

Salam Alaikum!
A Culturally Relevant Kodály-Inspired Classroom
With Emphasis on Somali Culture

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Presentation Overview

- Kodály's teachings on use of folk songs and mother tongue
- Song collection process
- Somali culture
- Somali repertoire collected from students

Kodály's Teachings on Folk Song and Mother Tongue

- Folk songs contain important stories, cultural connections, and lessons within one's culture
- Folk song is the foundation of each culture's music and all people should know the "sound" of their culture's music
- Kodály believed children intuitively identify familiar intervals and rhythms used in folk music from one's own culture

How do we accomplish this in music classrooms in the United States with multiple mother tongues in each classroom?

Song Collection Project

1. Identify the cultures and languages present in your school. Aim to represent as many cultures within your school's demographic as realistically possible
2. Draft letters for families and translate into most commonly spoken languages with your school explaining the project
3. Explain the song collection to students (and watch them light up!)
4. Allow students to volunteer their songs for audio recording over a period of time
 - a. One-on-one sharing
 - b. Sing for or teach song/game to whole class
 - c. Make students feel SAFE and HEARD
5. Send letter home for guardian to read and sign for permission
6. Transcribe and fully analyze song, along with any relevant content from student and/or family
 - a. Where they learned the song
 - b. When the song would normally be sung within their family traditions
7. Place where the song could fit within your scope-and-sequence

Somali Culture

- What do you know? What do you want to know?
- 1980s: voluntary arrivals for business, education, etc.
- 1990s: refugee arrivals due to Civil War in 1991
- Estimated population: 80,000+
 - Most Somali-American students were born in the U.S.
 - Emerging multilingual learners (Somali, Arabic, and English)
 - Qorsho's story
- Not monolithic (diversity within culture)
 - Language/dialects, values, customs
- School-to-home connection
 - Education is highly valued, teachers regarded as “second parents”
 - Education seen as a gateway out of poverty, intergenerational trauma; seen as upward mobility
 - Parents might feel unfamiliar with educational system, language access, lack of bilingual opportunities, accommodations, cultural competency
- Why might some Muslim parents be uncomfortable with music?
- Crossroads: A shifting demographic, but a traditional, non-adaptive curriculum and instruction

Somalia and Music Education

- Nation of Poets, oral culture
- Brief history of music in Somalia
 - 60's, 70's, and early 80's Pro-Nationalism post-colonialism
 - Abwaans (poets) and Fannaanin (artists) were a major element in the rise of collective consciousness and the efforts towards decolonization
 - The height of struggle for independence demanded a new mode of expression to educate the people and rouse them to fight for their freedom
 - Forceful expression of musical patriotism – performed usually with an oud drum, reed flute, and hand clapping
 - Riwaayad – classical Somali plays were used to mock colonial system, but also to critically question Somali leadership and allegiances
 - Folklore dances like the xoogweyn, saddexley, dhaanto, hirwo, wilwile, and the saylici, as well as games like “Kuu Kuun,” a traditional Banadiri game and Gariir
 - These existed alongside the light dance songs of Somali women, the heelo-yar-yar, and lullabies of Somali mothers like the Huwaaye, the hees carruureed, as well as the ubiquitous hees-hawleed (work songs), which Somali herdsmen, farmers, builders and, other workers sang
 - Function of music during this time was revival, preservation, and survival
 - Late 80's, 90's, and 2000's: Rebirth of Fundamental Islam and the Civil War
 - Islam
 - Significance of the Qur'an, melody/musicality
 - Literal vs. Figurative interpretations of whether or not music is permissible
 - Revival in 2000's, rebuilding of Somalia

Culturally Relevant Music Education:

*“If the curriculum does not respond to the culture,
the culture will not respond to the curriculum.”*

- Dorina Eduwa

"Kuu Kuun Lamina"

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Kuu kuun la -mi- na, la- mi- na, ta- ba- ra- ka
koo koon law-mee- nuh, law- mee-nuh tuh-bah-ruh-kuh

See- ta u- na ba- ra- ka, si- yaa- doow mu- mi- naa,
see-tuh oo-nuh bah-ruh-kuh, see yay- duh moo-mee- nuh,

Wa- xa- ya, la- xa- ya, ba- xa- ya.
wah-hy- yuh lah-hy- yuh bah-hy- yuh

Translation:

These are made up Somali words.

Some are numbers in Arabic, but with Xamar accent

"Maanta"

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s, l, d r m m d r m r d l, s,
Maan- ta, maan- ta, maan- ta, waa maa- lin weyn- ay maan- ta.
Mahn- tuh, mahn- tuh, mahn- tuh, wah mah- lin wayn- ay mahn- tuh

s, l, d r m m d r m r d d d
Maan- ta, maan- ta, maan- ta, waa maa- lin weyn- ay maan- ta.
Mahn- tuh, mahn- tuh, mahn- tuh, wah mah- lin wayn- ay mahn- tuh

Translation:

Today, today, today, is a very big day!

“Huwaya Huuway”

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r m d r m | r r m d r m
 Hu- wa- ya huu- way, Hoo-yo tha ma joog- to,
Hoo- why- yuh hoo- way hoy-oh thuh muh joeg- toh

r r m d r m | s m r d r m
 Cun-to kar- ri na saa, ee see- xo, ee see- xo.
Un-toh kaw-ree neh sah ee seh- ho ee seh- ho

l, r r d r m | l, r r d r m :||
Xa- nan ay, ee see- xo. Xa- nan ay, ee see- xo.
(name) ay ee seh- ho (name) ay ee seh- ho

Translation:

Go to sleep, your mom isn't here. She's cooking food.
 (name), go to sleep. (name), go to sleep.

Somali Lullaby

4

l, r d r m | l, l, r d r m | l, l, r r d r m
 Oh, - Hoo-ya-da-da ma jog- to, ka- ba- hee-da waa qa-da-tay,
hoy-uh dah dah mah joke-toh kah-buh-hey-day way ha-dah tay

l, r d r m | l, l, r d r m | l, l, r d r m
 Oh, - Aa-ba- ha ma jo- go, ka- ba- hees wu-qa- tay,
ah-bah- hah mah joe- ghoh kah-buh-heece wu- ha- tay

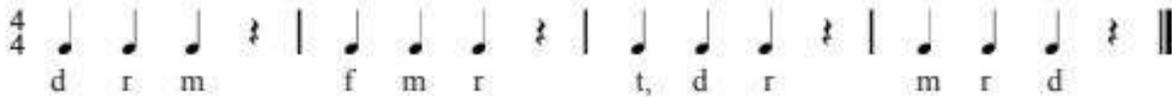
l, r d r m | l, r d m | l, l, r d r m l,
 Oh, - See- xo, see- xo. Wa ku je-cla- hay, - A-
seh- ho seh- ho wah koo jeh-kluh-hah, uh-

l, l, r d r r m | l, r d r m :||
 ni-ga waan ku je-cla- hay. Oh, -
nee-guh wahn koo jeh-kluh-hah

Translation:

Mom isn't home, she took her shoes.
 Dad isn't home, he took his shoes.
 Sleep, sleep, I love you.

Arabic Alphabet Song



1. ah ee oo bah bee boo tah tee too thah thee thoo
As in "at" *As in "at"* *As in "at"* *As in "at"*
"th" as in "they"
2. jah jee joo hah hee hoo ghah ghee ghoh dah dee doo
As in "at" *As in "at"* *Beginning "h" sound uses back of throat* *As in "at"*
Hard "h"
3. thah thee thoo rah ree roo zah zee zoo sah see soo
As in "at" *Flip "r"* *As in "at"* *As in "at"*
4. shah shee shoo saawh see soo daawh dee doo dtah dtee dtoo
As in "at" *Darker vowel sound* *Darker vowel sound*
5. thaawh thee thoo 'aah 'ee 'oo ghah ghee ghoo fah fee foo
Darker vowel sound *Darker vowel sound with glottal stop* *"g" sound uses back of throat* *As in "at"*
Hard "f"
6. qah qee qoo kah kee koo lah lee loo mah mee moo
Hard "k" uses back of throat *As in "at"* *As in "at"* *As in "at"*
7. nah nee noo hah hee hoo wah wee woo yah yee yoo
As in "at" *As in "at"* *As in "at"*
Softer "h" than above

Arabic Alphabet (read right-to-left):

خ	ح	ج	ث	ت	ب	ا
kh	ha	ja	tha	ta	ba	alif
ص	ش	س	ز	ر	ذ	د
saad	shin	sin	zay	raa	thaal	daal
ق	ف	غ	ع	ظ	ط	ض
qaaf	fa	ghayn	ayn	thaa	taa	thaal
ي	و	ه	ن	م	ل	ك
ya	waaw	ha	noon	meem	laam	kaaf

Video Link Shown in Presentation:

https://www.youtube.com/watch?v=joaa_H3ejoM

Somalia National Anthem

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s, d d d r m m
Soo- maa- li- yay too- soo, Too-
soh- mah- lee- yay toe- soh toe-

m m m m r d r s, s,
soo is-ku tiir- sa-da- ye, had-ba
soh iss-koo teer saw-dah- yay hod-bah

d d d r r m d
kii- na taag da-ra- ne'e, Taa-
kee- nuh tog dah-rah- nay tah-

r m r d l, s, d
gee- ra wel- i- gii-nee hee.
gay- rah well-ee-ghee-nay hay

Translation:

Somalis, wake up, wake up and support each other.
Support your country, support them forever.

Video Link Shown in Presentation:

<https://www.youtube.com/watch?v=0vbKacoYsAo&t=30s>

Additional Songs Our Students Enjoy:

“Wavin’ Flag” – K’Naan

Link: <https://www.youtube.com/watch?v=WTJSt4wP2ME>

“Salam Alaikum” – Harris J

Link: https://www.youtube.com/watch?v=u_-McEvEGvI