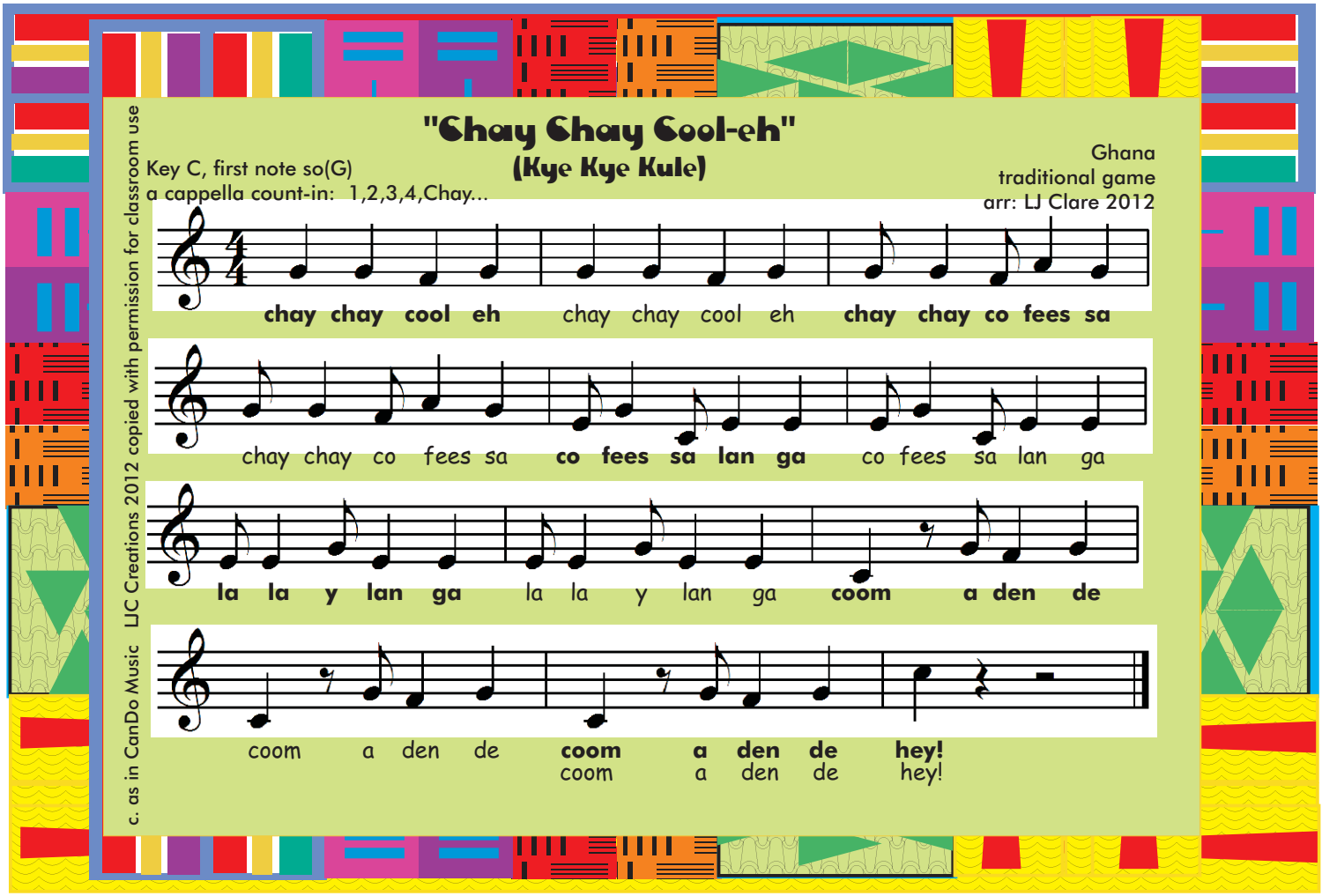
Chay Chay Cool Eh, Level 1

drums, rhythm sticks, xylophone
core 1 and 2, culture, Africa, movement, game

Ghana is a country on the coast of West Africa. Over 90 languages are found there. "Kye Kye Kule" is a traditional children's game, as well known there as "Duck, Duck, Goose" is known in North America. Various spellings are used for the words as their origins are unsure. The beginning words may be found in varied forms ranging from "Kye Kye" to the ones I have used "Chay Chay".

Chay Chay Cool Eh, demo 1

drums, rhythm sticks, xylophone
core, culture, Africa, movement, game

Clips show the Chay Chay game done around the world. Variations seen can lead to an analysis of the differences.

Some sources quote a rationale for the first set of actions that relate to origins of the words. Other sources claim the words are "nonsense" words, simply sung for fun.

The "demo" video shows both of the below versions of the game.
Analysis: What are the differences in the ways the game is played?
Which way would you choose to play the game?

1 pat head four times
2 tap shoulders four times while
twisting upper body
3 pat hips four times
4 pat knees four times
5 on "coom" touch ankles,
on "adende" touch waist

all echo again
and on "Hey"
throw hands over head

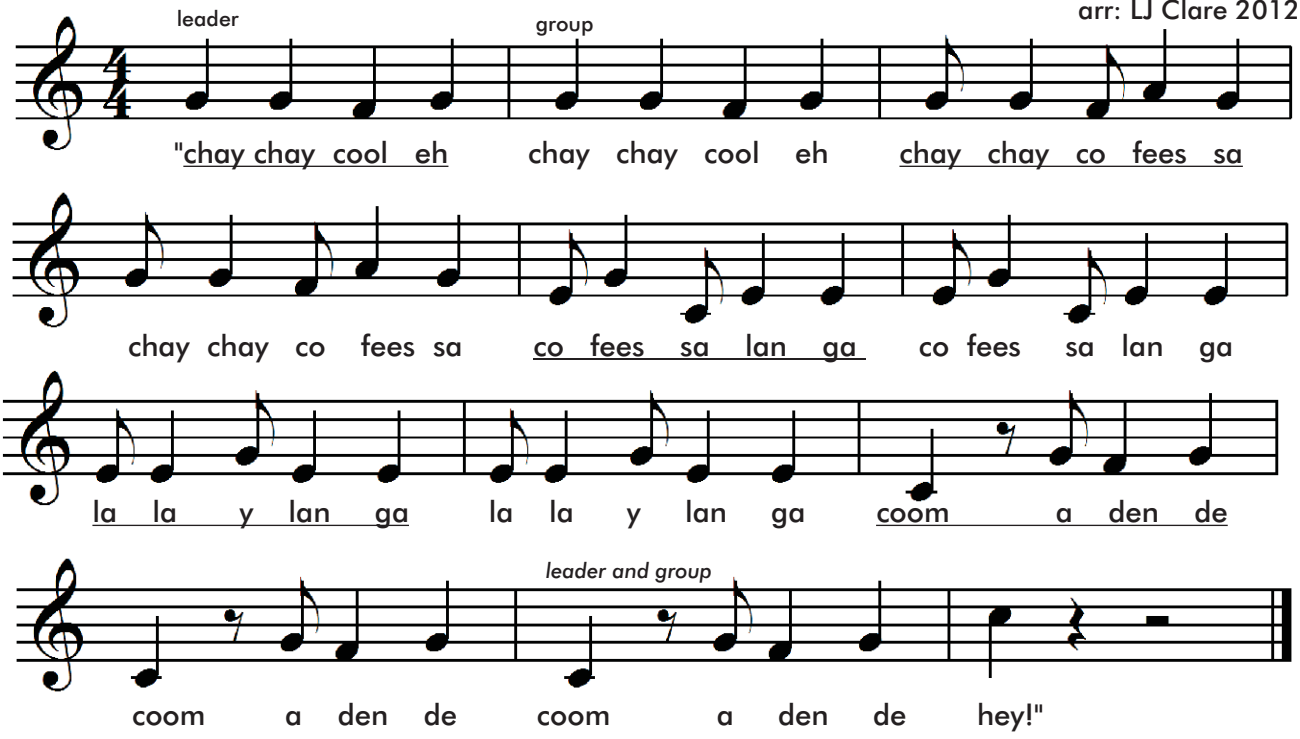
The leader stands in the centre of a circle. While singing the first line, the leader does some kind of rhythmic action. The circle echoes both the words/tune and the actions. In the second line, the leader changes actions, etc. It's a co-operative game, the object being to keep the game going while choosing interesting actions. Note: usually singers feet move to the beat while all this is going on.

"Chay Chay Cool-eh"

Key C, first note so(G)
a cappella count-in: 1,2,3,4,Chay...

(alt: Kye Kye Kyle)

Ghana
traditional
arr: LJ Clare 2012

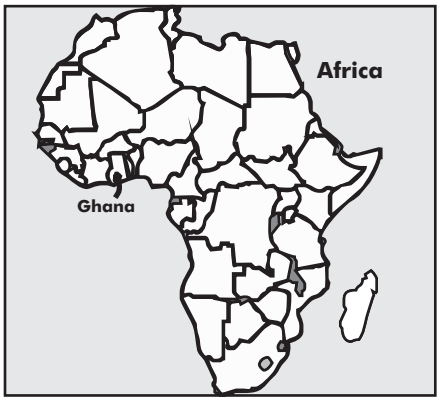


Music & Movement/Dance with song Chay Chay Cool-eh!

1 **Before my family lived "here", they lived in Scotland and Norway --but that was a long time ago in the 1700s. Before I lived near here, I lived in New Brunswick.** (Obviously you need to tell your "before" story!)

"Before your family lived here, where did they live?" (This open ended question gives space for answers from new immigrants, native Canadians or long-time Canadians.)

"Many people who are black can follow their family story back to living in Africa. Africa is a very interesting place with lots of countries in it. One of the countries, on its west coast is called Ghana. (If its easily done, show Canada, Africa and Ghana on a globe.) **In Ghana, people speak English for business, but home with their families they speak the language of their grandparents."**



"Children in Ghana play a game that has a song. I think we could play this game too --because the song is full of echoes, and you are very good at echoes. In the game you echo the words, but you also echo the actions. When I say "Go!" everyone stand up along the edges of the mat (or in a circle). **"Go!"**

2 The leader/teacher, sings a phrase while doing actions. Everyone echos the song and the actions. The leader/teacher sings the next phrase and invents new actions. Everyone echos the song and the new actions. On the very last phrase, the teacher/leader sings and does new actions, everyone echos the song and action, then the teacher/leader and everyone does that phrase again (with actions) ending with both hands flinging up into the air while loudly singing "Hey!"

If you are using the CD to teach the song, you will still need to make up actions for each phrase. It's a game --**the goal isn't to win, but to have fun** and create interesting actions. In Africa, children's feet would be moving throughout the game, stepping to the beat.

Even if you don't usually use the song videos -- take a look at the one with out-takes from various different groups performing this song.

3 The game is kept interesting by having the leader change. While students are learning the song I whisper the words into their ear, then they sing and do an action and the rest of the class echos. I whisper the next phrase, etc.

Depending upon the actions chosen, if the class is moving their feet, singing and doing actions ---this song works as part of a healthy exercise break!

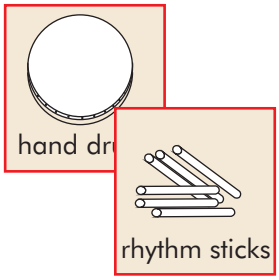
Ghana is on the coast of West Africa. "Kye Kye Kule" is a traditional children's game. I have chosen to use phonetic syllables instead of one of the usual transliterations. The beginning words may be found in varied forms ranging from "Kye Kye" to the ones I have used "Chay Chay". Even though there are over 90 languages in Ghana, the words in this song are nonsense words.

***The DVD resource has a version of this game being played in South Africa. Ask students to watch for the differences between it and the version they have learned/will learn.**

Music & Instruments

If there is enough time today, hand out some percussion instruments and let students play as they "feel" during Chay Chay. Use the recording so students have something to play along with.

If there is minimal time left in the music period, add a little "drumming" by having students use rulers on desks, or chair legs.



New Repertoire

Chay Chay Cool-Eh!

Enjoy the Repertoire

Student Choice of Song or Dance

February

Lesson 22b

Focus: different cultures, pitch

Dance(A) & Drama(B)
Music(C)

Warm-Ups(3 minutes)

Focus: Listening Game
Beat/Rhythm: Dipsy Doodle(page 150)

Practice and Review

Beat Counting

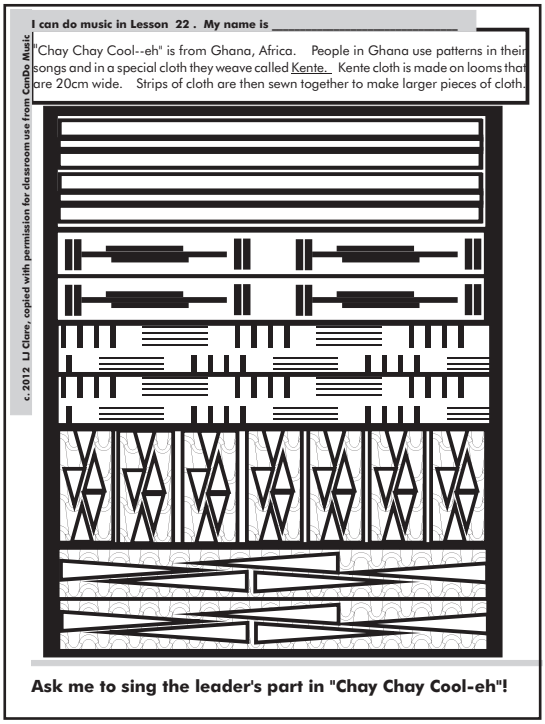
Music & Movement/Dance

Chay Chay Cool-Eh!

Optional Ideas

A Patterns
*work page with Kente Cloth patterns

B Work Page
*beat counting


I can do music in Lesson 22 . My name is _____

"Chay Chay Cool--eh" is from Ghana, Africa. People in Ghana use patterns in their songs and in a special cloth they weave called Kente. Kente cloth is made on looms that are 20cm wide. Strips of cloth are then sewn together to make larger pieces of cloth.

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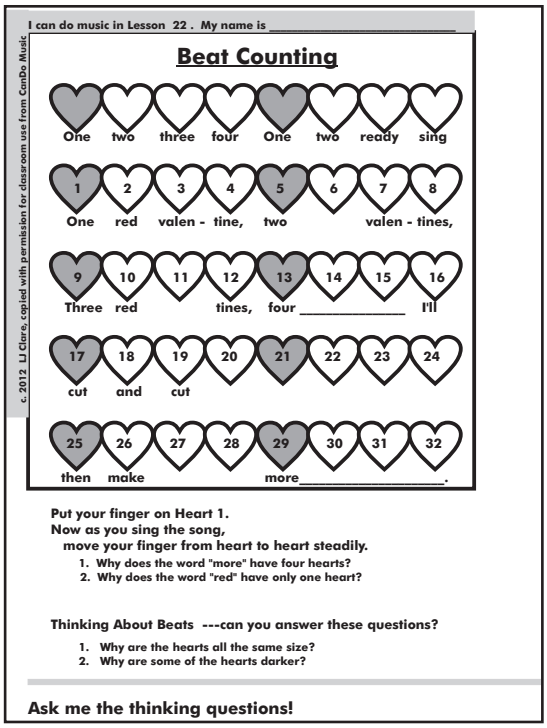
Ask me to sing the leader's part in "Chay Chay Cool-eh"!

"Dipsy Doodle" is built on form/patterns. Reinforce the concept of pattern by having students fill in the Kente Cloth(from Ghana) with colour.

Pattern colours are like a visual echo. Enlarge this page to display size, and do one with the class before asking students to complete their own.

A Expand on cultural connections, with a musical element.

B Re-enforce the music elements.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Beat Counting

One two three four One two ready sing
1 2 3 4 5 6 7 8
One red valen - tine, two valen - tines,
9 10 11 12 13 14 15 16
Three red tines, four _____ I'll
17 18 19 20 21 22 23 24
cut and cut
25 26 27 28 29 30 31 32
then make more_____.

Put your finger on Heart 1.
Now as you sing the song,
move your finger from heart to heart steadily.
1. Why does the word "more" have four hearts?
2. Why does the word "red" have only one heart?

Thinking About Beats ---can you answer these questions?
1. Why are the hearts all the same size?
2. Why are some of the hearts darker?

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Ask me the thinking questions!

Repeat the lesson activity from 22a, but this time have students at their desks, each with their own beat counting chart.

Lesson Plan for 22 b Ends Here

I can do music in Lesson 22 . My name is _____

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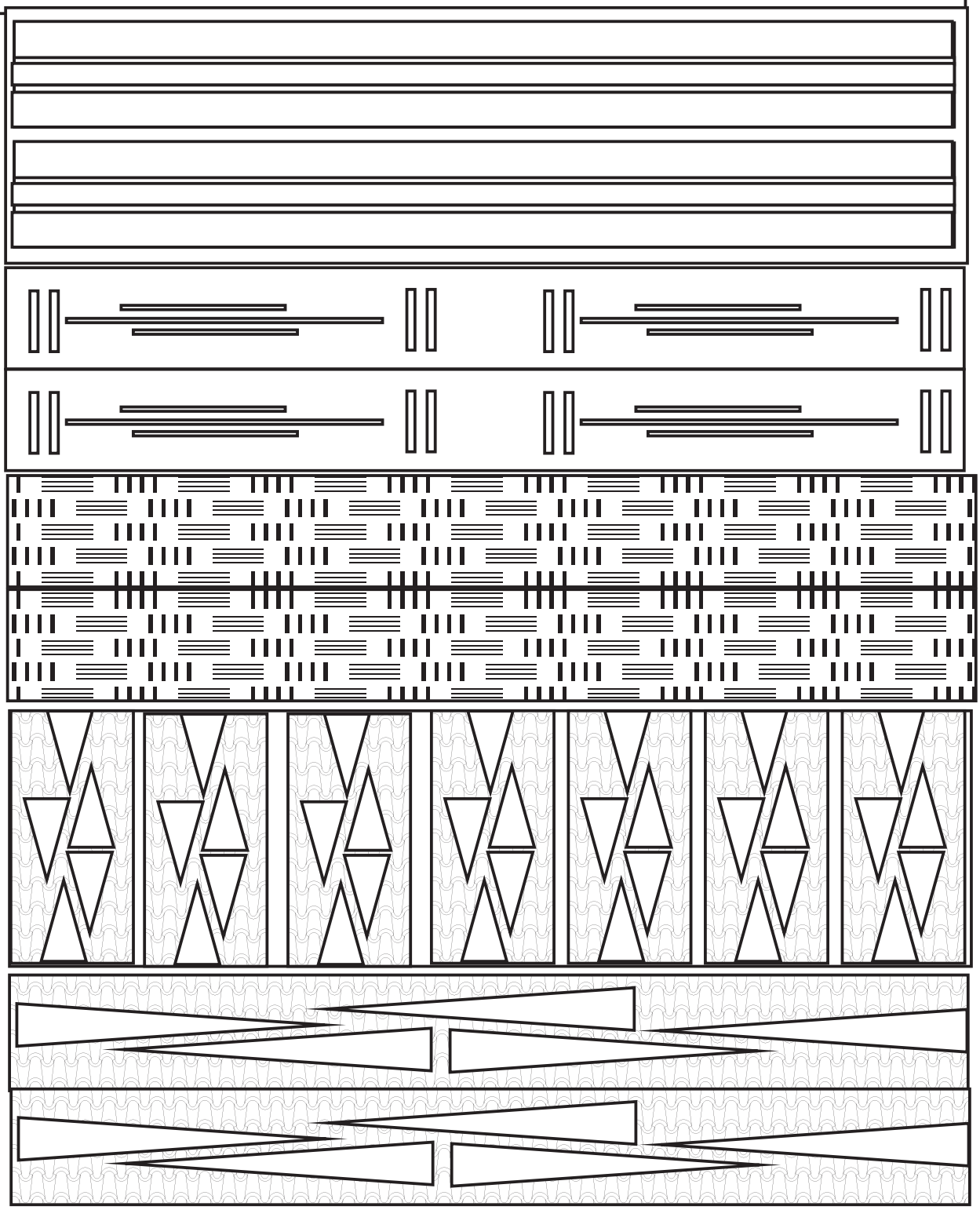
"Chay Chay Cool--eh" is from Ghana, Africa. People in Ghana use patterns in their songs and in a special cloth they weave called Kente. Kente cloth is made on looms that are 20cm wide. Strips of cloth are then sewn together to make larger pieces of cloth. Orange, red, bright blue, gold and green are popular colours in the designs.



Ask me to sing the leader's part in "Chay Chay Cool-eh"!

Kente cloth --woven in 4inch strips because of size of loom, Often toes are used to hold threads. Over the years, patterns and colours come to stand for different villages, families. Today chosen as much for ascetic value as for origin.

"Chay Chay Cool-eh"

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a cappella count-in: 1,2,3,4,Chay...

Ghana
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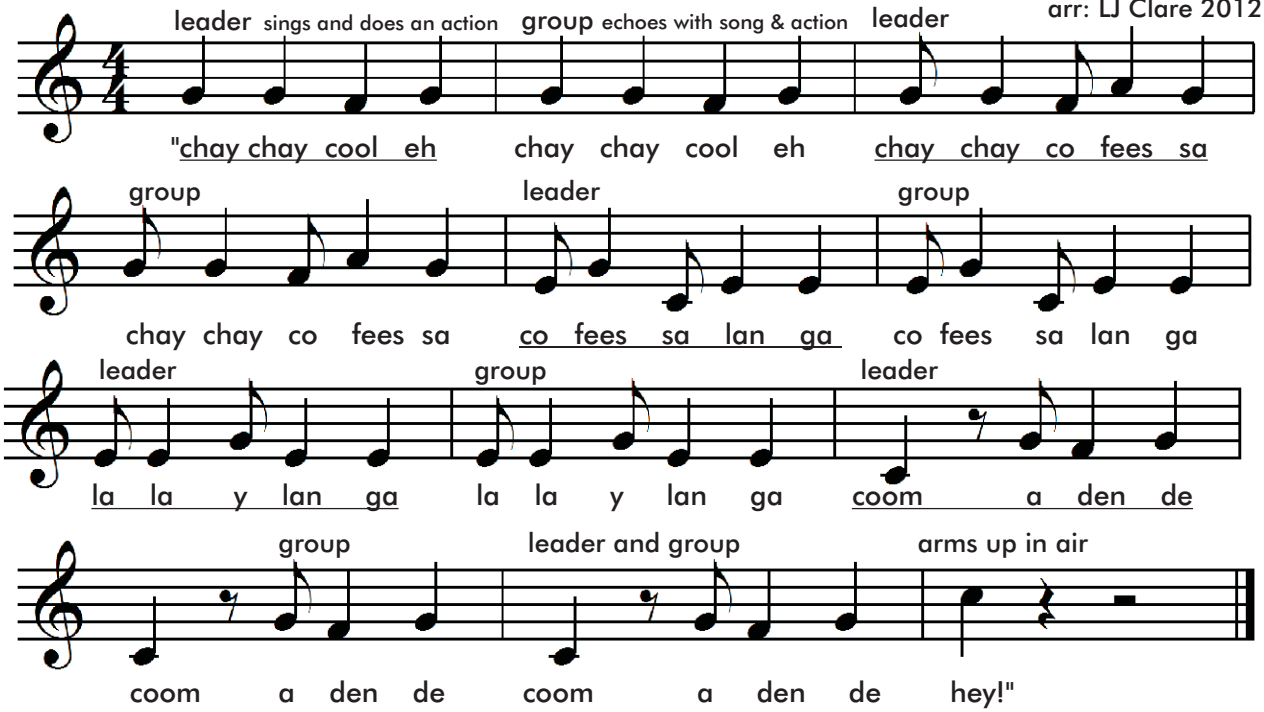


Music & Movement/Dance Chay Chay Cool-eh!

This song-game is also included in CanDo1 --students may already know it!

1. **"Before my family lived "here", they lived in Scotland and Norway --but that was a long time ago in the 1700s. Before I lived near here, I lived in New Brunswick."** (Obviously you need to tell your "before" story!) **"Before your family lived here, where did they live?"** (This open ended question gives space for answers from new immigrants, native Canadians or long-time Canadians.)
Some people can follow their family story back to living in Africa. Africa is a very interesting place with lots of countries in it. One of the countries, on its west coast is called Ghana. (If its easily done, show Canada, Africa and Ghana on a globe.) **In Ghana, people speak English for business, but home with their families they speak the language of their grandparents.**

2. **Children in Ghana play a game that has a song. I think we could play this game too --because the song is full of echoes, and you are very good at echoes. In the game you echo the words, but you also echo the actions. When I say "Go!" everyone stand up along the edges of the mat** (or in a circle). **"Go!"**

Ghana is on the coast of West Africa. "Kye Kye Kule" is a traditional children's game. I have chosen to use phonetic syllables below instead of one of the usual transliterations. The beginning words may be found in varied forms ranging from "Kye Kye" to the ones I have used "Chay Chay". Even though there are over 90 languages in Ghana, the words in this song are nonsense words.

3. Learn this song while doing the game. Leader sings and invent an action. The group echoes both the words and the action. The last phrase is done a third time by both leader and group, ending with both hands flinging up into the air while loudly singing "Hey!" If you are using the mp3 to teach the song, you will still need to make up actions for each phrase. It's a game --**the goal isn't to win, but to have fun** and create interesting actions. In Africa, children's feet would be moving throughout the game, stepping to the beat.

Depending upon the actions chosen, if the class is moving their feet, singing and doing actions ---this song works as part of a healthy exercise break!

Teaching Tips

The game is kept interesting by having the leader change. While students are learning the song I whisper the words into their ear, then they sing and do an action and the rest of the class echos. I whisper the next phrase, etc.

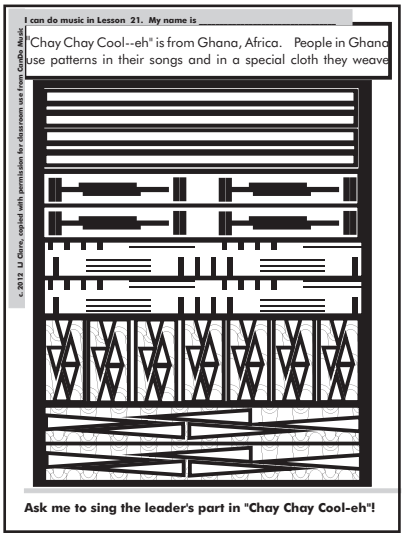
If you are using the mp4 to teach the song, the leaders do actions to be "echoed." When students in your class are ready to become the leader, turn the projector light off so that the focus is on what the class leader is doing.

extra

There is both an mp4 and a demonstration video for Chay Chay Cool-eh. Challenge students to find the differences between the ways the song is done in the demos and the way in which it has been taught to them. Ask: **"How do song-games change?"**

Enrichment or Ideas to Use in a "Second" Lesson

Music & Visual Arts



Expand on cultural connections, with a musical element.

"kente cloth"

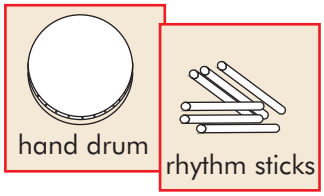
Musical patterns, visual patterns, math patterns ... working on one kind of pattern helps work on all kinds of patterns.

Music & Instruments

Hand out some percussion instruments and let students play as they "feel" during Chay Chay. Use the recording so students have something to play along with.

OR Ask students to think of some "found percussion" (anything that makes a sound) e.g. rulers, scissors tapped on chair legs, scraping on a rough surface, and add some rhythm to the song.

If there is time, divide students into small groups. Each group is to come up with a musical accompaniment. Leave time to hear each accompaniment as the song is sung.



Enjoy the Repertoire

Student Choice of Song or Dance

New Repertoire

All Night, All Day
Chay Chay Cool-Eh