

# Lesson “All Night, All Day”

## Lesson

“All Night, All Day”

## Grade(s)

Elementary grades

## Objectives

Students will:

- sing “All Night, All Day” using accurate pitches and rhythms
- discuss why lullaby songs were made up and sung
- explore rhyming words
- (sing a “All Night, All Day” with “Go Down Moses” as a partner song)
- play V-I, IV-I Orff instruments on steady beat pattern in 4/4 or 2/4 and contrast with a syncopated pattern in 3/4
- improvise a melody on their rocking (V-I) harmonic pattern and/or improvise a lullaby

## Materials

Sheet Music  
Audio equip.  
Space for movement  
Orff Instruments

## National Standards

Performing:

- MU:Pr4.2.3a – Demonstrate understanding of musical structure and elements.
- MU:Pr4.3.3a – Demonstrate expressive qualities in performance.
- MU:Pr5.1.3a – Apply criteria and feedback to ensemble performances.

Creating (optional extension):

- MU:Cr1.1.3a – Improvise rhythmic/melodic ideas for a specific context.
- MU:Cr2.1.3a – Select and develop musical ideas.

Responding:

- MU:Re7.2.3a – Describe how expressive qualities reflect intent.
- MU:Re8.1.3a – Interpret how music elements influence expression.

Connecting:

- MU:Cn10.0.3a – Relate personal choices and intent to music activities.
- MU:Cn11.0.3a – Understand connections between music, history, and culture.

## Introduction/Warm up

1. For younger children you might hold a doll or stuffed animal wrapped in a blanket. As children enter ask them to be very quiet so they don’t wake the baby. Once children are seated, explain it would be a good idea if you play a lullaby because you think the baby might be waking up, and needs to nap. Play a recording of “All Night, All Day” or start singing the song to the baby.

## Transition

2. Reveal the doll or stuffed animal, and tell the class “Oops, the baby woke up!” and ask the class to learn the song because it may take everyone to help the “baby” go to sleep.
3. Share the background of the song: Lullabies or cradle songs have been sung to babies and small children, by people everywhere, but “All Night, All Day,” is believed to have been passed on by

# Lesson “All Night, All Day”

African Americans during the time of slavery. People would sing this song to not just calm their babies, but as a prayer to help provide peace and comfort during life’s difficulties

## Singing the song

4. As you sing the first line, have the children mimic you. Continue to teach them the song by rote.
5. “All Night, All Day” works well for teaching by call and response (e.g., Teacher sings “All night, all day,” children sing “Angels watchin’ over me my Lord”).
6. Ask children, “How many times do you sing, “Angels watchin’ over me” in this verse? (Answer: 2 times). Then ask does the first one start on high *sol* or low *sol*? “Let’s sing it and see.” Have students hand sign high and low *sol* when they occur in the phrase, “Angels watchin’ over me.”
7. Show them the first phrase begins low and adds “my Lord,” while the second phrase begins high where they do not sing “my Lord.”

## With Orff Instruments

8. Using tonic and dominant bars (F-C), have students play an ostinato (on the half note/every two beats) while singing the song [E.g., **All (F) Night (C), all (F) day (C)**]  
Then omit instruments for the next line, “Angels watchin’ over me my Lord” or have second group of students play the subdominant, (Bb). [“**An- (Bb) gels watch-(F) in’ over me (Bb) my Lord (F)**]. Return to the C-F pattern for the third line, “**All (C) night (F), All (C) day (F), An-(C) gels watch-(F) in’ over me- (C) (F).**”

## Movement option Without Orff Instruments

8a. While singing, have students sway left to right, placing weight on alternating feet, on every other beat. Ask the class what it is about lullabies that help babies sleep? Discuss the qualities of the songs. (dynamics are soft, angels are thought of as helpful/heavenly, etc.). Introduce the idea that the rhythm could create a rocking feel.

## 1-2-3 Improvise!

If possible, have students sit in a circle. The teacher begins by singing the half-note I-V ostinato (do-sol, do-sol, etc.). Have students join in singing the ostinato. Group should be encouraged to move left to right to the beat of the ostinato. The teacher begins to sing an improvised lullaby over the student’s harmonic rhythm (example 1 below). Invite students to think of two words that rhyme, (cry, sigh or bed, head) and try making up a melody to the beat of the sung ostinato, even if they don’t have a rhyme.

# Lesson “All Night, All Day”

1.

Example of a teacher improvisation on student ostinato

Lit - tle ba - by why must you cry now?

3

Won't you go to sleep? Is it be - cause your

6

bro - ther is drum - ming and won't keep the beat?

continue ostinato to improvise

- Teacher changes the ostinato to a syncopated rhythm in 3/4 (dotted quarter, eighth, quarter), singing “do-do-sol” on pitches: F-F-C; or use a slower ostinato rhythm in 3/4 [half (F), quarter(C)].

# Lesson “All Night, All Day”

Example of an improvisation on a syncopated ostinato

The musical score is written for piano in 3/4 time, featuring a syncopated ostinato in the left hand. The right hand provides a melody with lyrics. The key signature has one flat (Bb).

System 1: The melody begins on a whole note G4, followed by a half note A4, and ends on a whole note Bb4. The lyrics are "Lit - - - tle" and "ba - - - by".

System 2: The melody continues with a half note G4, a quarter note F4, a half note E4, and a whole note D4. The lyrics are "suck your thumb, 'cause you can't".

System 3: The melody continues with a half note G4, a quarter note F4, a half note E4, and a whole note D4. The lyrics are "have my bub - ble gum."

It's okay if the children's creations are silly or musically questionable. The object is to give individual children opportunities to create and experiment. You can encourage children to be musical by beginning and ending their melodies on the tonic pitch, "do."

## Closure/Reflection

- Ask children which rhythm they prefer for a lullaby. Answers will vary.
- Ask children which of their lullaby improvisations would probably help a baby sleep, and why.
- Talk about the lyrics, the rhythms, and dynamics of their performances.
- Ask children who they think will feel good about the lullabies, the people (babies) hearing them or the ones making them up and singing, or all.