

# Slaves of Job

♩ = 115

Oh the slaves of job are bu - sy pass - ing rocks They can take them or leave them or

The first system of musical notation is in 4/4 time. It consists of a treble and a bass staff. The treble staff contains a melody starting with a quarter rest, followed by eighth and quarter notes. The lyrics are: "Oh the slaves of job are bu - sy pass - ing rocks They can take them or leave them or". The bass staff contains a simple accompaniment of quarter notes.

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take them ag - ain They go tig - ger, tag - ga, tig - ger, tag - ga,

The second system of musical notation continues the melody from the first system. The lyrics are: "take them ag - ain They go tig - ger, tag - ga, tig - ger, tag - ga,". The musical notation and accompaniment are consistent with the first system.

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tig - ger tag - ga tag, They go tig - ger, tag - ga, tig - ger, tag - ga, tig - ger tag - ga tag.

The third system of musical notation concludes the piece. The lyrics are: "tig - ger tag - ga tag, They go tig - ger, tag - ga, tig - ger, tag - ga, tig - ger tag - ga tag." The piece ends with a double bar line and a fermata over the final note.

M3852A

Dr. Veblen & Ms. Tuinstra

Marija Ristic

**Meaning:**

Slavery refers to a condition in which individuals are owned by others, who control where they live and at what they work. There were skilled jobs which Africans did: such as carpenters, coopers, blacksmiths, potters, sugar boilers. These jobs usually went to men. Women were mainly confined to fieldwork, though some worked as house slaves. More men were brought from Africa as slaves than women. Job is a biblical figure known to be wealthy and the owner of slaves.

**Schedule:**

At the start of the class, I will introduce the song by explaining the meaning of the general text; I will explain what slavery is and who Job is so that the choristers become familiar with the text before they sing it. Once this is explained, I plan to sing the lyrics three times all the way through before inviting the other choristers to sing with me. If I see that they have quickly picked up on the lyrics I will move on to the instrumental percussion, but if I notice that the lyrics are unclear, I will sing a line at a time and invite the choristers to repeat after me until they feel comfortable with all four lines. For the instrumental percussion, I will first show the choristers how I would like them to hold the instrument(s) while they are not in use for the song. After this, I will begin the beat pattern and invite them to join in on the pattern. When the beat pattern becomes familiar to the choristers, I will sing the song once all the way through with the instruments using the beat pattern we had just learned and encourage them to do the same the second time I begin singing. As a class, while singing and using the instruments, we will repeat the song a few times to hopefully feel comfortable and have fun making music!