

AL MAMBO AL SODANE *Sayed Khalifa*

(Arr Ayman Sadiq, Nick Lewis, Lee Powers - River Music Project)



ABOUT THIS SONG

Al Mambo al Sodani is a well-known Sudanese song made popular by Sudanese artist Sayed Khalifa in the late 1950s. It is sung in Sudanese Arabic and is an upbeat and delightful song celebrating Sudanese excellence. His songs still remain popular in Sudan and across the Arab World. This version was created collaboratively with singers and musicians from the River Music Project community.

THEMES/SUBJECTS

Celebration / world / heritage

CURRICULUM KEY LINKS

Languages, Literacy & Communication
Humanities
Expressive Arts

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

A 9th

Vocal format

Unison ABCB, ABCB, ABAB

Musical elements

Call/Resonse, Structure and form

Musical characteristics

Verse & middle sections with chorus repeating after each section.

Warm-up Exercises

- Make sure learners have plenty of space; ask them to imagine that they have a large pencil attached to their heads. They need to 'draw' pictures and shapes of their choice on the ceiling.
- Learners can then place both arms loosely by their sides and keep their knees slightly bent. After a count of four, lift up both arms gradually, straight out by their sides and breathe in. After holding this position for four beats, lower their arms slowly, hissing out the air without any force.
- Ask learners to think of a big or small sound, and a body movement to go with it. Give opportunities for individuals to perform their sound and ask the rest of the group to imitate what they hear and see.
- Demonstrate the characteristic rhythm of the song:



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

- The Republic of Sudan is in the Northeast and is the third largest country in Africa and the 15th largest in the world. It has a population of 45.7 million people and an area of 728,215 square miles (1,886,068 km²). Compare the country's geography with Wales – do they have any similarities or differences?
- The Blue Nile and White Nile rivers meet in the capital - Khartoum to form the Nile, which flows northwards through Egypt to the Mediterranean Sea. The Blue Nile's course through Sudan is nearly 497 miles long. Compare the Nile with a river in Wales. How are they used? Do they have anything in common?
- The most widely spoken language in Sudan is Sudanese Arabic. Arabic has a different alphabet system and is read from right to left. Find out more about it. How is it similar and different to the letters & sounds and phonics you know?

GRADING: INTERMEDIATE

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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. (Repetitive phrases, call and answer, repetition of 'Mambo' and 'Oh' at the end of each line etc.)
- 2 Start by learning Section A (Verse) on the first screen. The melody is repeated on each line and is responded to with a 'Mambo' each time. Use the 'I Sing, You Sing' technique to learn this line by line, or play the track on the screen, pause and toggle back to repeat for the children to join in.
- 3 The two lines of 'Chorus-Section B' on Screen 2 are repeated many times throughout the piece. Learn this next using the same technique.
- 4 Once comfortable, go back and sing through Section A (Verse) and the Chorus-Section B. Split the class into two and ask one group to sing the 'call' part of the verse and the other to 'respond' with the 'Mambo.'
- 5 The next part, Section C, has a repeating melody for the 'call' on each line and is responded with the 'response' of 'Mambo'. The words are a little tricky so learn the words of the 'call' aspect by firstly saying the words in rhythm using the 'I say, you say' technique. Watch out for the third and fourth lines where the rhythm is different. This may need repeating several times until confident.
- 6 Once the rhythm has been learnt, sing each line using the 'I Sing, You Sing' technique or play each line and toggle back to repeat with the children singing along. Repeat this a few times until confident.
- 7 Return to the beginning and sing through Sections A, B C B, building up confidence as you repeat this process.
- 8 Once completed, split the class into 'call' and 'response' groups to highlight this aspect.

Integral Skills

- The other verses are sung to the same melody as Verse 1 (Section A). The challenge is to fit the words in! Use the 'I say, you say' technique to learn the rhythm of the words in the other Verses. Then use the 'I Sing, You Sing' to recap the melody. Practise this several times to build confidence. Once completed, perform the song together, choosing different ways of highlighting the call and response nature of the piece.
- The piece has a three-chord accompaniment that repeats throughout the piece (Ab, Eb, Fm). Can children identify these three 'bass' notes (Ab, Eb, F) on tuned instruments? Can they play these as an accompanying bass line, changing at the right time through the song? To further extend their skills, children could add the chord triad or create an appropriate repeating ostinato to accompany the piece.
- A translation of the lyrics is available on the song's landing page. Look at the meaning of the words which are available under the lyrics tab. What do the children think of them? Can they write their own lyrics to fit the verse 'call' section rhythm and all respond with 'Mambo'?

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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

- The Mambo originated from Cuba in the 1930s as a mixture of Afro-Caribbean and Latin-American cultures. It is characterised by rhythmic syncopation. Listen to a range of Mambos (try Pérez Prado and Lou Bega), what do you notice about them? Think about the tempo, rhythms and instrumentation and discuss.
- Mambo uses a similar instrumental ensemble to other Afro-Cuban musical genres. A rhythm section may consist of instruments like bongos, congas, timbales, cowbell, claves, guiro, and a drum set. Melodies can be played by flute, clarinet, saxophone, trumpet, and trombone. Harmonic musical instruments include guitar, double bass, and piano. Choose a percussion instrument that compliments the mambo style. Compose a syncopated rhythm and play along with the Mambo.
- The Mambo is a type of Latin ballroom dance of Cuban origin. It is characterized by its lively energy, intense hip movements, fluid body moves, rapid footwork, and beautiful hand and arm movements. Watch a clip of a mambo dance (the Mambo from West Side Story film (1961) could be a good one). Try replicating some of the moves you see. How did you find it?

Assessment for Learning:

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

Questioning

Tool: Choice of answer

What is the structure of the song?

- I think the structure is ABAB because there's a verse and a chorus
- The structure is as easy as ABC
- I think there's a verse and a chorus and a middle section and a chorus, so I think it's ABCB

Feedback

Tool: Instant feedback

During teaching and learning, give learners instant feedback on how well they control their breathing and phrasing, and how well they respond to your directions.

Self- and peer assessment

Tool: Learner-to-learner dialogue

Ask learners to take it in turns to be the teacher when discussing the performance and asking questions. You may need to give some suggestions of possible questions, for example:

- Was the Verse or Part the hardest to learn? Why?
- What do you like singing the most – the response or the call? Why?

This song was a collaborative creation with River Music Project.
Drums - Ayman Sadiq
Bass Guitar - Lee Powers
Guitar - Nick Lewis
Lead Vocals - Ali Elmubarck
Backing Vocals - Mujib Hassan, Mona Abdullah, Basma Briar, Yaqeen Hassan, Awaab Hassan
Translation- Mujib Hassan
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