

"Welcome Here (Bienvenidos)"

1. Teach the song, and practice an *ostinato*.

- Distribute Student Scores.
- Have children follow along in their scores as they listen to the Demo.
- Lead a discussion about the meaning of the song, inviting children to share specific words or concepts they noticed.
- Tell children: *The melody of the song is a traditional folk tune from Argentina. The original words were in Spanish and talked about bringing hope, justice, love, joy, and peace to the whole world. Point out Argentina on a world map or globe. (optional)*
- Echo sing measures 9-24 in four-measure phrases, then sing the entire section together.
- Ask children which phrases have matching melodies. (phrases 1 and 3; phrases 2 and 4)
- Echo sing measures 25-40 in four-measure phrases, then sing the entire section together.
- Ask children if any phrases have matching melodies in this section. (phrases 1 and 3; phrases 2 and 4)
- Tell children measures 41-56 is the same as what they just learned, with an optional descant.
- Display "Welcome Here" Percussion Visuals–Claves.
- Echo speak the words to the claves part. Repeat until children are confident with the rhythm.
- Tell children this is an *ostinato*, a pattern that repeats over and over.
- Practice speaking and clapping the claves part until children are secure. Then, lead children in *thinking* the words while clapping.
- Ask children to clap the claves part while you sing the song (or play part of the Demo).

2. Review the claves part, teach the drum part, and play along with the song.

- Distribute Student Scores.
- Lead children in singing through the first ending with the Demo.
- Display "Welcome Here" Percussion Visuals–Claves.
- Review the claves *ostinato* by speaking the rhythm of the words, then transferring it to clapping.
- Divide children into two groups. Have Group 1 clap the claves part while Group 2 sings the first half of the song with the Demo. Swap parts and repeat.
- Display "Welcome Here" Percussion Visuals–Drums.

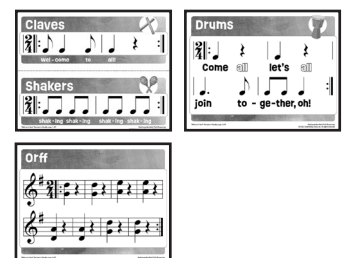
MATERIALS NEEDED

- Score
- Student Score*
- Demo (sold separately)
- Track (sold separately)
- "Welcome Here" Percussion Visuals
- "Welcome Here" Boomwhackers® Visual
- Claves, drums, and shakers
- Orff instruments (or handbells, handchimes, or resonator bells)
- Boomwhackers® (or handbells, handchimes, or resonator bells)
- World map or globe (optional)
- Pointer
- Pencils (optional)

PREPARATION

- Copy Student Score.
- Print and prepare visuals.
- Gather instruments.

"Welcome Here" Percussion Visuals



*Celebrating Grace, Inc. grants permission to duplicate the Student Score, provided that a sufficient quantity of octavos has been purchased for performance by the students and accompanists. This license is non-transferable.

- Echo speak the words to the drum part, whispering the words printed in white. Tell children the whisper words help us stay with the steady beat, but remind us to keep our instruments quiet on the rest.
- Speak and pat the drum part together until children are secure. Then, lead children in *thinking* the words while patting the rhythm.
- Ask children to pat the drum part while you sing the song (or play part of the Demo).
- Divide children into two groups once again. Assign Group 1 the claves part (clapping) and Group 2 the drums part (patting). Have one group begin their *ostinato*, then once secure, lead in the second group. Allow time for children to establish confidence in their parts as they play together. Have children swap parts and repeat.
- Assign several children to the claves. Demonstrate how to hold claves properly (hold one clave lightly with the thumb and fingertips of the non-dominant hand, palm up; tap with the other clave) and play the rhythm of the words. Lead children in performing the *ostinato* on the claves until they are comfortable.
- Assign several children to drums and repeat the process, demonstrating the technique, rhythm, and leading children in practicing until they are confident.
- Lead one instrument group to begin, then layer in the second group so they are performing their *ostinatos* together.

Teaching Tip

Layering is the process of beginning one *ostinato* group alone until they are securely performing to the beat. While the first *ostinato* continues, add the second. Allow the second *ostinato* group to become confident before adding in a third. Continue layering in this way until all parts are playing or singing together.

- Rotate children through both instrument parts until all have had an opportunity.
- Play the Demo, leading both instrument groups to play and the remaining children to sing. Have children swap parts and repeat as time allows.

3. Teach the Orff and shaker parts, and accompany the song.

- Display “Welcome Here” Percussion Visuals–Orff.
- Ask children what they notice about the Orff visual. (the notes are on the staff, there are no words, the rhythm of each measure is the same, there are quarter rests)
- Lead children in patting the rhythm of the Orff part while saying *play-rest* throughout.

Teaching Tips

- This Orff part can be played by one child or divided between several. Consider assigning one child to the first four measures, and another child the last four measures.
- If Orff instruments are not available, consider substituting handbells, handchimes, or resonator bells and assigning one or two notes per child.

- Assign several children to play the Orff part. Allow them a few minutes of practice time while preparing the other children to play the shaker part.
- Display “Welcome Here” Percussion Visuals–Shakers.
- Point out the words to the shaker part and have children practice speaking and air-shaking to the steady beat.
- Distribute shakers to a small group of children and lead them in practicing the rhythm of the *ostinato*.
- Lead the shaker part to begin, layer in the Orff part, then finally lead the remainder of the group in singing through the first ending with the accompaniment. (Distribute Student Scores as needed.)
- Have children swap parts and repeat as time allows.

4. Teach the Boomwhacker® part.

- Display “Welcome Here” Boomwhackers® Visual.
- Tell children the Boomwhacker® part is an *ostinato*, just like the percussion parts.
- Assign one pitch to each child. Tracking the visual with a pointer, set a steady tempo and lead children in practicing the Boomwhacker® part by clapping or patting their assigned pitches at the appropriate time.
- Distribute Boomwhackers® and lead children in performing the part as an *ostinato* until they are confident.

Teaching Tip

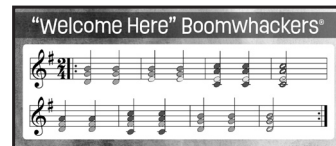
If you have more children than Boomwhackers®, use any combination of pitched instruments (e.g., handbells, handchimes, resonator bells).

- Assign some children to sing the song while others remain on the Boomwhacker® part. Lead children in performing together, singing the song and playing the accompaniment. (Distribute Student Scores if needed.)
- Have children swap parts and repeat as time allows.

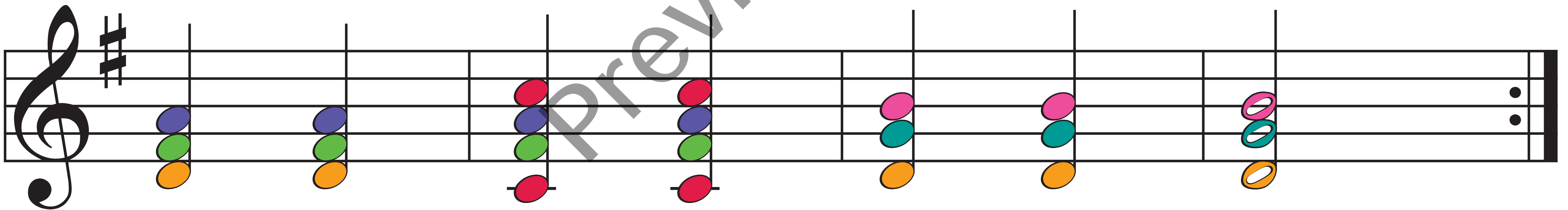
5. Teach the descant (optional) and Spanish version.

- Distribute Student Scores and point out the descant in measures 41-56.

“Welcome Here”
Boomwhackers® Visual

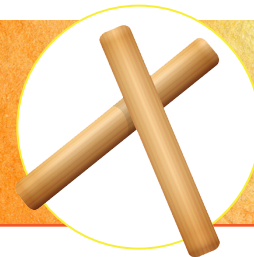


“Welcome Here” Boomwhackers®



Preview Only

Claves

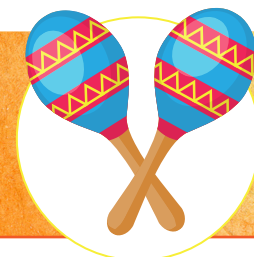


Wel - come

to

all!

Shakers



shak - ing shak - ing

shak - ing

shak - ing

Orff

The image displays two staves of musical notation for Orff instruments. Both staves are in the treble clef, key of D major (indicated by two sharps), and 2/4 time. The first staff begins with a repeat sign and contains four measures of music. The second staff contains four measures of music, ending with a double bar line and repeat dots. The notes are as follows:

Staff	Measure	Notes
Staff 1	1	D4, F#4
	2	A4, D5
	3	F#4, D5
	4	A4, D5
Staff 2	1	D4, F#4
	2	A4, D5
	3	F#4, D5
	4	A4, D5

Full Score

Welcome Here (Bienvenidos)

For Unison or opt. 2-Part Treble Voices, Accompanied
with opt. Orff and Percussion Instruments

Words by
Ashley Danyew and Angela Leonhardt

Traditional Argentine Folk Song
Arranged by Ashley Danyew and
Angela Leonhardt

Joyfully (♩ = 104)

Musical notation for the piano introduction, featuring treble and bass clefs, a key signature of one sharp (F#), and a 2/4 time signature. The tempo is marked as Joyfully (♩ = 104). The dynamic is *mf*. The music consists of several measures of chords and moving lines in both hands.

Musical notation for the vocal and piano parts. The vocal line starts at measure 6 and includes the lyrics "We can learn to live in peace and". The piano accompaniment continues. A box with the number "9" is placed above the vocal line. The dynamic is *mf*. The word "Unison" is written above the vocal line.

Musical notation for various percussion instruments. The instruments listed are Bass Xylophone, Djembe, Claves, Shaker, and Boomwhackers. Each instrument part has its own staff and is marked with a dynamic of *mf*. The notation includes rhythmic patterns and rests.

Spanish Pronunciation Guide:

Cantamos bienvenidos
kahn-tah-mos byehn-veh-nee-dohs

todos los vecinos
toh-dohs loh-vay-see-nohs

Nosotros decimos
noh-soh-troh-s day-see-mohs

todos son amados
toh-dohs sohn ah-mah-dohs

har - mo - ny, — build - ing up each oth - er for the world to see. —

17

— Lis - t'ning to each oth - er with an o - pen mind, —

we can learn to help our neighbors and be kind.

25

f
Sing - ing, "You are wel - come here,
Can - ta - mos bien - ve - ni - dos,

Student Score

Welcome Here (Bienvenidos)

For Unison or opt. 2-Part Treble Voices, Accompanied

Words by
Ashley Danyew and Angela Leonhardt

Traditional Argentine Folk Song
Arranged by Ashley Danyew and
Angela Leonhardt

Joyfully (♩ = 104)

8

9 *Unison*
mf

We can learn to live in peace and har - mo - ny, _____

13

build - ing up each oth - er for the world to see. _____

17

Lis - t'ning to each oth - er with an o - pen mind, _____

21

we can learn to help our neigh - bors and be kind. _____

Spanish Pronunciation Guide:

Cantamos bienvenidos
kahn-tah-mos byehn-veh-nee-dohs

todos los vecinos
toh-dohs loh-vay-see-nohs

Nosotros decimos
noh-soh-trohs day-see-mohs

todos son amados
toh-dohs sohn ah-mah-dohs

25



Sing - ing, _____ "You are wel - come here, _____
Can - ta - mos bien - ve - ni - dos, _____

29



neigh - bors _____ both _____ far and near." _____
to - dos _____ los ve - ci - nos. _____

33



Rais - ing _____ ev - 'ry voice to say, _____
No - so - tros de - ci - mos _____

37



"Wel - come, _____ you are loved to - day." _____
to - dos _____ son a - ma - dos. _____

41

Part 2 (opt. Descant)



Sing - ing, _____ "You are wel - come here, _____
Can - ta - mos bien - ve - ni - dos, _____

Part 1 (melody)



Sing - ing, _____ "You are wel - come here, _____
Can - ta - mos bien - ve - ni - dos, _____