

**Venn Diagram**

"We Found Love" by Rihanna

- sung in English
- accompaniment played on a keyboard, sounding electronic
- no other instruments
- same background rhythm repeating throughout the entire song
- only melody, no harmonies in vocal
- solo singer
- few dynamics in background rhythm

"We Found Love" by Lindsey Sterling and Alisha Popat

- sung in English and Swahili
- Kenyan/African drums playing as background rhythm
- violin accompanying
- voice and violin switch turns singing/playing melody
- rhythm is relatively the same throughout the song in the background, but drum break changes rhythm
- harmonies and melodies in vocal line
- dynamics occur in drums and vocals

**Both**

- 4/4 time signature
- same words
- same tempo
- strong emphasis on 1 and 3, strong beats
- same versus and chorus
- soloists
- same phrases

Dear Hannah,

I recently listened to a cover of Rihanna’s song “We Found Love” by a Kenyan artist, and thought that you might like it for your general music classes. I like both versions of the song, but this cover can teach students about the African culture and Swahili language, and how it compares to our culture. There are many musical concepts you can teach from this song, and can increase your students’ knowledge and will help them distinguish those concepts within other songs they listen to. I will give you a comparison of the two songs to show you why I like the cover better.

The original version is very popular, being played on the radio and many students will know it when they hear it, so it will appeal to their interests. It is sung in English, and has an *accompaniment* that is created by a keyboard with different instrument settings, but no actual instruments are used in the original version. This will be interesting to students, but will not benefit them in distinguishing between types of instruments they hear. Rihanna is the *solo* singer in her original version of this song, with no *harmonies* in the vocal line. The *tempo* of this piece is *allegro moderato*, with a feel of an *accelerando* in the accompaniment about halfway through the song. The *time signature* is 4/4 for this piece, with the *bars* of the stanzas containing the *beats*. This song is in a *major key*.

The cover of “We Found Love” was done by Kenyan artists, specifically Alisha Popat, and the VenTribe. This song is sung mostly in English, but has Swahili translations and adaptations to the lyrics. This song also contains an *accompaniment*, with the strong *beats* emphasized. There are *drums*, a *violin*, and a maraca sounding instrument playing as a part of the instrumentation. The *tempo* of this piece is *allegro moderato*, and the *time signature* is also 4/4. There are *harmonies* in this piece in the vocal line, especially with the VenTribe in the background. This song is also in a *major key*.

The cover has a better voice model for students, and can be fun for students because of the *drums* and new culture. The Kenyan artist had a *legato* connection of the words, and notes in each of the *phrases*, providing a model to students on singing with a connection of notes and not placing each of the notes. This will allow them to sing easier and understand the fluid motion of singing. The *intonation* of this singer sounds better than that of Rihanna’s for the vocal models adolescents should have. It contains a *melody* and *harmonies* layered on top, which is great for students’ listening abilities to hear other parts, and building chords. The students would be able to hear *improvisation* in the *drums* with the *dynamics*, like *crescendo*, and ornamentation of the drum patterns. A *mezzo soprano* sings this song with a beautiful *vibrato*. The song adds harmonies and singing in unison during the *chorus*, and the *verses* are sung by the soloist, with the Swahili adaptations added as little repeated sections after the *verse* is sung by the soloist.

Best of Luck!!

Kathleen

## Glossary

1. *Accelerando*- gradually increasing speed
2. *Accompaniment*- an additional part for a performer of any kind that is less important than another, and serves to support and enhance the piece
3. *Allegro moderato*- moderately fast tempo
4. *Bar*- marks the metrical units and contains beats
5. *Beat*- the pulse in a piece of music, this is the regular rhythmic pattern of the music, there are weak and strong beats
6. *Chorus*- the refrain of the song
7. *Crescendo*- growing, becoming louder
8. *Drum*- a percussion instrument sounded by being struck with sticks or hands, typically cylindrical, barrel, or bowl-shaped with a taut membrane over one or both ends
9. *Dynamics*- levels of sound, loud or soft, in a piece of music
10. *Harmony*- simultaneous sounding of two or more notes and technique of constructing chords and succession of chords
11. *Improvisation*- adding ornamentation to a melodic part or other part of the accompaniment
12. *Intonation*- exactness of pitch or lack of it in playing or singing
13. *Instrumentation*- the art of writing music for instruments, the actual scoring of a particular composition
14. *Key*- a scale used and tonic note on the chord of which it must end
15. *Legato*- opposite of staccato, smooth, indicates a lengthening and connection of notes
16. *Major*- a scale consisting of a series of whole steps, except half steps between the third and fourth, and seventh and eighth scale degrees
17. *Melody*- a sequence of single notes that is musically satisfying
18. *Phrase*- recognizable musical units, generally ending in a cadence, and forming a period or sentence
19. *Rhythm*- an essential element in music, it is an arrangement of notes according to relative duration and relative accentuation
20. *Solo*- one person singing the melody of a song with no harmony
21. *Mezzo soprano*- a female singing voice whose vocal range lies between the soprano and the contralto voice types
22. *Tempo*- speed at which a piece of music is played
23. *Time signature*- indication of rhythm following a clef, expressed as fraction with the denominator defining beat as a division of the whole note and numerator giving the number of beats in each bar
24. *Unison*- the simultaneous sounding of the same note by two or more singers or players, all singers are singing the same part
25. *Verse*- a complete stanza, the part of the song that tells the story
26. *Vibrato*- a rapid, slight variation in pitch in singing or playing some musical instruments, producing a stronger, richer tone
27. *Violin*- a bowed instrument with four strings used to provide upper parts in the string section

### ***Content and Achievement Standards***

- Singing, alone and with others, a varied repertoire of music
  - c. sing music representing diverse genres and cultures, with expression appropriate for work being performed
- Listening to, analyzing, and describing music
  - c. demonstrate knowledge of tonality and rhythm in the analysis of music
- Evaluating music and music performances
  - a. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
- Understanding music in relation to history and culture
  - a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures

### ***Class Goals and Objectives***

- Demonstrate how African culture is different from American culture in terms of music
- Enable students to aurally identify and perform the harmonic progression of the chords
- Demonstrate knowledge of do, sol, and la in a progression by singing along and hearing the progression in the song

### ***Materials***

- A recording of the song "We Found Love" by Rihanna
- A recording of the song "We Found Love" by Lindsey Sterling
- Lyric dictation sheet for the song "We Found Love" by Lindsey Sterling

### ***Procedures***

1. Students and instructor will discuss times when they lost something, and their feelings when they find what they have lost.  
Question: What are some things you have lost? How did you feel when you found them again?  
Prompt: I want you to determine what the girl is singing about finding in this song.
2. Students will listen to the recording "We Found Love" by Lindsey Sterling, filling out the lyric dictation as they do so.  
Question: What was the girl in this song singing about finding?  
Prompt: As we listen this time, I want you to listen to what I am singing, and determine what part of the song I am singing, while also patching out the beat in the manner they choose.
3. Students and instructor will discuss the answers to the dictation sheet. The instructor will sing back the answers after the students give them.
4. Students will listen again, listening to what I am singing, and how it fits in with the song.  
Question: What would you say I'm singing with the music? What would you call these notes I am singing? What solfege syllables would you say these are?

Prompt: As we listen to another recording, I want you to identify if this same part fits in with this one like it did the other one. Students will be asked to sing along with the instructor to fully understand the part being sung and if it fits.

5. Students will listen the recording of Rihanna's original version of "We Found Love"

Question: Listening to this recording, does this same part fit into this one like it did the other one?

Prompt: I want you to think about what sort of solfege syllables these are, and the name for the changing from one chord to another.

6. Students will then listen to the recording again, singing with the chord progression and the instructor.

Question: What are the names of the solfege syllables we were performing?

Prompt: Thinking about this aspect being alike in both songs, think about what other similarities and differences are in these two recordings.

7. Students will then discuss with the instructor the similarities and differences of the two songs, pertaining to cultures (African versus American), accompaniment styles (electronic versus drums and percussion), and anything else they would like to talk about.

Question: What differences and similarities did you find and hear when you were listening?

Prompt: I want students to decide what part of music they would like to sing, the melody, bass line, or rhythm, while performing it one last time.

8. Students will listen to the original recording one last time, deciding whether to sing the melody, bass line, or pat out the rhythm.
9. Students will then review what a progression is and what solfege syllables we used.

### ***Assessment of Goals and Objectives***

Assessment will be informal and achieved through question and answer activities and by having students sing along with the progression or bass line, and performing the melody, bass line, or pat out the rhythm. The students will recognize the differences in between two different cultures of music by answering questions about the similarities and differences of the two.

### ***Follow up Lesson***

Future lessons will focus on students listening to different cultures' music, and how they can relate to each other. Lessons will also include identifying other chord progressions and how they occur in many different songs.

# We Found Love

By Lindsey Sterling, Alisha Popat, and VenTribe

Directions: Listen to "We Found Love" and fill in the missing lyrics as you listen.

Now we're \_\_\_\_\_ side by side.

What it takes to come \_\_\_\_\_ alive.

The \_\_\_\_\_ I'm feeling I just can't deny.

Got to \_\_\_\_\_ it go.

We found \_\_\_\_\_ in a hopeless place.

We found love in a \_\_\_\_\_ place.

Shine a light through an open \_\_\_\_\_.

Loving \_\_\_\_\_ I will divide.

\_\_\_\_\_ away 'cuz I need you more.

Feel the \_\_\_\_\_ in my mind.

It's the way I'm \_\_\_\_\_ I just can't deny.

Oh, I got to \_\_\_\_\_ it go.

We found love in a \_\_\_\_\_ new place.

We \_\_\_\_\_ love in a whole new place.