

# LET'S GET SINGING!

## E ue ue a ia

*Niuean folk song*

E ue ue a ia  
Ue aue  
Aue aue  
E ue ue a maua e  
E ue ue a ia  
Ue ue a maua e

## About the song

This Niuean song was taught to Esa-Jayne by her grandmother. "Ue" means "sway" and the song talks about the singers swaying and for the group to sway together.

## About the presenter



New Zealand-born Niuean Esa-Jayne Peika is a composer and Pacific dancer based in Auckland. Through directing her own Niue group for youth called Tau Malolo ha Niue, Esa-Jayne focuses on preserving the Niuean language through song & dance in the

community. Her original music & choreography can be found on YouTube, performed by her group.

## Warm-ups

Warm-ups help to prepare us physically, vocally and mentally for singing. They relax our bodies, help us build healthy vocal production and sharpen our minds.

## Physical

### 1 Posture

Objective: prepare and practise a strong supported posture. Standing tall and strong helps the muscles to support a good singing tone. Make a game out of different postures – relaxed and energised. This could be used throughout the day – not just for singing! Esa-Jayne uses the word "amanaki" to indicate to singers that they should get ready for singing.

## Vocal

### 2 Arpeggios

Objective: pitch matching accuracy. Listen carefully to the pattern that Esa-Jayne sings. It is made up of three different notes – FACAF. You can develop this exercise by using other vowel/consonant combinations as well as practising the pattern in different ways – change the speed, or tempo; change the starting note; change how loud or softly you sing the exercise; sing it smoothly and then sing it in a spiky manner; imagine different characters singing with different emotions.

### 3 Vowel warm-up

Objective: warm up the voice; prepare and practise the vowels required for the song. Vowels carry sound when we are singing. They also help us to shape the text and convey emotion. This exercise can also be developed using the ideas suggested above. You could also start this vocal pattern a little higher each time it is sung to develop and extend the students' vocal range.

## Teaching notes

- Take care to learn the pronunciation of the Niuean language accurately. Where you have access to expertise, call on students and your school community to help. Repeat the relevant sections of the video as often as you need to feel confident.
- The vocal quality is light and flowing. Don't push for a loud sound. Make each musical line smooth and connected.
- The melody of this song moves around quite a bit and is not always predictable. Take care to ensure that your students are singing the melody accurately.
- The song is sung four times. The tempo, or speed, changes the third time through and is much slower. The tempo speeds up again the final time through.
- You will hear Esa-Jayne model the preparation and count at the beginning to get students singing. You will also hear how she finishes the song at the end. Have a single student or small group perform these calls. At the end, make sure the main group finishes off the last line of text while the leaders perform the ending.

## What else could you do with this song?

### Extension/Curricular links

- Dance/actions – Esa-Jayne demonstrates some simple actions that could be used to accompany your singing. She shows them in a shortened version of the song but they can be repeated throughout. These actions are a place to start. Make connections to singers and dancers from the Niuean community in your area where possible.
- Find videos of Niuean dance groups performing. Contrast these performances with those other Pacific nations and also kapa haka. Identify similarities and differences in the musical styles, the dance movements, the way the performers are dressed, and the instruments used.
- Make a glossary or word wall of movement words in a range of different languages. Draw on the knowledge of your students and school community for this.

## Niuean vocabulary

Ue – sway

Amanaki – get ready

## Glossary of musical terms

<b>Beat</b>	The steady heartbeat of the music that continues as long as the music does. It only gets faster or slower if the music requires it. Sometimes the beat is audible and sometimes it is implied. An ensemble stays together by sharing a sense of beat. Keeping the beat means keeping in time.
<b>Legato</b>	The playing or singing of a musical line in a smooth, connected way.
<b>Melody</b>	A series of notes/pitches that make up a tune.
<b>Phrase</b>	A musical sentence.
<b>Rhythm</b>	The pattern of long and short sounds that move the music forward through time. In a song, the rhythm is the pattern of the words.
<b>Tempo</b>	The speed of the beat.

## Important messages

- Singing is fun!
- It is important for the health of children's voices that they are singing in a pitch range that is not too low.
- Never louder than beautiful. Let the natural beauty of children's voices shine. Understand that the volume they produce is directly proportional to their age, size and stage of development. Encourage healthy singing, not shouting.
- Singing voice, speaking voice, whispering voice – we can use our vocal mechanism in different ways. Ensure that children are using their voices in a 'singing' way. A light and ringing sound will help protect young voices from overuse and possible damage.
- Our body is our instrument. That means that no two voices will sound the same – we are each unique!
- We need our whole body to sing – energy, breath, posture, expression as well as a singing voice.
- Again – Singing is fun! And important! And good for us! Singing every day will energise you and your students.