

Senwa Dedende

Beaconside Singing Orchestra Session 3

Sen wa de den de Sen wa de den de Sen wa

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Detailed description: This system contains five staves of music. The first four staves are vocal parts, each with the lyrics 'Sen wa de den de' under the first two measures and 'Sen wa' under the last measure. The fifth staff is a bass line with the lyrics 'Sen wa de den de' under the first two measures and 'Sen wa' under the last measure. The music is in 4/4 time with a key signature of two sharps (F# and C#). It features a repeating melodic phrase in the vocal parts and a rhythmic accompaniment in the bass line.

6

Sen wa Sen wa de den de sen wa.

Sen wa Sen wa de den de

Sen wa

Sen wa

Sen wa de den de Sen wa de de

Detailed description: This system contains five staves of music. The first four staves are vocal parts. The first staff has the lyrics 'Sen wa' under the first measure and 'Sen wa de den de sen wa.' under the last measure. The second staff has 'Sen wa' under the first measure and 'Sen wa de den de' under the last measure. The third and fourth staves have 'Sen wa' under the first measure. The fifth staff has 'Sen wa de den de' under the first measure and 'Sen wa de de' under the last measure. The music continues with the same 4/4 time signature and key signature as the first system.

11

Sen wa de den de sen wa. Sen wa de den de,
 sen wa. Sen wa de den de sen wa.
 sen wa. sen wa.
 sen wa.

14

sen wa de den de, sen wa de den de sen wa.
 Sen wa de den de, sen wa de den de sen wa.
 sen wa. sen wa.
 sen wa. sen wa. sen wa.

The idea of using this lovely round is to hear the rhythm, sing it, then play it. The tune is too hard for most of our complete beginners to play, but they should be able to get the rhythm quickly and it will make the one or notes they have to play interesting. I have also incorporated the idea of only playing part of the phrase and allowing another instrument to finish it. Through call and response games they should find this easy - the fun bit will be remembering the different responses at different parts of the tune and the order they come in. The glocks will practise playing chords and hearing how the harmony works. At the end of the session there may be a chance for the more experienced players to play the full tune in a round while the beginners play the lines they have learned. Because this tune has only one chord they can put their phrases and rhythm patterns anywhere without it all going 'wrong'. To me this is the most exciting bit and if the session has been led well, hopefully people should feel confident enough to add a phrase without having been told when to do it. The 'thinking' orchestra!