

We All Belong

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Strongly rhythmic ♩ round 140

Voice 1

D C G A

All the world is here at the door

5 Wel - come, Ka - bo, Hi - ya Sa - laam

Voice 2

9 See the col-ours taste the fla - vours, make a rain - bow of the songs

13 Cel - eb - rate our diff'renc - es This is where we all be - long

Voice 1
All the world is here at the door
Welcome, Kabo, Hi-ya, Salaam

Kabo is Yoruba for "welcome"
Salaam means "hello" with a second shade of meaning "respect"

Voice 2
See the colours, taste the flavours
Make a rainbow of the songs
Celebrate our differences
This is where we all belong

Try getting Voice 1 really well-learned first. The list of 4 words beginning with **welcome** all mean welcome in different ways. Perhaps try and find a replacement for Kabo if you like. For example choose **welcome** in a language connected with the group of students you are working with.

Once you've got the first voice done and well learned over a few sessions, then the leader might sing the Voice 2 **while** the group sing Voice 1. Try and build an arrangement using this division of voices, practising stopping and starting. You might move on to students singing both voices, but make sure you've got strong singers in each group so one group doesn't dominate.

This is a song that really does benefit from a simple 4-note bass line played over and over following the chords: D - C - G - A. This can be done on a bass xylophone, piano, guitar, bass guitar or any appropriate instrument to hand.



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Voice 1

**All the world is here at the door
Welcome, Kabo, Hi-ya, Salaam**

Voice 2

**See the colours, taste the flavours
Make a rainbow of the songs
Celebrate our diff'rences
This is where we all belong**

*Perhaps get Voice 1 flowing well,
before singing voice 2 against it,
either sung by the leader,
or some of the group*

We all belong – (All the world)

Some suggestions on how to use this song

This is another song that can be sung straight through or as a 2 part round.

It is successful with large groups of 20+ but I have also used it with individual AAC singers.

The second line is flexible and you can insert the most appropriate 'greetings' words for your learners.

I have made large A4 symbols of the key words to prompt learners' memories. These can be covered in matt laminate and adhesive hook Velcro stuck on the back. They then get placed on a large Velcro fabric covered board. If you have an interactive white board then you can project words, symbols and images on that.

As you sing you can sign the key words.

An AAC singer can use his/her device to lead one group when you sing it as a round.

I find it necessary to record a 'lead in' phrase so that the other singers know when to start singing e.g.

Ohh - All the world is here at the door
Ohh - Welcome, Kabo, Hi ya, Salaam

We all sing the first part of the round together, then one group goes on to sing the second part and wonderful harmonies are made!

Asking an AAC singer to lead a group gets around the problem of not having a confident 'other' singer to lead. And, of course, it gives the AAC singer a great opportunity to conduct a choir.

An individual using a 4 cell voice output device or a sequencing device can sing each of the four lines and another singer can sing the second part. Don't forget, then, to record a 'lead in' phrase for each line.

We all belong

Geography – KS 1&2

RE – KS1&2

Foreign Modern Languages

Science –

PLevel 4

- To make sounds using their own bodies, for example, tapping, singing, or vocalising, and imitate or copy sounds.

English - Speaking and Listening – KS1 &2

PLevel P1(i) – P3(ii)

- To show a simple reflex response
- To show emerging awareness of activities and experiences
- To communicate consistent preferences and affective responses, to communicate intentionally
- To use emerging conventional communication

P4 -5

- To respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations
- To follow requests and instructions containing at least two key words, signs or symbols.

Music –

KS 1 & 2

Unit 1 Ongoing Skills

Unit 4 Feel the Pulse and rhythm

Unit 5 Taking Off – Exploring Pitch

Unit 8 Ongoing Skills

Unit 11 The Class orchestra – Exploring arrangements

Unit 15 Ongoing Skills

Unit 19 Songwriter – Exploring lyrics and melody
Unit 21 Who Knows? – exploring musical processes

PLevel P1(i) – P3(ii)

- To show a simple reflex response i.e. sudden noises
- To show emerging awareness of activities and experiences, may give intermittent reactions.
- To communicate consistent preferences and affective responses, i.e. to relax to a piece of music but not others.
- To use emerging conventional communication, i.e. clapping hands to initiate a particular song or choosing a shaker to shake rhythmically in an activity.

PLevel P4-5

- To use single words, gestures, signs, objects, pictures to communicate about a familiar musical activity.
- To repeat, copy and imitate actions, sounds or words in songs.
- To take part in simple musical performances

PSHE-

PLevel P1(i) – P3(ii)

- As above for English

P4-5

- To engage in parallel activity with several others.
- To maintain interactions and take turns in small groups with some support