



koto  
shakuhachi

# Japanese Carol

Japan  
words: S. Ojimo trans K. Hensen  
music: traditional

Traditional Japanese music combines with an imported holiday story and brings a mixture of worlds to this song.

## Japanese Carol

Key Em, first note E(do)

a capella count-in: 1 2 3 4 Low-ly...

Japan  
words S. Ojima trans: K. Hensen  
music: traditional arr: LJ Clare

E A G E E/B

do fa mi do so do fa mi do do

**A** \*

do do mi fa so so fa mi do mi fa mi fa

1. Low-ly shep-herds of Ju - de - a, on a win-ter's night,
2. Wise ones seek-ing Je - sus' man - ger trav-elled from a - far,
3. Hap-py child-ren sing-ing car - ols to the Ho - ly Boy,

**A**

do do mi fa so so fa mi do fa mi do do

Heard a sound of an - gel voic - ces saw a won-drous light.  
Soon their hearts were filled with glad-ness led there by the star.  
Round the world at Christ-mas join us with their songs of joy.

**B** chorus

ti ti ti do do ti so mi so fa mi fa

Come, child-ren car - ol mer - ry Koo - ree - soo - mah - soo.

**A**

do do mi fa so so fa mi do fa mi do do

Let us all be ve - ry mer - ry Koo - ree - soo - mah - soo.

The origins of this song are unknown. It is thought that S. Ojima was an early Japanese convert to Christianity. The Oriental sound is from the use of a pentatonic scale in a minor Key (pentatonic = 5 notes i.e. do mi fa so ti do in a minor key) If you remove the F and C bars, any choice of tone to accompany the song will be harmonious. This makes it a good learning song for students to compose their own ostinatos.

**Focus:** participation, acceptance, review/relearn

**Lesson**

December

Week

One

Lesson

13

b

Page

140

**C1.1 song:** Sing Noel/African Noel and/or Japanese Carol

**C3.2 identify music from different cultures/times**

**element focus:** mood  
timbre - world instruments

Lesson A each week covers core material. Year goals are met by completing Lesson A material.

Lesson B offers additional ideas for review, practice or enrichment.

### Warm-Ups (3 minutes)

**1 Focus/Conducting: Listening Game**

### Review and Practise Song 'Twas In the Moon

Key Gm, first note D (low so), 4/8  
a cappella count-in: 1 2 3 'Twas...

"Twas in the Moon of Wintertime ... was written in Canada a long time ago. Who was it written for? (the aboriginal people) Even though the song is about a story from the Middle East, there are ideas in it that are Canadian. Here's a challenge: Name 3 Canadian ideas in the song."

1. Vocal Warm-Up in the Key of Gm
2. Sing the song once through with the sing-a-long version.
3. Unaccompanied, sing the first verse once.

Hand Sign	Key
	D
	B <sup>b</sup>
	A
	G

Continue through the "Timbre" section.

### Timbre Culture and Instrumentation

**1** "The music for this song ('Twas in the Moon) was recorded using instruments that might have been played when it was written. Open your ears, maybe close your eyes as you listen and think what instruments you hear." (Play a bit of the music only recording. Take ideas from students as to what they hear played. Show the instrument cards.)

guitar -France  
flute -native Canadian

**2** "When the story about Christmas traveled to Canada, Canadian images and music were used to help tell the story. Now, travel with the same story to a different country. Listen to the music and try to imagine what country it is in now."

**3**  **Play Music** Sing Noel/African Noel  
\*use the music only recording

**4** "What musical instruments did you hear? ... "Where in the world do those instruments make you think about? country/continent."

marimba/wooden Africa drums

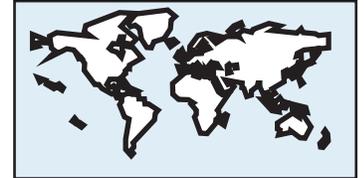
"See if there are more clues in the words. Ready to listen..."



**Play Music** Sing Noel/African Noel  
\*use the music with vocals

"Noel" --instead of singing the word "Christmas" these people sing "Noel" --what language is that? (French) This song comes from a part of Africa where many people learned to speak French as well as their own languages

(option: explore how the changing dynamics make it sound like the singers are coming closer, then moving away)



Canada  
Africa  
Japan

**5** "Now the story is traveling again. Open your listening ears for the instruments and part of the world this song comes from."



**Play Music** Japanese Carol  
\*use the music only recording

"What kind of instruments did you hear? (stringed instruments, flute) "Good listening. But those instruments are played in many, many parts of the world. Try listening to the words for clues about the country this song is from.



**Play Music** Japanese Carol  
\*use the music with vocals

"Hmmm, does anyone know what Koo-ree-soo-may-soo means? (Japanese for Christmas) In Japan there are many stringed instruments (show images) koto or shamisen. And a wooden flute called the "shakuhachi" is played by blowing into its end."

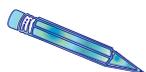
koto/shamisen  
(stringed instruments)  
shakuhachi  
(flute)

## Options for enrichment

**New Song** Sing Noel/African Noel **OR** Japanese Carol

Choose the song that you think "fits" your class re interest and learning ability, or invite the class to choose which song they would like to learn. *African Noel* has fewer words but may be challenging re melody. The other song may be taught later today, or at another time.

**New Repertoire**



Sing Noel/African Noel **OR** Japanese Carol

## New Song: Japanese Carol

- C1.2** apply elements while playing **element focus:** form AABA  
**C1.5** demonstrate an understanding of notation beat, rhythm  
**C3.2** identify music from different cultures

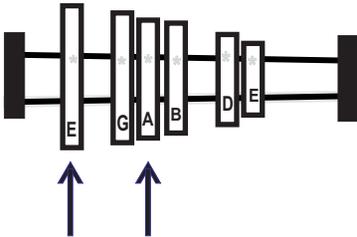
**1** Post the written music for Japanese Carol. Challenge students to find the lines that are the same. Use letters to indicate lines that are the same (see next page here for music).

**"When musicians focus on looking for parts of music that are the same, what element are we/they exploring?"** (form)

**2** "Canada has many languages, but two official ones because the first pioneers came mainly from England and France. So in Canada, many people say either Merry Christmas or Joyeux Noel. In Japan, people say Koo-ree-soo-mah-soo. Listen again, then you try it: Koo-ree-soo-mah-soo. (students echo)

**3** Holding a glockenspiel, point out "Do" and "So" while saying, "This song is accompanied by playing "do and so" at the same time, on the first beat of every bar. What is special about the first beat of every bar? (a little bit longer and a little bit stronger) **Yes! Good remembering. This time while the recording plays, everyone pretend play a glockenspiel and sing only on the word "Koo-ree-soo-mah-soo."**

Count:	1	2	3	4	1	2	3	4
Pat Knee:	X		X		X		X	
two mallets	A		A		A		A	
played toghtr	E		E		E		E	



Do + So = Drone  
= Bordun

In music, a drone is Do + So played together. (often heard on bagpipes)

**4** "Well done." Choose students to play the drone on glockenspiels. If only one glockenspiel is available, add a few students on hand drums.

Play the recording, students singing only on "Koo-ree-soo-mah-soo". (every time they listen, makes learning to sing the melody easier)

**5** Teach the melody by rote --either use your own voice, or the recorded rote learning track.

**6** Sing the song without the recording, accompanied by students on glockenspiels and hand drums. Encourage students to sing lightly.

1. Teacher: ONE 2 3 4
2. Glockenspirels A/E x x x ....
3. Singers Lone - ly child- ren ...

### Option

**7** Add an ostinato based on the melody and rhythm for the singing of "Koo-ree-soo-mah-soo." The most challenging part of this ostinato is holding on to the last two notes for four beats, but by now the pattern will be embedded by the repeated singing.

<b>E</b>	<b>A</b>	<b>G</b>	<b>E</b>	<b>E/B</b>
Koo-ree - soo - mah - soo				

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**A** do do mi fa so so fa mi do fa mi do do

Heard a sound of an - gel voic - ces saw a won-drous light.  
Soon their hearts were filled with glad-ness led there by the star.  
Round the world at Christ-mas join us with their songs of joy.

**B** chorus ti ti ti do do ti so mi so fa mi fa

Come, child-ren car - ol mer - ry Koo - ree - soo - mah - soo.

**A** do do mi fa so so fa mi do fa mi do do

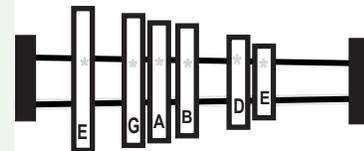
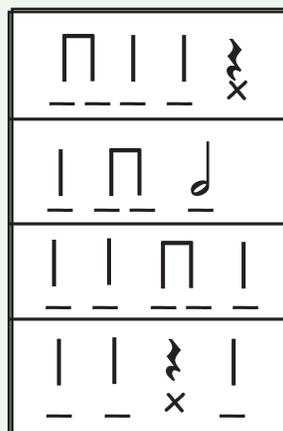
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## Variations adding an Ostinato

Read the rhythm flashcards with students. The class chooses one to be the ostinato for this song. Half the class claps and thinks the rhythm names while the other half of the class sings the first verse. Reverse.

Choose a student's to play the ostinato. Let them experiment for a minute on the glockenspiel to find a pattern of notes to play on the rhythm. Sing the song with all instruments and voices.



If you do not have another glockenspiel, put the ostinato on shakers.



Ostinatos are repeated patterns that accompany a song.

# Japanese Christmas Carol

Key Em, first note E(do)  
a capella count-in: 1 2 3 4 Low-ly...

Japan  
words S. Ojima trans: K. Hansen  
music: traditional arr: LJ Clare

la re do la mi la re do la la

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2. Wise ones seek-ing Je - sus' man - ger trav-elled from a - far,  
3. Hap-py child-ren sing-ing car - ols to the Ho - ly Boy,

Heard a sound of an - gel voic - ces saw a won-drous light.

Soon their hearts were filled with glad-ness led there by the star.  
Round the world at Christ-mas join us with their songs of joy.

chorus

Come, child-ren car - ol mer - ry Koo - ree - soo - mah - soo.

Let us all be ve - ry mer - ry Koo - ree - soo - mah - soo.

Let us all be ve - ry mer - ry Koo - ree - soo - mah - soo.

<p>Choose one rhythm pattern. Create a pattern of musical ABCs from the xylophone. Write the names of the ABCs under your rhythm pattern. You have just created an ostinato. Congratulations!</p>	
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