



Jikeleza

Xhosa / English

suitable for: **KS1 / KS2 / KS3 / Choirs**

This simple but energising song can be a vocal and physical warm up, an opportunity for vocal improvisation or be used as a game to encourage solo singing.

Throw Catch Throw Catch_ Throw Catch Ji - ke - le - za

(stamp) na na_ na na na na na na na_ na na na na na na na na na na Ji-ke-le-za

***Jikeleza* is a Xhosa word and means “turn around”**

- Mime a throw and a catch each time you sing these words. Encourage a variety of throws – overarm, underarm, chest pass, throw in different directions etc. – and a similar variety of catches. This is great as a loosening up warm up which frees the voice by focusing on the physical.
- Turn around on the word *Jikeleza*.
- In the second section, stamp forward with one foot on the first beat of these 3 bars – bringing it back on beat three. This makes a nice percussive accompaniment to this section of the song (if everyone is in time!).
- The *na na nas* are easy to trip over and require some effort – again, a useful warm up, this time for energising the mouth/tongue.
- A simple melody, with a fairly narrow range, this can be used with any age group. You can take it up through different keys as a warm up, or vary dynamics and tempo.

Sing in two groups

- Once learned, the Throw/Catch section lends itself to a call and response. Divide singers into 2 groups and get them to face each other. One side throws, the other catches – then swap over, singing the second section all together.
- This is fun, and having two facing groups encourages free and creative movement. If you are in a big space, you can move the groups further and further apart. The act of throwing the sound is great for improving vocal projection.

Sing in harmony

- The chorus can be harmonised simply and effectively – see below.
- These harmonies work in any octave (eg. the low harmony starting on B can be sung an octave higher, and everything works in either treble or bass registers).
- The harmonies are very intuitive. With an older choir, you can demonstrate them quickly (or play piano or guitar chords with the melody) to give them an idea of the implied underlying harmony, then ask them to improvise or pick a part.
- To extend this further, you could challenge them to pick a new starting note and sing a different line each time. This is very good for developing aural skills, and is a safe way into improvisation for students who lack confidence with it.
- Once the harmonies are established, confident singers and improvisers might like to make up new lines to go over the top – see example below.

extra lines can be improvised - for example...

The first system of the musical score consists of four staves. The top staff is the vocal line with lyrics: "Ji - ke - le - za, Ji - ke -". Below it are three accompaniment staves. The first is labeled "Harmony 1" and has the lyrics "(stamp) na na__ na na na na na na na na na". The second is labeled "Melody" and has the lyrics "(stamp) na na__ na na na na na na na na na". The third is labeled "Harmony 2" and has the lyrics "(stamp) na na__ na na na na na na na na na".

The second system of the musical score consists of four staves. The top staff is the vocal line with lyrics: "le - - za". Below it are three accompaniment staves. The first is labeled "Harmony 1" and has the lyrics "na na__ na na na na na na Ji - ke - le - za". The second is labeled "Melody" and has the lyrics "na na__ na na na na na na Ji - ke - le - za". The third is labeled "Harmony 2" and has the lyrics "na na__ na na na na na na Ji - ke - le - za".