce - ri - to de la ma - ña - na.

**Tone Set:** s, t, drmfsl**Range:** 9th**Form:** AA'BA''**Prominent Rhythmic Elements:** ti-ti, ta**Prominent Melodic Elements:** f-r-t-s**Pedagogical Uses:** Singing in 3/4**Song Type:** Lullaby**Grade Suitability:** 4**Tonal Centre:** Do**Metre:** 3/4**Tonality:** Major Scale**Number of Phrases:** 4**Harmonic Implications:** I V**Game Type:** N/A**Comfortable Starting Pitch:** F



## Songs:

### El Señor Don Gato

Source: <https://www.spanishplayground.net/spanish-hand-clapping-games/>

Performer: Élodie Chebat

Ethnicity/Region: Spain

Subject of Text: A cat

#### Text with Translation:

Estaba el señor Don Gato  
Sentadito en su tejado  
Miarrau miau miau miau  
Sentadito en su tejado.

Lord Tom Cat was  
Sitting on his roof,  
Marrameow, meow, meow, meow,  
Sitting on his roof

Cuando le vinieron nuevas  
Que había de ser casado  
Miarrau miau miau miau  
Que había de ser casado.

He received news  
Saying he had to get married  
Marrameow, meow, meow, meow,  
Saying he had to get married

Con una gatita parda  
Con un pinta en el rabo  
Miarrau miau miau miau  
Con un pinta en el rabo.

With a grey kitty  
With a spot on her tail  
Marrameow, meow, meow, meow,  
With a spot on her tail

El gato de la alegría  
Se ha caído del tejado  
Miarrau miau miau miau  
Se ha caído del tejado.

The cat in his exuberance  
Fell down from the roof  
Marrameow, meow, meow, meow,  
Fell down from the roof

Se ha roto siete costillas  
Y la puntita del rabo  
Miarrau miau miau miau  
Y la puntita del rabo.

He broke seven ribs  
And the end of his tail  
Marrameow, meow, meow, meow,  
And the end of his tail



Le llevaron a enterrar  
Por la calle del pescado  
miarrau miau miau miau  
Por la calle del pescado.

Al olor de las sardinas  
Don Gato ha resucitado  
Miarrau miau miau miau  
Don Gato ha resucitado.

He's taken to be buried  
Through the street of the fishmongers  
Marrameow, meow, meow, meow,  
Through the street of the fishmongers

Smelling some sardines  
Lord Tom Cat was resuscitated  
Marrameow, meow, meow, meow,  
Lord Tom Cat was resuscitated

## EL SEÑOR DON GATO

Es-ta-ba el se - ñor Don Ga - to Sen - ta - di - to en

su te - ja - do ma - rrama miau miau miau Sen-ta-di-to en su te -

ja - do Ha re - ci - bi do u - na car -

ta Que si quie-re ser ca - sa-do ma-rra-ma miau miau

miau Que si quie-re ser ca - sa - do

WWW.MAMALISA.COM.FR/

**Tone Set:** drmfslt**Range:** 7th**Form:** ABA'ACA'**Prominent Rhythmic Elements:** ti-ti, tum-ti, ti-ti-ka**Prominent Melodic Elements:** l-f**Pedagogical Uses:** Practice tum-ti and ti-ti-ka**Song Type:** Story-Telling**Grade Suitability:** 4**Tonal Centre:** Do**Metre:** 4/4**Tonality:** Major Scale**Number of Phrases:** 5**Harmonic Implications:** N/A**Game Type:** N/A**Comfortable Starting Pitch:** N/A



## Gatatumba

**Source:** Smithsonian Folkways

**Performer:** Alicia Calvo

**Ethnicity/Region:** Spain

**Subject of Text:** Sounding the instruments

Treble 

Ga-ta tum-ba tum-ba tum-ba con pan-der-os y son - a - jas ga-ta tum-ba tum-ba

6 Tr. 

tum-ba non te me-tas en las pa - jas ga - ta tum-ba tum-ba tum-ba to-ca'el

11 Tr. 

pi-to'y el ra - bel ga-ta tum-ba tum-ba tum-ba tam-bor - il y cas-ca - bel

## Translation:

Gatatumba, tumba tumba  
 With timbrels and rattles  
 Gatatumba, tumba tumba,  
 Don't get in the hay  
 Gatatumba, tumba tumba  
 Sound the whistle and the rebeck  
 Gatatumba, tumba tumba  
 Tambourine and jingle bells

**Tone Set:** rfmfld

**Range:** 7th

**Form:** ABA'C

**Prominent Rhythmic Elements:** ti-ti

**Prominent Melodic Elements:** r-l

**Pedagogical Uses:** Learning about new instruments, creating ostinato

**Song Type:** Christmas

**Grade Suitability:** 4

**Tonal Centre:** do

**Metre:** 2/4

**Tonality:** Major Scale

**Number of Phrases:** 4

**Harmonic Implications:** I V

**Game Type:** N/A

**Comfortable Starting Pitch:** A



## Las hojitas

Source: [www.mamalisa.com](http://www.mamalisa.com)

Performer: Alicia Calvo

Ethnicity/Region: Spain

Subject of Text: Leaves dancing in the wind

Las ho-jí-tas Las ho-jí-tas De los ár-bo-les se  
caen, Viene el vie-nto Shhh las le-va-n-te y se po-nen a bai  
lar Las ho-jí-tas Las ho-jí-tas De los ár-bo-les se  
caen

### Translation:

The little leaves, the little leaves,  
Fall from the trees.  
The wind comes and lifts them,  
And they begin to dance.

**Tone Set:** m, l, d, r, m, f, s, l'

**Tonal Centre:** la **Tonality:** minor

**Range:** 11th

**Metre:** 4/4

**Number of Phrases:** 5

**Form:** AABBA

**Harmonic Implications:** i V

**Prominent Rhythmic Elements:** ti-tum, tum-ti

**Prominent Melodic Elements:** m-l

**Pedagogical Uses:** Practice ti-tum and tum-ti, singing in minor tonality

**Song Type:** Children's Song

**Game Type:** N/A

**Grade Suitability:** 4

**Comfortable Starting Pitch:** B



## **Yo te dare**

**Source:** <https://www.spanishplayground.net/spanish-hand-clapping-games/>

**Performer:** Élodie Chebat

**Ethnicity/Region:** Spain

**Subject of Text:** Giving someone coffee

### **Translation:**

I will give you,  
I will give you my pretty,  
I will give you a thing,  
The only thing I know, coffee.

# YO TE DARÉ

Yo te da - ré, te da - ré mi her - mo - sa, te da -  
- ré u - na co - sa, u - na co - sa que yo só - lo sé, ca - fé.  
tra la la la la...  
tra la la la la...  
tra la la la la...  
tra la la la... o - lé

**Tone Set:** I, drmfI AND rmfsltd **Tonal Centre:** la and do **Tonality:** Minor and Major Tonality  
**Range:** 8th **Metre:** 6/4 **Number of Phrases:** 7

**Form:** ABBCA

**Harmonic Implications:** N/A

**Prominent Rhythmic Elements:** ti-ti, ta

**Prominent Melodic Elements:** N/A

**Pedagogical Uses:** Switching between major and minor tonality

**Song Type:** Chant

**Game Type:** Clapping

**Grade Suitability:** 4

**Comfortable Starting Pitch:** N/A



## Engaged Listening Activity

**(2-3 Classes)**

<https://www.youtube.com/watch?v=QLnEjHuMFsA>

Play the video over the speakers:

- Interpret the piece using the eight categories of Laban's *Action Drive* (slash, punch, press, wring, float, glide, flick, dab)
- Ask:
  - What instruments do you hear in the music?
  - What words might you use to describe this music?

Show a collage of images of flamenco performers. In partners, ask students to discuss what they see, describing the people, images, and movements in the photos. After a couple minutes of discussion, have students share observations and questions with the class.

- Ask:
  - How did you figure that out?
  - How did you come to know that?

(Images below)



Watch the video (from the same link above) and have small group discussion afterwards:

- What are some of the movements you saw?
- What do you think the relationship was between the dance and the music?
- What were some of the emotions the dancer was conveying?

**Context:**



Flamenco originated in Andalusia – a region in the south of Spain.

Project the following paragraph and read as a class:

“Flamenco, form of song, dance, and instrumental (mostly guitar) music commonly associated with the Andalusian Roma (Gypsies) of southern Spain. (There, the Roma people are called Gitanos.)

The roots of flamenco, though somewhat mysterious, seem to lie in the Roma migration from Rajasthan (in northwest India)



to Spain between the 9th and 14th centuries. These migrants brought with them musical instruments, such as tambourines, bells, and wooden castanets, and an extensive repertoire of songs and dances. In Spain they encountered the rich cultures of the Sephardic Jews and the Moors. Their centuries-long cultural intermingling produced the unique art form known as flamenco.”

From: <https://www.britannica.com/art/flamenco>

Have students pair up and choose something from this paragraph to research further. It could be an instrument, what Spain looked like (geographically, socially, politically, etc.) at some point between the 9<sup>th</sup> and 14<sup>th</sup> centuries, one of the cultures in Andalusia, and have them present their findings to the class.

Flamenco Dance Lesson:

Have students watch the following video and try out some of the flamenco movements. \*If possible, have a flamenco dancer come in to work with your class\*

Ask:

- What did the movements feel like to you?
- How did the movements fit with the music?

<https://www.youtube.com/watch?v=RhHFmbYaVAI>



Sources:

<https://www.donquijote.org/spanish-culture/traditions/flamenco/>

[https://www.allaroundthisworld.com/learn/western-europe-and-the-nordic-countries-2/spain/spain-flamenco/#.XSb\\_suhKg2w](https://www.allaroundthisworld.com/learn/western-europe-and-the-nordic-countries-2/spain/spain-flamenco/#.XSb_suhKg2w)

<https://www.britannica.com/art/flamenco>