

Score

Song to the Sun

Zuni Song

Voice

Wake! A-wake! A-wake! Wake! A-wake! A-wake! The

5
sun has come and the moon has gone, we greet the sun with our morn-ing song. We are

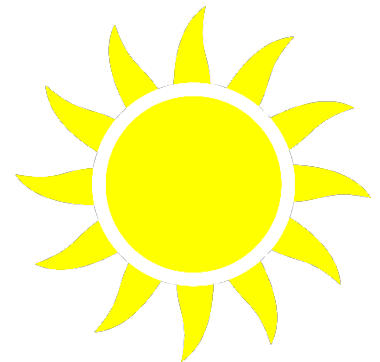
9
thank-ful for an-oth-er day, we are thank-ful for an-oth-er day. Wake! A-wake! A-

14
wake! Wake! A-wake! A-wake!

Grade Level: 4th or 5th

Objectives: Pentatonic Melody/Movement/Form

Needs: Song to the Sun melody, loco/non-loco list of words



Day One:

1. Students in scatter position around the room. Play melody on recorder. Have students travel with a locomotor word of their choosing. (Do this two or three times, students changing word each time)
2. Ask students to change their movement when they hear the melody change, if they hear a place where a non-locomotor word fits, they may add it.
3. Lead to discussion about form...ABCA
4. Show understanding of form by performing each section with a loco or non-loco word of their choosing. Observe to see understanding

Day Two:

1. Review movement and form
2. Add text, students should pick up on melody quickly after hearing it multiple times the previous lesson
3. Create list of "sun" words to be use later for a word chain—(morning, sunrise, light, dew on the grass, daylight, sunshine, etc)
4. Go back to melody and as a class, discuss and create movement to accompany song. These movements may not be all locomotor, but could include non-locomotor and/or body percussion. Also, students should think about formation-scatter? Circle? Longways set? Connect to text?

Day Three:

1. Review melody, Split class in half (or more groups depending on class size)
2. Using list of words brainstormed in the last class, each group should create an 8 beat word chain. After (or while) choosing words, add body percussion.
3. After each group has had enough time to prepare and practice their movement and word chain, perform for class

Extra thoughts:

- Depending on the grade level, you may be able to teach students melody on recorder. Lends itself nicely to focus going from B to D with the finger "flip." Could be "traveling music" if you had different groups coming to middle to perform their B sections
- Add props to the movement section if you want—scarves, ribbons, hand drums?
- You could find poems about the sun, day/night, and have each group read one in rondo form instead of word chains—better yet have students write their own!

