

<http://kasc.oake.org> Songs from Australia presented by Emma Joleen for the Kodaly Association of Southern California. EMAIL: KASCmail@gmail.com OAKE ENDORSED KODALY CERTIFICATION NEXT SUMMER 2017 REGISTER NOW FOR A DISCOUNT OR APPLY FOR A SCHOLARSHIP! PHONE: 909 983-9879

http://plconnect.slq.qld.gov.au/_data/assets/pdf_file/0019/202960/TSI_Island_Time_Turtle_booklet.pdf

VIDEO URL: <https://www.facebook.com/HogarthArts/videos/10200139198708589/>

Lesson Ideas:

http://ck.slq.qld.gov.au/_data/assets/pdf_file/0008/199133/The_Corner_Sings_Lets_Taba_Naba.pdf

UKULELE CHORDS from

<https://albanyukulele.files.wordpress.com/2011/03/songbook15.pdf>

TABA NABA NOREM – CHRISTINE ANU

C **F/C**

Taba naba naba norem

G7Sus4

Tugei penai sirmi

G7 **F/C** **G7sus4**

Dinghy em naba tre

C

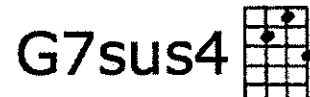
Miko keimi

F/C

Siri em narba re

G7Sus4 **C**

Taba naba norem



Taba naba naba norem Tugi penai siri mi Dinghy e nabare Miko keimi Serere nabare Taba naba norem style s.t.y.l.e (repeated 3 times)	Come on let's go to the reef Get into the dinghy when the morning tide is low Let us row to the edge of the reef Come on let's go to the reef.
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Taba Naba

Trad song from Torres Strait Islands.

The image shows two staves of musical notation in G major (one sharp) and 4/4 time. The first staff contains the first line of the song, and the second staff, starting with a measure rest labeled '5', contains the second line. The lyrics are written below the notes.

Ta - ba na - ba na - ba no-rem, Tu-gei pe-nai-sir mi Din-ghy em na-ba-tre .

Mi - ko kei - mi sir - ir na-ba re. Ta - ba na - ba no rem.

Game instructions from:

<http://dsmusic.com.au/uncategorized/ta-ba-naba-traditional-song-new-game/>

Students sit in a single circle with their legs crossed.

Pattern 1

Beat 1 Lean to left and tap left hand on floor in front of left neighbour

Beat 2 Tap left hand on floor in front of own left knee

Beat 3 Tap right hand on floor in front of own right knee

Beat 4 Lean to right and tap right hand on floor in front of right neighbour

Beats 5 to 8 Repeat in reverse direction

Repeat for rest of song.

Pattern 2

Beat 1 Place right hand on left shoulder

Beat 2 Place left hand on right shoulder

Beats 3 & 4 Clap own hands twice

Repeat for rest of song.

Pattern 3

- Beat 1 Tap both hands on floor in front
- Beat 2 Tap hands on own thighs
- Beat 3 Clap hands together
- Beat 4 Cross hands and tap onto opposite shoulders

Repeat for rest of song.

Pattern 4

- Beat 1 Brush right hand on top of left hand (as if clapping then sliding off forwards)
- Beat 2 Clap right hand onto of left hand
- Beat 3 Left hand to left thigh
- Beat 4 Right hand to right thigh

Beats 5 to 8 Repeat in reverse direction

Repeat for rest of song.

(♩ = about 80)

Ta - ba na - ba, na - ba no - rem, tu - gei pe nai - sir mi.
pronun: Tah - buh nah - buh, nah - buh noh - rem,* too - geh peh nye - sihr mee

din - ghy em na - ba - tre. Mi ko kei mi sir - ir em nar - ba - re.
dihn - gee em* nah - buh - treh. Mee koh keh mee sihr - ihr em* nahr - buh - reh.

Ta - ba na - ba no - - - rem.
Tah - buh nah - buh noh - - - rem.*

CANONS & CHORAL MUSIC BY AUSTRALIAN COMPOSER TIMOTHY SHERLOCK
<http://timothysherlock.com>

Hear The Bells (As They Chime)

Words and music by Timothy Sherlock

1. Hear the bells as they chime ring - ing through the vall - ey!

3. Ring - ing in the morn - ing sun: "Ding - a - ding - a din dan don!"

In The Wood

Words and music by Timothy Sherlock

1. 2.

The musical score is written on four staves in 4/4 time. The first staff begins with a treble clef, a key signature of one flat (B-flat), and a 4/4 time signature. Above the first staff, there is a triplet of eighth notes. The lyrics are written below the notes. The second staff continues the melody. The third staff continues the melody. The fourth staff concludes the piece with a double bar line.

Wild and win - dy wea - ther, one bright, moon - lit night! The
sounds of hid - den crea - tures, with not a thing... in sight! You
ne - ver know who's wait - ing there to give you a fright! Be -
ware of all who might, be watch - ing you at night in the wood.

The Nightingale Call

1. Words and music by Timothy Sherlock

Hear the night - in - gale call in the night: a

2.

sad, lone - ly song with a min - or re - frain. Does he

sing as one with a bro - ken heart? A

sad, lone - ly song in the night.

3.

Soft is the sound, ten - der and sweet.

Ne - ver to see his true love a - gain.

MUSIC ROOM - Book 7 - Upper Elementary by Rob Fairbairn, Mark Leehy and Kevin O'Mara from Bushfire Press Australia, www.bushfirepress.com

Gum leaf - trumpet call and response

Choreography: https://www.youtube.com/watch?v=gIGr_AoqaT0

http://www.bushfirepress.com/musicroom/book_7/support/u2i1.html

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

MARRIM GAMU

• Marrin Gamu song and video <http://marringamu.com.au/>

o ABC Splash competition entries

<http://splash.abc.net.au/home#!/competition/2277558/indigenous-language-song-competition>

<http://noongarboodjar.com.au/education/for-families/>

<http://noongarboodjar.com.au/wp-content/uploads/2016/01/2Vowels-and-Consonants-Learn-how-to-speak-Noongar-Words2.pdf>

<http://noongarboodjar.com.au/product/learn-some-noongar/>

<http://noongarboodjar.com.au/wp-content/uploads/2016/03/Body-parts-chart-v1.3.pdf>

<http://marringamu.com.au/school-language-programs/>

Marrin Gamu in multiple languages By Faith Baisden, First Languages Australia

Used with permission

The musical score consists of four staves of music in G major (one sharp) and 4/4 time. Each staff begins with a chord symbol above the first measure. The lyrics are written below the notes, with some words hyphenated across measures. The first staff has a 'D' above it, the second an 'A' above and a 'D' below, the third a 'G' above, and the fourth an 'A' above and a 'D' below.

D
Eye and ear,___ Eye and ear,___ Eye and ear.

A D
Hand and foot,___ Hand and foot,___ Hand and foot. ___

G
Leg and arm,___ Leg and arm,___ Leg and arm. ___

A D
Head and bel - ly, Head and bel - ly, Head and bel - ly.

Mumma Warrunno in Gunggari Language (South-West Queensland)

Used with permission

Mum-ma Mum-ma Mum-ma Mum-ma Mum-ma Mum-ma Mum-ma Mum-ma

Mum-ma war-run-no Mu-ra wa-thun-no Mum-ma war-run-no Mu-ra wa-thun-no

La la la La la la la la la La la la la la

KANGAROO SKIPPY ROO

http://www.soundthinkingaustralia.com/catalog/index.php?main_page=product_info&products_id=168

KOOKABURRA SITS IN THE OLD GUMTREE

http://www.soundthinkingaustralia.com/catalog/index.php?main_page=advanced_search_result&keyword=flying+around&x=0&y=0

NGARILA MATILDA in YUGAMBEH LANGUAGE

http://www.yugambah.com/news/gtcms/structured/strc_resource_411_102_Full%20dictionary%20and%20wordlists.pdf

SESERE EEYE

<http://www.stephenleek.com>

https://www.youtube.com/watch?v=ABoptA_Ok-E

http://www.denamarieandrews.com/uploads/1/3/5/5/13550280/sesere_eeeye_ms.pdf

<http://riseupsing.com/wp-content/uploads/2016/04/sESERE-EEYE.pdf>

http://www.msgchoir.com.au/uploads/1/0/8/2/10829808/sesere_eeeye_lyrics.pdf

http://essexheightsps.vic.edu.au/app/webroot/uploaded_files/media/sesere_eeeye.pdf

Additional Resources:

QILAC (Queensland Indigenous Languages Advisory Committee)

<http://www.qilac.org.au/>

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- First Languages Australia <http://firstlanguages.org.au/>
- YAMANI CD
<https://wantokmusik.bandcamp.com/album/yamani-voices-of-an-ancient-land>
- YAMANI Documentary
<http://www.qilac.org.au/documentary-released-yamani-voices-of-an-ancient-land/>
- ABC OPEN <https://open.abc.net.au/>
 - o <https://open.abc.net.au/explore/139618>
(Heads and shoulders Bundjalung, NSW north coast)
 - o <https://open.abc.net.au/explore/73503>
(Maranoa lullaby - Gunggari)
 - o <https://open.abc.net.au/explore/51938>
(Butchulla lullaby - Joy Bonner)
- Languages map <http://gambay.com.au/map>
- Small Town Culture videos
<http://www.smalltownculture.com/>
OR <https://www.youtube.com/user/SmallTownCulture>
 - o <https://www.youtube.com/watch?v=r2uv6MQs1Tc>
(Our School Baralaba)
 - o <https://www.youtube.com/watch?v=U7wF89APHik>
(Alyawarr People)
- Desert Pea Media Videos
<https://www.youtube.com/user/DesertPeaMedia>
OR <http://www.desertpeamedia.com>
 - o <https://www.youtube.com/watch?v=75Vx3TpW3zc>
(Tagai Buway, Culture Remainz)
 - o <https://www.youtube.com/watch?v=ZaMxTEVw-Kk>
(The Lurra Collective, One Songline)
- Binabar books
<http://www.binabar.com/learning-through-song/>
- Scholastic books - Solid Rock; My Island Home

AUSTRALIAN COMPOSERS:

<http://www.harleymeadmusic.com>

<http://timothysherlock.com>

<http://www.stephenleek.com>

<http://www.donspencer.com.au>

A Song About How To Sing!

Timothy Sherlock

Sprightly!

♩ = 96

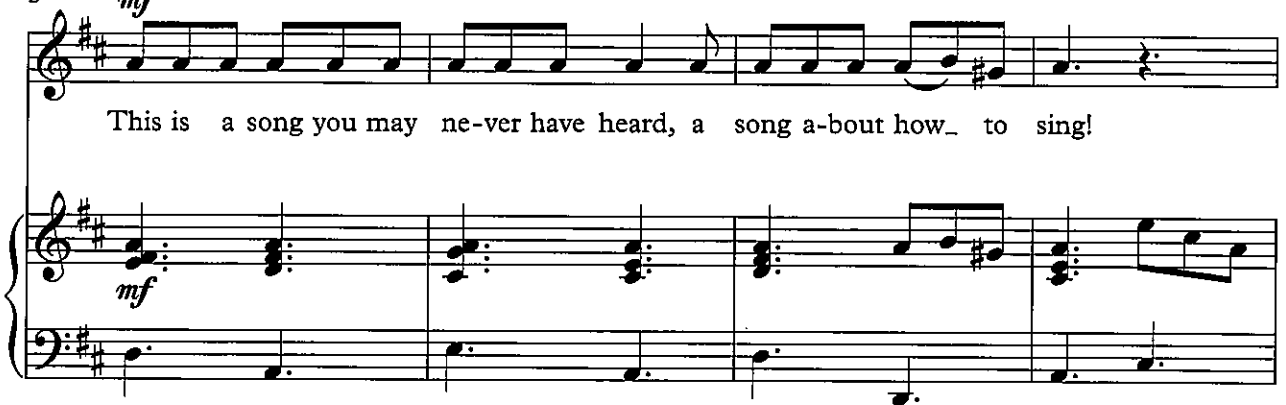


mf mp

The piano introduction consists of two staves in 6/8 time. The right hand plays a rhythmic melody of eighth notes, while the left hand provides a simple bass line. The dynamics are marked *mf* and *mp*.

5 Choir

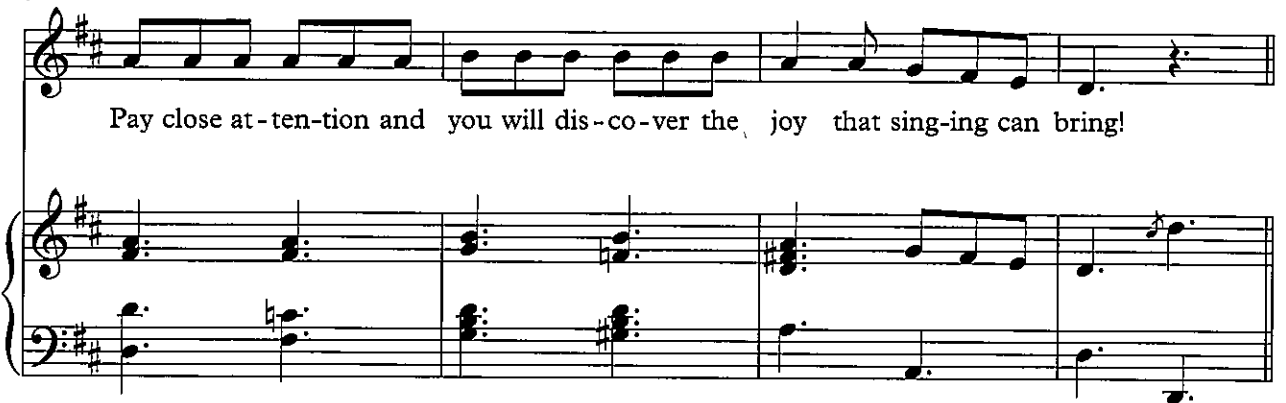
mf



This is a song you may ne-ver have heard, a song a-bout how_ to sing!

The choir part is on a single staff with lyrics. The piano accompaniment is on two staves. The piano part features chords and a bass line. The dynamics are marked *mf*.

9



Pay close at-ten-tion and you will dis-co-ver the_ joy that sing-ing can bring!

The choir part is on a single staff with lyrics. The piano accompaniment is on two staves. The piano part features chords and a bass line.

13



mp

The piano accompaniment for the final line consists of two staves. The right hand plays a rhythmic melody of eighth notes, while the left hand provides a simple bass line. The dynamics are marked *mp*.

17 **Optional solo**
mp

Make sure you stand like a singer: feet shoulder width on the ground.

21

Legs slightly bent with your knees unlocked and you're ready to make a sound!

25 **Choir**
mf

This is a song you may never have heard, a song about how to sing.

29

Pay close attention and you will discover the joy that singing can bring!

33

mp

37 **Optional solo**
mp

Now let us sing a-bout breath-ing: the en-gine that fuels our sound.

mp

41

Breathe in the air 'til your bell-y ex-pands, then let out the air all a-round.

mp

45 **Choir**
mf

This is a song you may ne-ver have heard: a song a-bout how to sing.

mf

49

Pay close at-ten-tion and you will dis-co-ver the joy that sing-ing can bring!

53

mp

57

Optional solo

mp

Next is the sub-ject of dic-tion; the way we pro-nounce all the words.

mp

61

We use our lips, teeth and tongue when we sing so ev'-ry word can be heard.

mp

1 Two Welcome Songs

RESOURCES ▶ CD1 track 1 (Abeeyo) ▶ Warm ups: Nos. 1–4

1 a) Abeeyo

Information

This is a simple song of welcome sung by Australian Aborigines. It is made up of two phrases; the first—a long held note—resembles a loud shout or call as if hailing someone from a distance. It belongs to the tradition known as 'call and response', where the material is shared between people and groups.

Starting

- Stand in a circle—this emphasizes sharing and equality.
- Practise deep, slow breathing in and hissing out, with some pressure behind the air to develop long notes.
- Say or call 'hello', 'hi', 'welcome', 'howdie', etc. across the group to someone to warm up the voice and begin the process of communication.
- The song itself acts as a warm up, so get going as soon as possible!

Teaching and rehearsing

- Teach this song by rote—a phrase at a time.
- Start at any pitch that's comfortable, and go higher by a semitone each time.
- The exact note lengths and rhythm are not important; what matters is that the group works together and moves at the same time.
- The sound should be full, warm, and welcoming—the secret here is a big breath followed by long notes that are pushed out across the circle.

Ideas

- Divide into two groups, well separated across the room (A and B). Sing it as an echo. Really project the sound to communicate with people at a distance.
- Repeat, but with each group holding on the last note of each phrase during the echo.
- This is a great piece to 'feel' as you sing, so try some movement—walking on the spot with upper-body movement helps give it a strong pulse.

Listen out

- Good clear upbeats are needed—breathe in good time and aim for a strong first syllable.
- The long notes may sag and lose energy. Bring this to the singers' attention if it happens, and suggest they crescendo slightly during long notes.

Performing

- This is a warm-up and rehearsal piece for the singers and not really for an audience, although you could start a performance by welcoming everyone!
- Start in unison, then divide.
- Individual singers could take it in turns to lead a line.
- The group could begin the piece 'off stage' at a performance, and enter singing.

Trad. Aboriginal

$\text{♩} = 72$

Leader Group Leader Group

A - bee - yo, A - bee - yo, A - be - yo, A -

Leader Group

- be - yo, A - bee-yo bee-yo bee-yem___ ma - ma, A -

1 Leader 2

- bee - yo bee - yo bee - yem___ ma - ma. A - ___ ma - ma.

Music Room Book 7 Chart No. 12

Koolori

Introduction

1. Look at all the people
All across the land
Looking for their dreaming
Try to understand

2. Listen to the stories
Carried on the wind
Time to come together
Let's start again

Chant

Yaakin Wurak

(Respect Mother Earth)

Moongan Ngaua

(And our forefathers)

Bimba Dauwa

(Child Spirit)

Watbalimba

(Stream of Life)

Chorus

Munji Munji Munji

(Hungry Hungry Hungry)

Garawangu Koolori

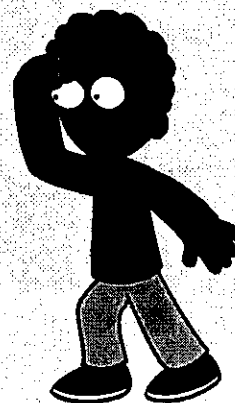
(Dreaming of Corroboree)

Wallo Wallo Wallo

(Where where where?)

Yanginanook Koolori

(Get together for Corroboree)



Repeat Chorus

Chant

3. Listen to the people
All across the land
Listen to their stories
Try to understand

4. Listen to the music
Written on the breeze
When we come together
Corroboree, that's Koolori

Chorus twice

Coda (4 times)

Munji Munji Munji

Oh corroboree

Garawangu Koolori

Oh corroboree

Wallo Wallo Wallo

Oh corroboree

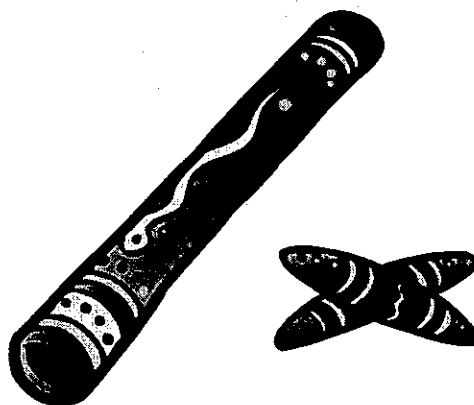
Yanginanook Koolori

Oh corroboree

Tag

Yanginanook Koolori

Playout



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Music Room Book 7

Unit 2 - Lesson 1

Koolori

by Rob Fairbairn & Wayne Thorpe

Verse

E D

1. Look at all the peo-ple_ All a-cross the land

A E to ⊕ after verse 4

Look-ing for their dream-ing_ Try to un-der-stand

Chant

Yaa-kin Wu-rak Moon-gan Ngau-a

D.C. al Coda 2nd time

Bim-ba Dau-wa Wat-ba-lim-ba

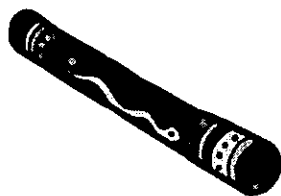
Chorus

⊕ E D

Mun-ji Mun-ji Mun-ji_ Gar-a-wan-gu Koo-lo-ri_

A E *D.S. after repeat*

Wal-lo_ Wal-lo Wal-lo_ Yang-in-na-nook Koo-lor-i_



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E

Mun - ji Mun - ji Mun - ji Gar - a - wan - gu Koo - lo - ri

Oh cor - rob - or - ee

A E 1.-3.

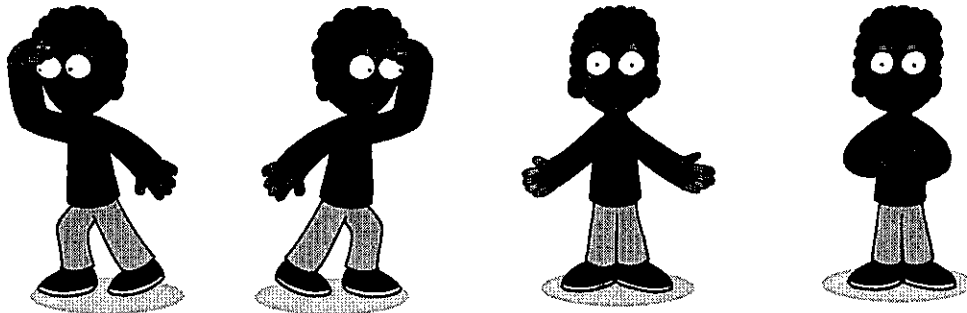
Wal - lo Wal - lo Wal - lo Yang - in - na - nook Koo - lor - i

Oh cor - rob - or - ee

E 4.

na - nook Koo - lor - i Yang - in - na - nook Koo - lor - i

rob - or - ee



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