

HALA LALA LAYYA

Trad Lebanese Folksong/Sioned EC Foulkes (Arr Owain Gethin Davies)



ABOUT THIS SONG

Hala lala layya is a Lebanese Arabic folk song of love and friendship. It was popularised by Lebanese singer Fairuz. She is considered a musical icon of Lebanon. This arrangement is bilingual and provides challenge in the form of 3 vocal parts.

THEMES/SUBJECTS

Celebration / world / friendship

CURRICULUM KEY LINKS

Languages, Literacy & Communication
Humanities
Expressive Arts
Health & Wellbeing

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

A 7th

Vocal format

A, A, B, A, A, A

Musical elements

Melody, Harmony, Texture

Musical characteristics

Repeating A section with different words.
Build-up of harmony lines to create texture and interest.

Warm-up Exercises

- Ask learners to bend their knees and flop forward like a puppet. They should imagine they are being pulled in different directions by a string, and gradually move to a tall confident pose. They should flop back down and do this exercise again.
- Ask learners to imagine that they are chewing a piece of very sticky toffee, and using their tongue to dislodge it from their teeth.
- Encourage learners to start with simple slow breathing, with their shoulders down. They should let the air flow in for four beats, hold for four beats, and breathe out naturally.
- Demonstrate the characteristic rhythm of the song and say it aloud. Skip over the semi-quavers lightly.



Suggested key links with other Areas, cross-cutting themes &/or local, national and international contexts

- Where in the world? This folksong originates from Lebanon. Can children find out more about this country, its people and traditions. Compare them with their own. Are there any similarities or differences?
- This song is sung in Arabic. Arabic has a completely different alphabet system and symbols from Western languages and is read from right to left. Can children discover more about this language and the different symbols and sounds used.
- This is a song of love and friendship. What qualities do they think are important in a friendship? Children could work in groups and create a 'friendship charter' sharing their ideas.

GRADING: CHALLENGING

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Teaching and Learning

- 1 Listen to the piece all the way through. Ask the children what they notice about the piece. (One voice sings the melody, main melody repeats several times. One middle section. Harmony builds up as piece develops.)
- 2 Listen to Verse 2 (Screen 2) using the drop-down bar to choose Voice 1 only. Teach the words in rhythm by using the 'I Say, You Say' technique, saying the words in rhythm, line by line. A phonetic copy of the words is available to download to help you with the Arabic pronunciation.
- 3 Next, learn the melody using the 'I Sing, You Sing' technique or by playing the track on the screen, pause and toggling back to repeat for the children to join in.
- 4 Once confident, go back to Verse 1 (Screen 1) and teach the Arabic words in rhythm using the 'I Say, You Say' technique, and then sing them with the Voice 1 only track – it has the same melody as Verse 2.
- 5 Screen 3 introduces the middle section of the song - the first two lines are different. Listen to these two lines and learn the words and rhythm using the 'I Say, You Say' technique. Once confident, learn the melody using the 'I Sing, You Sing' technique. The rest of this section is familiar as it repeats from the second verse.
- 6 The rest of the song is a repeat of Verses 1 and 2, so play these through and ask children to sing along with the track. Use this opportunity to address any pronunciation or rhythm errors. Repeat any sections that children find more challenging.
- 7 Return to the beginning and sing the whole song together. Try choosing Full Track on the drop-down menu and see if children can hold their line when the harmonies are being sung over them.

Integral Skills

- The piece has two other harmony lines. Voice 3 (lower part) is a repeating ostinato using the words 'Hala lala'. Choose this voice on the drop-down menu and listen to this line. Pitch-pattern the rise and fall using your hand and ask children to sing along. Emphasise the legato (smooth) element of this line. Ask children to consider where the most appropriate places to breathe might be for this Voice part and mark this on the score.
- Using the 'I Sing, You Sing' technique, teach the upper harmony part to the children line by line. Use the drop-down menu, choose Voice 2. Watch out for the phrase 'A-mah la kish...' in bar 39. It's sung twice as fast as Voice 1 (quavers rather than crotchets) so that both voices end together at the end of the phrases in bar 40.
- Once all the parts have been learnt, split the class into 3 groups, allocating a voice to each one. Ask them to sing along, performing all three voice parts along with the track. Can they maintain their line and not drift to another voice part? Swap voices – can they sing all three parts?

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Statements of what matters:

- *Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individual*
- *Creating combines skills and knowledge, drawing on the senses, inspiration and imagination*

- Once the song has been mastered, ask children to look at the score. The melody of this song repeats many times. How could they make their song different? How could they use changes in dynamic to create interest?
- The accompaniment for Hala lala layya includes the addition of instruments such as the Oud and Bongos. The piano accompaniment also has the chords written in. Can children follow the score and play along on these instruments or similar ones, accompanying their class-mates? Tuned instruments could be used to play the bass line of the piano section or adding the chords.
- This is a song of friendship and love. Children could use their ideas of what makes a good friend to write their own lyrics for sections of the song. Can they fit the words in using the correct number of syllables and use the rhythm of the melody. Or perhaps they could write new words for the repeating ostinato lower part.

Assessment for Learning:

- *Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts*

Questioning

Tool: Group responses

- What kind of atmosphere does this song create? How?
- What is the structure of this song? Explain your answer.
- How might we arrange a performance of this song?

Feedback

Tool: How to improve

Groups of learners perform to each other, making suitable suggestions for next steps e.g. to support their breathing to hold the long notes in the ostinato part. For others, next steps might be to focus on achieving crisp diction due to the bilingual nature of the song. After giving time to improve, they can re-perform to each other to check that next steps have been reached.

Self- and peer assessment

Tool: Post-it challenge

In pairs, learners should discuss the following two questions and evaluate their learning:

- Have I learnt anything new through singing this song?
- What do I need to change to improve my singing skills?

They should write their comments on post-it notes, and then share them with the rest of the group.