

Billy Barlow (A Texas song)

LESSONS 1-2

UNIT: SONGS AND INSTRUMENTS

YEAR 4



Resources:

Remote control

Flashcards for pitch

Chime bars or keyboard.

Cards from '*Flashcards_songs*'.

Untuned percussion instruments: triangle, tambour, claves, drum, woodblock.

Copies of documents: *Billyscore1*, *Billyscore2* and *Billyscore3*.

Key words:

- *tempo*: fast/slow, steady
- *pulse*: steady beat, strong/weak beat
- *metre*: in three
- *pitch*: move up/down, stay the same;
- *melody*: sound, note, melody, thinking voice;
- *rhythm*: word rhythm;
- *action*: hand jive;
- *Instruments*: drum.

TEACHING ACTIVITIES

WARM-UP

Begin by running through the suggested warm-up repertoire below as a whole-class activity. You can do these exercises using body percussion or instruments.

1. Set up a steady beat at a regular chosen speed:

Suggested instructions:

- *Let's see if you can clap this beat with me alongside counting 1, 2,3, 1, 2, 3, 1,2, ... After 3! 1,2,3.*
- *Don't rush. Keep it slow.*
- *Let's walk to the beat. After 3! 1,2,3.*

2. Use accents to group the steady pulse into sets of three beats.

1 2 3 1 2 3 1 2 3 1 2 3 ...
< < < <

Suggested instructions:

- *'Listen to the drum. If the drum is loud you clap. If the drum is soft tap two fingers on your palm.'* Count 1,2,3 all through the clapping and tapping.
- *'Now, clap on beat 1 and tap on beats 2 and 3 as you count out loud. I'll keep the beat on the drum. Can anyone show me that? After 3. Is he/she right? Can we all try together?'*
- Play 'my turn, your turn'. Use 3 beat rhythm patterns from the song 'Billy Barlow'. The children are going to use them later in the lesson (see document *Billyscore3*).
 - Ask the children to stand in a circle.
 - Clap the first pattern and ask the class to repeat it exactly. Everyone joins in.
*'Let's see if you can clap this rhythm with me. Listen!
'Right. Listen again!
Now, it's your turn. I clap first and you repeat. After 3. 1,2,3.*

- Repeat the pattern until the children feel confident clapping it. Remind them of keeping a steady beat. Count them in '1,2,3'.

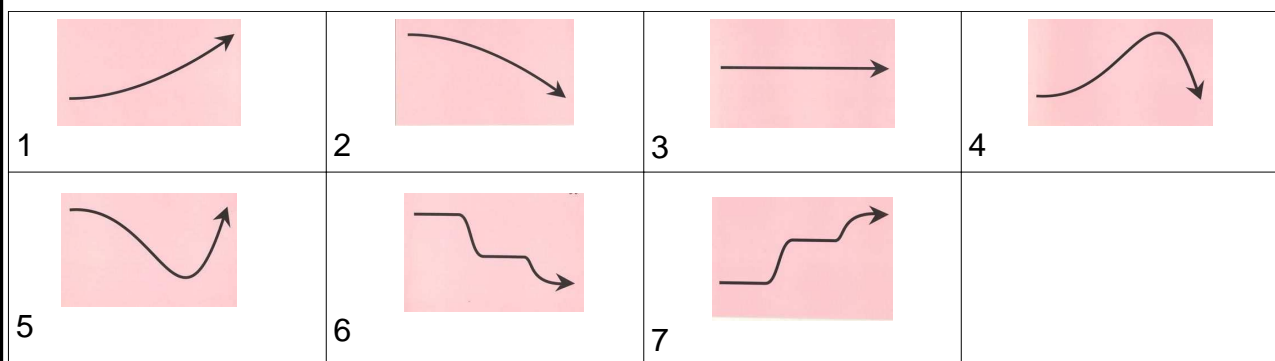
'Right, let's clap it again. I clap first, then you go.'

'Now we are going to keep repeating the pattern 4 times in a row, without any gap in between. I'll keep a pulse. Let's take it slow!' After 3: one, two, three.'

- Clap the second pattern and ask the class to copy exactly.
- Once they feel secure, clap the third pattern.
- Finish with the fourth pattern.
- When they have settled into the pattern, the leader calls SWITCH and changes their pattern. The class join in with the new pattern. Practise using a variety of body percussion patterns, eg. Clap for pattern 1, clap-click-clik for pattern 4, ...

■ PITCH

Use the flashcards:



Source: Flashcards from Escola de pedagogia musical. Mètode Ireneu Segarra.

Practise 'singing the line'. Sing in the range of the song si2-do4.

Revise what was achieved in lessons 3 and 4 in 'Hole in the bucket'. Asking according to each card:

- 'Does the line move up?' 'Does the line move down?' 'Does the line stay the same?' 'How does the line move?'
- 'Can you trace this shape with your finger?'
- 'Can anyone sing this shape to 'nu'/'lah'/'ee'/'u'?' Is he/she right? Can we all sing the shape together?'

If they don't remember, help them by demonstrating yourself:

- 'I'm going to sing this shape. Look and listen, then copy.'
- 'Now hold the note steady! Look and listen, then copy.'

SONG 'BILLY BARLOW'

- Introduce the song 'Billy Barlow' (For lyrics and music see document *Billyscore1*).
- Use the cards from '*Flashcards songs*' for the song 'Billy Barlow'.
- Explain the children that they are going to hear a new song called 'Billy Barlow'.

Sing through the song for the children to know how it goes. Tell the children that the song uses

the words '(to) hunt', 'a rat', 'a gun', 'haul', 'a cart', 'cook', 'tail', 'bone'. Position the picture cards and the word labels on the board and ask the children to match the ones they know. Work with them to pair the words unmatched.

Once they know the meaning:

- help them to read the words;
- help them to be aware of these words as you sing the song. Ask the children to listen for the names and raise their hand when they hear each of them;
- practise saying the words with the class;
- then, invite children to sing along each time the words occurs in the song.
- Feel the pulse of the song 'Billy Barlow'.

Sing through the song * 'Billy Barlow' to show how it goes. Make sure the children listen carefully. Ask them to join in tapping fingers lightly on their palms to mark the pulse as you sing the song again. Say and demonstrate: *'I'll sing the song and you join in tapping two fingers on your palms, like this.'* Next, invite them to tap the beat lightly on their thighs, chest, head to ensure the feel of the steady beat. Tap a different part of the body for each musical phrase.

- Suggested instructions. Say and demonstrate:
- *'I'll sing the song and you join in tapping fingers on your palm, like this.'*
- *'I'll sing the song again but this time watch carefully: I'll tap the beat on different parts of the body: head, chest, thighs, nose, ...'*
- Explore the metre of the song 'Billy Barlow'.

When the children are confident tapping the pulse, lead them in performing a *hand jive in the following manner: *Clap, click with the right hand, click with the left hand or clap, tap right thigh, tap left thigh* to reinforce the idea of three beats in a bar.

Repeat the activity adding the counting for each action, 1(clap)-2(click fingers/tap)-3 (click fingers/tap) to show the metre pattern.

Suggested instructions to learn the hand jive:

- *'Look at me and listen.'*
- *'Look and listen again. Repeat with me.'*
- *'Now, add the words 'clap-click-click' or 'clap-tap-tap', to the movements'. Demonstrate.*
- *'Right, let's see if you can do it. After three.'*
- *Let's try saying 1,2,3 instead of 'clap-click-click'.*
- *Have a go.*
- *Try again putting an stress on 1. Say 'one' louder than two and three.*
- *Have a go.*

< 1	2	3	< 1	2	3
CLAP	CLICK	CLICK	CLAP	CLICK	CLICK

Extension activity: You might wish to keep working on metre by practising walking and stamping to the beat as in lesson 1.

■ Learning the words for verse 1.

Use the cards from '*Flashcards_songs*'.

The song is too long to expect children to remember in one session. You might want to break the song down into parts and work on them over a period singing sessions.

- Practise saying the words together very quietly and exactly in time. Start with verse 1 (lines 1 to 4) as follows:
- Say the words of the first verse to the children as a chant. Now ask everyone to copy. Do it as many times as convenient. Chant the next line and so on. Work through the lines putting sections together until the children are familiar with it.
- Then, chant odd lines, the children chant even ones.
- Divide the class into two groups: one to chant direct speech 'Let's go hunting' and one to chant second half of the line 'says ...'. First group chants the words for bars 1 and 2, then stops. The other group takes over without a break and chants the words of bars 3 and 4. Repeat the same for the rest of bars. Swap groups.
- Suggested instructions:
 - *'I'll chant the first line. This is how it goes. Listen.'*
 - *'I'll chant the line again and you chant the line back to me.'*
 - *'It's your turn now. I sing, you repeat.'*
 - *'I'll chant the second line. Copy what I chant after me.'*
 - *'Now, you are going to put those two lines together.'*
 - *'I chant the two lines, and you chant them after me.'*
 - *'Let's see if you can do it.'*

Keep going with lines 3 and 4. Next, split children into two groups:

- *'I'm going to divide you into two groups.'*
- *'Group 1 will be people on the right, from ... to ... You are going to chant 'Let's go hunting.'*
- *'Group 1, your hands up!*
- *'All right.'*
- *'Group 2 will be people on the left, from ... to ... You are going to chant 'says...'*
- *'Group 2, your hands up!*
- *'All right.'*
- *'Let's have a go. Everyone ready?'*

To improve **diction**, remind the children of speaking the words of the song rhythmically and very clearly.

Teacher might concentrate on some of these articulation aspects:

- The 'h' sound in the word 'hunting'. Make sure the children doesn't make it sound too strong like in the Spanish 'j'.
- The 'u' sound in the word 'hunting' pronounced accurately.
- Sounding the 's' at the end of 'says'.
- Children should sustain the vowel sound for their full length on 'Let's' and the sound of 'ow' in Barlow.

Teaching tips: -

- Pictures and actions can help with recall of words for longer songs, eg miming holding a riffle for 'hunting'.
- Have the words written onto the board. It might help children who are visual learners. It might help improve words spelling, as well.
- Eventually words should be memorised, so that the children will be able to focus on singing musically.

■ **Fit the words of verse 1 to the melody of the song 'Billy Barlow'.**

- Sing through the first verse of the song 'Billy Barlow' to show how it goes. Make sure the children listen carefully as you sing.

Although the tune is quite simple, pay attention to:

- The combination of notes do-mi-re#-mi in bars 7 and 8. Ensure that the children sing it in tune by practising these notes to 'lah' or 'nu' and using your hand to show the shape.
- The melodic shape of the last 4 bars, specially the combination sol-si2-do#-re.

The melody repeats throughout all the verses in the song.

Encourage the children to stand in an U or semicircle shape when singing. Ask them to look at the conductor for signals, specially the beginning. Say: *'I want to see you all ready and looking at me.'*

- Teach the melody of verse 1 line by line in a follow-the-leader fashion: you sing a line, the children sing back. Help children stand in a good posture and take a deep enough breath to support the line.

Suggested instructions:

- *'I'll sing the first line. This is how it goes. Listen.'*
- *'I'll sing the line again and you sing the line back to me.'*
- *'It's your turn now. I sing, you repeat.'*
- *'I'll sing the second line. Copy what I sing after me.'*

Once they know well lines 1 to 4, don't sing along with the children and concentrate on listening for accuracy of *diction, pitch and rhythm.

- Work through the song putting sections together until the children are familiar with it.

Suggested instructions:

- *'Now, you are going to put those two lines together.'*
- *'I sing the two lines, and you sing them after me.'*
- *'Let's see if you can do it.'*
- ...

- Divide the class into two groups: one to sing direct speech 'Let's go hunting' and one to sing second half of the line 'says ...'. First group sings the words for bars 1 and 2, then stops. The other group takes over without a break and sings the words of bars 3 and 4. Repeat the same for the rest of bars. Swap groups.

Suggested instructions:

- *'I'm going to divide you into two groups.'*
- *'Group 1 will be people on the right, from ... to ... You are going to sing 'Lets go hunting'.*
- *'Group 2 will be people on the left, from ... to ... You are going to sing the rest of the line 'says'*
- *'Make sure you start on the right note. Listen and hum it for me, please.*
- *'Let's have a go. Ready?'*

Teaching tips:

- When teaching a song, or rehearsing sections of a song, always remember to give a starting note, and count the children in or use a hand signal. You may sing 1, 2, 3 or 'Are you ready off we go' on the starting note; you might sing the starting note and ask them to hum it. However you choose to do it, you must indicate the metre – in other words, whether the song is in two, three or four time.
- Always show a steady beat through all a line/ a section / a song.
- Show children how to use the thinking voice by singing words or phrases in their heads, that is, mouthing the words without making any sound. It's called 'internalising'.
- When everyone is confident singing the song, explain the children:
- *'This is my magic remote control. First we sing the song as normal. When I press mute I want you to stop singing, but keep singing in your heads. When I press mute again I want to hear the sound at the point of the song where I pressed the mute.'*

Now, demonstrate:

- *'Would anyone like to press the remote control? I just sing. You can mute me and turn me back on when you like. Are you ready? After three.'*

Ask the children to practise:

- *'This time you try. I think you'll be fine.'*
- *'First, can you hum this note for me? Right. Ready? I'll count (in tune to the starting note)you in, after three'.*

■ **Explore the word rhythms of the song 'Billy Barlow'.**

Explain that this time the children are going to clap the rhythm of the words, that is, one clap for each word, or each part of the word (syllable). Demonstrate by singing lines 1,2,3,4 once through as you clap. Keep the clapping light.

- Invite children to clap the rhythm of each line, immediately after you perform it for them to copy. All sing along.
Concentrate on saying the words clearly and matching the rhythms accurately.
- Suggested instructions:
 - *'Could anybody clap the rhythm of the line 1?' Try singing and clapping at the same time.'*
 - *'Is she/he right?'*
 - *'Can we all clap and sing together? I'll show you first. Listen!'*
 - *'Your turn. You go. After 3.'*
- Divide the class into two groups and allocate each group a phrase/part/section of the song. As an example: one group claps and sing the rhythm of the first phrase of the song,

then stops; the other group takes over without a break and claps the rhythm of the second phrase as they sing, and so on until the end. Try with a different group for each phrase of the song.

- Suggested instructions:
 - *'I'm going to divide you into two groups.'*
 - *'Group 1 will be people on the right, from ... to ... You are going to sing and clap line 1.'*
 - *'Group 2 will be people on the left, from ... to ... You are going to sing and clap line 2.'*
 - *'Make sure you start on the right note. Listen and hum it for me, please.'*
 - *'Let's have a go. Ready?'*
 - *Swap groups.*

- When everyone can sing and clap those verses all way through, try singing and clapping one phrase out loud and clap the next phrase saying the words in your head (*internalising*). Then, encourage children to clap the whole section without singing. Before you begin count a steady 1, 2; the clapping start on the upbeat.
 - Suggested instructions:
 - *'First we sing and clap line 1 as normal. At a hand signal you stop singing but clap line 2. Keep singing line 2 in your head.'*
 - *'Let me show you.'*
 - *'Your turn.'*
 - *'At a hand signal again I want to hear you singing line 3 along with performing the clapping.'*
 - *'Next, clap line 4 and sing it inside your head.'*
 - *'Let me show you.'*
 - *'Ready?' 'After two.'*

Billy Barlow (A Texas song)

LESSONS 3-4

UNIT: SONGS AND INSTRUMENTS

YEAR 4



Resources

Flashcards for pitch

Cards from 'Flashcards songs'.

Chime bars Re, Fa#, La or a tuned percussion instrument.

Untuned percussion instruments: tambour, woodblock, triangle, claves.

Copy of documents: *Billyscore1*, *Billyscore2* and *Billyscore3*.

Key words

• *tempo*: fast/slow; • *pulse*: steady beat, strong beat, weak beat; • *metre*: metre in three, bar, time signature; • *melody*: sound, note, shape, melody, move up/down, stay the same, thinking voice; *rhythm*: word rhythm, ostinato rhythmic pattern; • *musical notation*: dotted note, repeat sign; • *instruments*: untuned instruments, tambour, triangle, beater

TEACHING ACTIVITIES

WARM-UP

Begin by briefly revising the warm-up from lesson 4. Check the class remember the rhythm patterns practised. When they are secure play 'my turn, your turn II'. Use the same 3 beat rhythm patterns practised last lesson (see document *Billyscore_3*).

- 'My turn, your turn II' starts by children copying the first rhythm pattern from the leader, but once the first rhythm is settled the leader changes their pattern whilst the rest of the class continue the existing pattern. Once the leader is confident that the children are familiar with the new pattern he calls SWITCH and the class changes immediately to the new pattern.
- Instructions:
 - 'Uncross your legs. Excellent!'
 - 'Sit tall! Well done!'
 - 'Listen carefully to the rhythm.'
 - 'Who could show me that? Is he/she right? Can we all try together? Ready? After me!'
 - 'Keep going. Don't stop clapping. Listen to the new rhythm.'
 - 'Clap it when I say 'Switch).'
 - 'If you get lost, stop clapping and listen.'

Now, work with them on **pitch**.

■ PITCH

Prepare three chime bars RE – FA #– LA or you can use a metallophone:

- Play and sing the notes separately.
 - Ask children to listen carefully.
 - Tap bar RE and sing it to 'nu'.
 - Ask the children to repeat:

'Could anyone sing that note to me?

A child sing back.

Ask: *'Is he/she right?' (Yes/No). He/she is exactly right. He/she is close.*

Tell the children: *'This note is called RE.'*

- Ask: *'Can we all sing the note together?'*

- Repeat the same sequence with notes FA# and LA.
Say first: *'Let's play a different note.'*
Then keep going as above.

- Next play combinations from the song, eg. RE-FA#-LA, LA-RE, FA#-FA#-FA# for you to sing and children echo back. Use hand position to reinforce the change in pitch or when it stays the same.
Ask the children to listen carefully as you play the notes RE-FA#-LA.
 - *'Listen again.'*
 - *'The first combination, goes just like this.'* Play and accompany it with hand movement.
 - Say and demonstrate: *'How do the notes move, up or down?'* *'Listen and watch again.'*
 - Encourage them to join in: *'Let's try those three.'* *'On your own.'*
 - Ask: *'Will you try it?'*

Repeat the same sequence with LA-RE and FA#-FA#-FA#. Direct children's attention to RE-RE. Ask (Help children understand the question by making the hand movement):

- *'Do the notes move down?' (No).*
- *'Do the notes move up?'. (No).*
- *'Do the notes stay the same?' (Yes).*

SONG 'BILLY BARLOW'

- **Learn the words for verses 2 and 3** (for lyrics and music see document *Billyscore 1*).
- Use cards from *'Flashcards songs'* for verses 2 and 3.

Sing through the song to show how it goes. Then, practise saying the words together very quietly, rhythmically and exactly in time. Teach line by line each of the verses: chant the words, the children repeat rhythmically.

You might write the words on the board for initial rehearsal, but chant them from memory thereafter.

Work through the song putting lines together until the children are familiar with it.

- Suggested instructions:
 - *'I'll chant the first line. This is how it goes. Listen.'*
 - *'I'll chant the line again and you chant the line back to me.'*
 - *'It's your turn now. I chant, you repeat.'*
 - *'I'll chant the second line. Copy what I chant after me.'*
 - *'Now, you are going to put those two lines together.'*
 - *'I sing the two lines, and you sing them after me.'*

- *'Let's see if you can do it.'*

Once they know the words well, practise lip reading. Speak the words silently and say:

- *'Look at me. Watch my lips carefully.'*
- *'Right, which line am I speaking?'*

Next, ask the children to speak the words silently. Tell them to exaggerate open their mouths:

- *'I want to see the words!'*

Make sure they:

- sound clearly the 'h' on the words 'how', 'hunt', 'him';
- sound clearly the 's' at the end of 'says';
- sound accurately the 'sh' at the beginning of the word 'shall';
- sound accurately vowels sounds eg. 'How', 'hunt', 'borrow'.

Teaching tips:

- *Have the words written onto the board. It might help children who are visual learners. It might help improve words spelling.*
- *Eventually, words should be memorised, so that the children will be able to focus on singing musically.*

■ **Fit words of verses 2 and 3 to the melody of 'Billy Barlow'.**

Revise by singing through the first verse of the song 'Billy Barlow' to remind children how it goes. They sing along the second time.

Although the melody for the new lines is the same as for verse 1, children will need help to sing the new words to the melody. So, build the song gradually ensuring good tuning.

Encourage the children to stand in an U or semicircle shape when singing. Ask them to look at the conductor for signals, specially the beginning. Say: *'I want to see you all ready and looking at me.'* Help children stand in a good posture and take a deep enough breath to support the line.

- Suggested instructions:
 - *'I'll sing the first line. This is how it goes. Listen.'*
 - *'I'll sing the line again and you sing the line back to me.'*
 - *'It's your turn now. I sing, you repeat.'*
 - *'I'll sing the second line. Copy what I sing after me.'*
 - *'Now, you are going to put those two lines together.'*
 - *'I sing the two lines, and you sing them after me.'*
 - *'Let's see if you can do it.'*

Keep going with lines 3 and 4.

Once they know well the new words, don't sing along with the children and concentrate on listening for accuracy of diction, pitch and rhythm.

Then, put all the lines together and introduce alternating lines.

Suggested instructions:

- *'I'll sing the whole verse, and you sing after me.'*
- *'Let's see if you can do it!'*
- *'Now, I'll sing the first line. You'll sing the next line. Ready?'*
- *'Next, I'll sing the third line. You'll sing the fourth line. Ready?'*
- *'Let's try again, but this time swapping: You sing the first line. I sing the next.'*
- *'Be ready to sing your line. Hum this note for me, please.'*
- *'I'll count you in after three...'*

PERCUSSION INSTRUMENTS

- **Learn the untuned percussion accompaniment for the song 'Billy Barlow'** (for instrumental parts see document *Billyscore2*).

In this activity the children will learn the rhythm patterns for an untuned percussion instrument: triangle.

- Start by teaching the rhythm accompaniment part on triangle in a follow-the-leader fashion: you clap the rhythm, the children clap back. It won't take long as they have had good practice at the warm-up. The focus will be on understanding the relationship between what they perform and the music notation. Help children by:
 - Writing the rhythm pattern 1 for the triangle onto the board.
 - Working out the rhythm part orally with the class:

Ask the children to listen as you read through the rhythm using 'ta-a-a' sound for the dotted note. You might pay attention to an accurate English 't' sound. At a signal children copy. Make sure the 'ta-a-a' sound lasts for three (half a note) beats, so ask them to mark the beat by patting hands on thighs. Try several times until children say it confidently. When the children are familiar with the reading, invite them to clap through while saying it. Next, encourage them to clap saying it inside their heads. Take care not to let them get gradually faster: tap the pulse on a tambour or a woodblock.

Remind the children that a repeated pattern in music is called an **ostinato**.

- Suggested instructions:
 - *'I'll chant the first line to 'taa'. This is how it goes. Look and listen.'*
 - *'I'll chant the line again and you chant the line back to me.' 'Remember to tap the beat. I'll point to the notes while you chant them'*
 - *'It's your turn . After 3.'*
 - *'Now, I'll chant and clap the rhythm. Copy after me.' 'I'll keep the beat on a tambour.'*
 - *'Ready? After 3.'*
- Once the children are familiar with the rhythm, ask pointing to the musical elements in the score:
 - *'Which number is at the top of the time signature? (Number three.)'*
 - *'So, how many beats are there in a bar? (There are three beats in a bar.)'*
 - *'How many dotted notes are there in a bar? (There is one dotted note.)'*

- 'How long does the dotted note last?' (It lasts three beats.)'
 - 'What does this sign :|| at the end mean? (It tells us to repeat from the beginning)'
- Next, tell the children to stand in a semicircle.

Divide the class in half:

- one half performs the hand jive learnt at the beginning of the lesson.
- the other half claps rhythm part 1, that is a clap for each dotted note.

	< 1	2	3	< 1	2	3 ...
Group1	CLAP	CLICK	CLICK	CLAP	CLICK	CLICK
Group 2	CLAP			CLAP		

Practise as follows:

- 1) Ask the first half to revise until everyone is confident performing the movement in time to the beat. Count the beats (1,2,3) to set the tempo.
 - 2) Ask the second half to revise rhythm part 1 to ensure everyone claps accurately to the steady beat.
 - 3) Put them together by group 1 starting with an introduction of two sets of 3 beats before group 2 joins in. Group 1 keep performing the beat not to let the clapping get gradually faster.
 - 4) Give a triangle to group 2. Invite them to tap the rhythm on the instrument whilst group 1 performs the hand jive. Make sure they don't hold the triangle across the corner where there is a gap. Help them hold it properly.
- Direct the children's attention to the repeat sign :||. Remind them of performing the part twice.
- 5) Swap groups.

• Suggested instructions:

- 'I'm going to divide you into two groups.'
- 'Group 1 will be people on the right, from ... to ... You are going to perform the hand jive, that is: 'clap-click-click!'
- 'Group 2 will be people on the left, from ... to ... You are going to clap the rhythm, that is a clap-press-press for each dotted note.'
- 'Make sure you all start on time.'
- 'Let's have a go. Ready? After three.'

Extension activity: Ask the children to mark the pulse with their feet and perform the hand jive at the same time.

Billy Barlow (A Texas song)

LESSONS 5-6

UNIT: SONGS AND INSTRUMENTS

YEAR 4



Resources

Flash cards for pitch.

Cards for verses 4 and 5 from '*Flashcards songs*'

Chime bars.

Keyboard or piano.

Untuned percussion instruments: tambour, woodblock, triangle, claves, drum.

Copy of documents *Billyscore1* and *Billyscore2*.

Key words

● *pulse:* steady beat, strong beat, weak beat, ● *metre:* in three, bar, time signature;

● *melody:* sound, note, shape, melody, move up/down; ● *rhythm:* word rhythm, rest, dotted rest, rhythmic pattern, ostinato; ● *instruments:* untuned instruments, tambour, beater.

TEACHING ACTIVITIES

WARM-UP

■ PITCH

- Use the flashcards from lessons 2 and 3. Practise 'singing the line' to the range of the song: si2 - do4

Use the keyboard to help children improve singing in tune.

- Play combinations of notes from the song, eg. LA-DO#-DO#-DO#, SOL-SI-DO# RE for you to sing to 'u' and children echo back. Use hand position to reinforce the change in pitch or when it stays the same.
 - Ask the children to listen carefully as you play the notes
 - '*Listen again.*'
 - '*The first combination, goes just like this.*' Play and accompany it with hand movement.
 - Say and demonstrate: '*How do the notes move, up, down, stay the same?.*' '*Listen and watch again.*' (*First they go up and then, they stay the same.*)
 - Encourage them to join in: '*Let's try those three.*' '*On your own.*'
 - Ask: '*Will you try it?.*'

Repeat the same sequence with SOL-SI-DO#-RE Direct children's attention to SOL-SI2, where there is a big leap. Ask (Help children understand the questions by making hands movement):

- '*Do these two notes move down or move up? (They move down).*'
- '*Is it a big or a small step/leap? (It's a big step.)*'
- '*How many notes from sol down to si? Let's say and count the notes. (sol,fa,mi,re,do,si. It's a six-note step)*'
- '*What happens in the next notes? They move upwards step-by-step.*'

SONG 'BILLY BARLOW'

- **Learn the words for verses 4 and 5** (for lyrics and music see document *Billyscore1*).
- Use cards from '*Flashcards_songs*' for verses 4 and 5.

Sing through the song to show how it goes. Then, practise saying the words together very quietly and exactly in time. Teach line by line each of the verses 4 and 5: chant the words, the children repeat.

Work through the song putting lines together until the children are familiar with it.

- Suggested instructions:
 - *'I'll chant the first line. This is how it goes. Listen.'*
 - *'I'll chant the line again and you chant the line back to me.'*
 - *'It's your turn now. I chant, you repeat.'*
 - *'I'll chant the second line. Copy what I chant after me.'*
 - *'Now, you are going to put those two lines together.'*
 - *'I sing the two lines, and you sing them after me.'*
 - *'Let's see if you can do it.'*

Once they know the words well, practise lip reading. Speak the words silently and say:

- *'Look at me. Watch my lips carefully.'*
- *'Right, which line am I speaking?'*

Next, ask the children to speak the words silently. Tell them to exaggerate open their mouths:

- *'I want to see the words!'*

Make sure they:

- sound clearly the 'h' on the words 'how', 'him', 'haul';
- sound clearly the 's' at the end of 'says';
- sound accurately the 'sh' at the beginning of the word 'shall';
- sound accurately vowels sounds eg. 'How', 'haul', 'borrow', 'tail', 'bone'.

■ **Fit the words of verses 4 and 5 to the melody of 'Billy Barlow'.**

Revise by singing through the verses 1, 2 and 3 of the song 'Billy Barlow' to remind children how it goes. They sing along the second time.

Although the melody for the new lines is the same as for verse 1, children will need help to sing the words to the melody. So, build the song gradually ensuring good tuning.

Encourage the children to stand in an U or semicircle shape when singing. Ask them to look at the conductor for signals, specially the beginning. Say: *'I want to see you all ready and looking at me.'*

- Suggested instructions:
 - *'I'll sing the first line. This is how it goes. Listen.'*
 - *'I'll sing the line again and you sing the line back to me.'*
 - *'It's your turn now. I sing, you repeat.'*
 - *'I'll sing the second line. Copy what I sing after me.'*

- *'Now, you are going to put those two lines together.'*
- *'I sing the two lines, and you sing them after me.'*
- *'Let's see if you can do it.'*

Keep going with lines 3 and 4. Then, put all the lines together and introduce alternating lines.

Suggested instructions:

- *'I'll sing the whole verse, and you sing after me.'*
- *'Let's see if you can do it!'*
- *'Now, I'll sing the first line. You'll sing the next line. Ready?'*
- *'Next, I'll sing the third line. You'll sing the fourth line. Ready?'*
- *'Let's try again, but this time swapping: You sing the first line. I sing the next.'*
- *'Be ready to sing your line. Hum this note for me, please.'*
- *'I'll count you in after three...'*

PERCUSSION INSTRUMENTS

- **Learn the untuned percussion accompaniment for the song 'Billy Barlow'** (for instrumental parts see document *Billyscore2*).

In this activity the children will learn the rhythm patterns for untuned percussion instruments: tambour, claves, woodblock.

- Revise the hand jive learnt in previous lessons. Explain the children that the music notation for the hand jive is three quarter notes (see bar 1 on claves instrumental part).
- Have it written on the board.
- Direct children's attention to the group of three notes.
- Work it out following the sequence above. This time tell the children to chant it to 'ti-ti-ti' and to 'ta-a-a' for the three beat note in bars 4 and 8. Care for a clear pronunciation of the 't'.
- Suggested instructions:
 - *'I'll chant the first line to 'ti-ti-ti' and 'ta-a-a'. This is how it goes. Look and listen.'*
 - *'It's your turn. Remember to tap the beat. I'll point to the notes while you chant them'*
 - *'Ready? After 3.'*
 - *'Now, I'll chant and clap the rhythm. Copy after me.' 'I'll keep the beat on a tambourine.'*
 - *'Ready? After 3.'*

Once they know the rhythm pattern well divide the class into two groups:

- one half performs part 4 on the claves. Remind them of stressing beat 1 with a slightly stronger tap.
- the other half performs rhythm pattern 1 on a triangle.

Swap groups.

- Suggested instructions:

- *'I'm going to divide you into two groups.'*
- *'Group 1 will be people on the right, from ... to ... You are going to perform the rhythm part 4 on the claves.'*
- *'Group 2 will be people on the left, from ... to ... You are going to perform rhythm pattern 1 on the triangle.'*
- *'Make sure you all start on time.'*
- *'Let's have a go. Ready? After three.'*

Now, work out part 2 orally with the class.

Billy Barlow (A Texas song)

LESSONS 7-8-9

UNIT: SONGS AND INSTRUMENTS

YEAR 4



Resources

Flash cards for pitch

Cards from '*Flashcards songs*'

Chime bars

Keyboard or a piano

Tuned percussion instruments: soprano/alto glockenspiels, soprano/alto metallophones, soprano/alto xylophones, bass xylophone.

Untuned percussion instruments: tambour, woodblock, triangle, claves.

Copies of documents *Billyscore1*, *Billyscore2*, *Billyscore3*, *Billyscore4* and *Billyscore5*.

Key words

● *music notation:* stave, clef, line, space, repeat sign; ● *pitch:* high, low, higher, lower, highest, lowest; ● *melody:* note names, high notes, melodic parts; ● *instruments:* bars (of an instrument) tuned percussion instrument, soprano glockenspiel, alto glockenspiel, soprano metallophone, alto metallophone, soprano xylophone, alto xylophone, bass metallophone, bass xylophone, soft/hard beaters ● *untuned percussion instruments:* tambour, woodblock, triangle, claves.

TEACHING ACTIVITIES

SONG 'BILLY BARLOW'

- **Revise the song 'Billy Barlow'** (for lyrics and music see document *Billyscore_1*).

Use cards from '*Flashcards songs*'.

Sing through the whole song to ensure they have memorised the words and melody and are able to focus on singing musically.

Encourage the children to stand in an U or semicircle shape when singing. Ask them to look at the conductor for signals, specially the beginning. Say: '*I want to see you all ready and looking at me.*'

- '*Let's sing it one more time.*'
- '*If I look at you, please, look at me. It will help to keep all of us together.*'
- '*You got that bit of tune really good.*'
- '*Oh, you could do better than that.*'

Deal with any difficulty that might have appeared. Go over rhythm words ; melodic combinations. Work on breathing. Once they have got the words, rhythm and melody tell the children they are going to do that bit/ line/ phrase in one breath. The teacher demonstrates and the children repeat.

PERCUSSION INSTRUMENTS

- **Learn the melodic accompaniment on tuned percussion instruments** (for instrumental parts see *Billyscore5* , *Billyscore4* , *Billyscore3* .

In this activity the children will learn to play the accompaniment parts on pitched percussion

instruments. Work out parts separately. The focus will be on understanding the relationship between what they perform and the music notation.

PART 1

Have the accompaniment part 1 written on the board.

- Work out the names of the notes orally with the class.
Remind children that: *'Music is written on a set of lines. It is called a **stave**. At the beginning there is a sign called a **clef**.'*
Then tell the children:
 - *'Where is the first note, on a line or in a space? (It is in a space.)'*
 - *'Which space? The first, the second, the third or the fourth? (In the fourth.)'*
 - *'What is the name of the note? Anyone? (Its name is La.)'*
 - *'Is the next note the same? (Yes, it is the same.)'*
 - *'How many La notes are there in a row? (There are six.)'*
 - *'Where is note in bar 7, on a line or in a space? (It is on a line.)'*
 - *'On which line is it? On the first, on the second, on the third, on the fourth or on the fifth? (It's in on the fifth.)'*
 - *'Is it higher or lower than La? (It is lower.)'*
 - *'What is the name of the note? Anyone? (Its name is Mi.)'*
 - *Look at the note in bar 11. Where is it, on a line or in a space? (It is on a line.)'*
 - *'What line is it? The first? The second? The third? The fourth? The fifth? (It's the third line.)'*
 - *'Is it higher or lower than La? (It is higher.)' Right, just one step higher!*
 - *'What is the name of the note? Anyone? (Its name is Si.)'*
 - *'How many different note names do we have? (Three.)'*
 - *'Let's count.'*
 - *'How many La notes are there? (There are nine la notes.)'*
 - *'How many Si notes are there? (There are two.)'*
 - *'How many Mi notes are there? (There are five.)'*
 - *'Which note is the lowest? (Mi is the lowest.)'*
 - *'Which one is the highest? (Si is the highest.)'*
- Next, work out the rhythm briefly since they have already practised it in several previous lessons. Ask as a review:
 - *'What is the top number of the time signature? (Number three.)'*
 - *'So, how many beats are there in a bar? (There are three beats in a bar.)'*
 - *'How long does the dotted note last?' (It lasts for three beats.)'*
 - *'What does this sign :|| mean? (It means: Repeat the part twice.)'*
- Then, clap and read the rhythm to 'ta-a-a' for the three beats note. Once they have revised it, ask them to clap and read the rhythm to the note names, making sure they hold the vowel sound for three beats: la-a-a, mi-i-i, si-i-i .
Ask them to:
 - *'Clap the rhythm saying, 'ta-a-a' for each dotted note.'*
 - *'Clap the rhythm saying the note names.'*

- Finally, encourage them to sing the melodic part to the note names. You sing first for them to copy. Help them by tapping the beat and pointing to each note on the board. Give them the starting note.
 - *'Listen carefully.'*
 - *'Can you match the sounds using your voice?'*
 - *Ready?*
 - *'Can you show with your hand how this part moves: upwards, downwards or stay the same?'*
- Invite children to transfer the melodic part to a tuned instrument: *'We are going to practise on a tuned instrument.'* (*soprano glockenspiel, 1*)
Tell them as you demonstrate:
 - *'Find bars Mi, La, Si.'*
 - *'Take bars Re, Fa, Sol and high Do off.'* *'With both hands, please.'*
 - *'Hold a beater in each hand.'*
 - *'Use left hand for Mi, and right hand for La and Si.'*
 - *'Don't tuck your elbows in.'* *'Keep your arms loose.'*
 - *'Make sure the beater bounces. Don't hold it down.'*
 - *The movement for your hands will be: strike – (wave)out – (wave)up.*
 Explain:
 - *'We will now try it while I play the melody on the piano. You'll come in after the count of three!'*
 - *'Right, we will do that again singing the note names aloud in tune.'*

PART 2

Write the accompaniment part 2 onto the board.

- Work out the names of the notes orally with the class.
Ask the children:
 - *'Where is the first note, on a line or in a space? (It is in a space.)'*
 - *'Which space? The first, the second, the third or the fourth?(In the second space.)'*
 - *'What is the name of the note? Anyone? (Its name is Fa.)'*
 - *'Is the next note the same? (Yes, it is the same.)'*
 - *'How many Fa notes are there in a row? (There are six.)'*
 - *'Where is note in bar 7, on a line, in a space or below the stave? (It is below the stave.)'*
 - *'Is it higher or lower than La? (It is lower.)'*
 - *'What is the name of the note? Anyone? (Its name is Do)'*
 - *Look at the note in bar 11. Where is it, on a line, in a space or below the stave? (It is below the stave.) Right, just hanging from the first line!*
 - *'Is it higher or lower than Fa? (It is lower than Fa.)' Right, three steps lower!'*
 - *'What is the name of the note? Anyone? (Its name is Re.)'*
 - *'Is Re higher or lower than Do? (It's higher.)'*
 - *'How many steps? (One step.)'*
 - *'How many different note names do we have? (Three.)'*

- *'Let's count:'*
 - *'How many La notes are there? (There are nine la notes.)'*
 - *'How many Si notes are there? (There are two.)'*
 - *'How many Mi notes are there? (There are five.)'*
- *'Which note is the lowest? (Do is the lowest.)'*
- *'Which one is the highest? (Fa is the highest.)'*
- Next, work out following the process in part 1:
 - reading and clapping the rhythm;
 - putting together rhythm and notes;
 - singing the note names rhythmically;
 - playing the part on tuned percussion instruments.
- Invite children to transfer the melodic part to a tuned instrument (*alto glockenspiel, 2*)

PART 3

Write the accompaniment part 3 onto the board. Compare it with parts 1 and 2. Tell the children to look carefully at part 3, first.

- Work out the names of the notes orally with the class.
Ask the children:
 - *'Look at the first note:*
 - *'Is it in part 2? (Yes, it is)'*
 - *'What bars is the note in? (In bars 11 and 12.)'*
 - *'Anyone remembers the name? (Its name is Re.)'*
 - *'Is the next note the same? (Yes, it is the same.)'*
 - *'How many Re notes are there in a row? (There are six.)'*
 - *'Look at the note in bar 7:*
 - *'Is it in part 1? (Yes, it is)'*
 - *'What bars is the note in? (In bars ...)'*
 - *'Anyone remembers the name? (Its name is La.)'*
 - *'Look at the note in bar 11*
 - *'Is it on a line or in a space? (It is on a line)'*
 - *'Is it higher or lower than La? Have a look at bars 12 and 13. (It is lower.)'*
 - *'How many steps down? (One step down.)'*
 - *'So, what is its name? (Its name is Sol.)'*
 - *'Can you find it in part 1? Can you find it part 2?'*
 - *'How many different note names do we have? (Three.)'*
 - *'What are they called?'*
 - *'Let's count:'*
 - *'How many Re notes are there? (There are nine re notes.)'*
 - *'How many La notes are there? (There are five.)'*
 - *'How many Sol notes are there? (There are two.)'*
 - *'Which note is the lowest? (Re is the lowest.)'*
 - *'Which one is the highest? (La is the highest.)'*

- Next, following the process in parts 1 and 2 work out:
 - reading and clapping the rhythm;
 - putting together rhythm and notes;
 - singing the note names rhythmically;
 - playing the part on tuned percussion instruments.
- Invite children to transfer the melodic part to a tuned instrument (metallophone).

PART4 (See document *Billyscore 5*).

Write the melodic accompaniment part 4 onto the board.

- Tell the children to look carefully at part 4 and work out the name of the notes by comparing them with the notes in parts 1, 2 and 3.
- Next, work out the rhythm and later the notes by asking them to compare it to rhythmic accompaniment part 4:
 - Read and clap the rhythm of the half beat notes to 'ti' (ti-ti-ti) stressing with a stronger clap the first ti. Once they have revised it, ask them to clap and read the rhythm to the note names, making sure put the stress on the first note: Re-Fa-La, Mi-Mi-La, Sol-Si-Si, Mi-Sol-La.
- Finally, encourage them to sing the melodic part to the note names. You sing first for them to copy. Help them by tapping the beat and pointing to each note on the board. Give them the starting note.
- Invite children to transfer the melodic part to a tuned instrument: *'We are going to practise on a tuned instrument' (xylophone)*.
Tell them as you demonstrate:
 - *'Find bars Re, Mi, Fa, La.'*
 - *'Take bars Low Do and high Do off.'* *'With both hands, please'*
 - *'Now, take Fa off and put Fa# on.'*
 - *'Hold a beater in each hand.'*
 - *'Use left hand for the first note of each group of three and right hand for the other two notes.'*
 - *'Don't tuck your elbows in.'* *'Keep your arms loose.'*
 - *'Make sure the beater bounces. Don't hold it down.'*

Explain:

- *'We will now try it while I play the melody on the piano. You'll come in after the the count of three.'*
- *'Right, we will do that again singing the note names aloud in tune.'*
- **PART 5** (See document *Billyscore5*)

Write the melodic accompaniment part 5 onto the board.

- Tell the children to look carefully at part 5 and try to work out the name of the notes by

comparing them with the notes in parts 1, 2, 3 and 4. Direct their attention to each pair of notes: one at the top, the other at the bottom. Explain that they need to play them together.

- Next, work out the rhythm. Ask them to clap the rhythm of the words 'Let's go' several times whilst they say the words aloud. Then, encourage them to clap it all through as they sing verse 1. Tell them that the last clap is on the syllable(Bar)**low**.
- Invite children to transfer the melodic part to a tuned instrument: *'We are going to practise on a tuned instrument.'* (bass xylophone).
Tell them as you demonstrate:
 - *'Find bars Re, Mi, Fa, Sol, La, Si.'*
 - *'Take bars Low Do and high Do off.'* *'With both hands, please'*
 - *'Hold a beater in each hand.'*
 - *'Both notes sound together.'*
 - *'Don't tuck your elbows in.'* *'Keep your arms loose.'*
 - *'Make sure the beater bounces. Don't hold it down.'*

Explain:

- *'We will now try it while I play the melody on the piano. You'll come in after the the count of three. Listen carefully for the rhythm pattern played by my left hand. After three.'*
- *'Right, we will do that again.'*

■ **Combine the melodic parts.**

- When you can all play parts over and over again without a mistake put them together. Allocate glockenspiels, metallophones, xylophones to five groups. Direct when the group should start and stop.
 - Hand out each group a copy of documents Billyscore_4 and Billyscore_5 the children look at the score to remind them of the pattern of notes which they observed before. Try playing two parts together before attempting all the groups performing at once. Start with the bass group on their own for a whole verse. Then, add the xylophone group. Next, combine the glock. part (part 1) with the soprano metallophone part (part 3) whilst the bass and xylophone groups keep going. When they are secure the conductor signals for the alto metallophone group to add their part (part 2). Make sure every performer begins the part on the strong beat by saying: *'I want to see you all ready and looking at me.'* Ensure they bounce the beaters off the bars to make a long ringing sound.

Billy Barlow (A Texas song)

LESSONS 10-11

UNIT: SONGS AND INSTRUMENTS

YEAR 4



RESOURCES

A balloon, a puppet, a string.

Flashcards for pitch.

Chime bars Si, Sol, Re or a metallophone.

Picture / word cards from 'Flashcards_songs'.

Tuned percussion instruments: glockenspiels(alto-soprano), metallophones (alto-soprano), xylophones (alto-soprano), bass.

Untuned percussion instruments: tambour woodblock, claves

Keyboard or a piano

Copies of documents *Billyscore1*, *Billyscore2*, *Billyscore3*, *Billyscore4*, *Billyscore5*.

Key words:

• *tempo:* steady, slow down, fast/slow, speed up; • *pulse:* steady beat; • *rhythm:* rhythmic ostinato, rhythmic part; • *melody:* melodic ostinato, melodic part, note names; • *instruments:* untuned and tuned percussion instruments. beaters.

TEACHING ACTIVITIES

SONG 'BILLY BARLOW'

- **Revise the song 'Billy Barlow' using the cards** (for lyrics and music see document *Billyscore1*).

Choose a child to change the order of the cards. Give the child a set of cards. Ask him to shuffle the cards and hold up the first one. The class responds by singing the appropriate verse. Label the card once sung. Continue until all the cards have been shown and placed.

- Ask:
 - 'Is the song in the correct order?' (No, it's not.)
 - 'Could anyone put it right?'

Now choose a child to be responsible for rearranging the cards into the right order. This child reorders the cards and holds them up one at a time while the others respond by singing the appropriate verse. Label them one more time.

PERCUSSION ACCOMPANIMENT

- **Revise the rhythmic and melodic accompaniment parts** (for instrumental parts see documents *Billyscore1*, *Billyscore2*, *Billyscore3*, *Billyscore4* and *Billyscore5*).

Allocate the instruments to the children and hand out the copies for the instrumental parts. Revise briefly the instrumental parts once through. Deal with any difficulty that might have appeared. One or several groups play and the rest of the class sing the song.

- **Combine the rhythmic and melodic parts.**

In this activity the children will practise the instrumental accompaniments all together.

You might proceed as follows:

- Start with the bass part and the tambour part accompanied by the piano. The rest of the class sing once through and perform the hand jive to the beat: pat legs, snap fingers to the left, snap fingers to the right.
- Once the bass and tambourine parts are secure add the triangle part, glockenspiels part and metallophone parts. They play once through. The rest of the class sing.
- Add the xylophone, the claves and the woodblock accompaniments.

Or you might start with the untuned instruments performing once through and add the tuned instruments thereafter.

Remind the children of:

- ◆ all watching the conductor carefully;
- ◆ starting from silence and finishing with silence;
- ◆ being ready to come in time;
- ◆ keeping in time and playing rhythmically;
- ◆ not playing too loud for a good balance between all parts is key to a good performance.

Hole in the bucket (traditional)

LESSONS 1-2

UNIT: SONGS AND INSTRUMENTS

YEAR 4



RESOURCES

A balloon, a puppet and a string.
Picture / word cards from [Flashcards songs](#).
Remote control.
Copy of document [Holescore 1](#).

Key words

● *posture*; ● *breathing*: breath in/out; ● *pulse*: steady beat, strong/weak beat, ● *metre*: in three;
● *melody*: sound, note, melody, thinking voice; ● *rhythm*: word rhythm.

WARM-UP

Prepare the class with a vocal warm-up.
Work with them on **posture**, **breathing**, and **pitch**.

■ POSTURE

Ask the children to stand in a circle and look carefully at you. Make sure they are standing with unfolded arms and legs shoulder-width apart. Ask them to imagine that their head is attached to a piece of string from above, which is pulling their head and shoulders up straight. Demonstrate this by doing yourself or/and by using a puppet with a string attached to its head.

The suggested instructions for the children to copy you would be:

- *'Stand tall.'*
- *'Feet slight apart, not touching each other, not too far apart.'*
- *'Arms / hands loose by your sides.'*
- *'Chest high and shoulders down and free.'*
- *'Keep your weight on two feet.'*

■ BREATHING

Encourage the children to take a deep breath into the lower abdomen to the count of three through the nose, then continue to breath for a further 4 counts. Then breath out slowly to a count of 10. Ask the children to put one hand on their tummy so they can feel it rising and falling as they breath.

You could tell children as you demonstrate:

'Think of having a balloon in your tummy. The balloon inflates when you breath in. The balloon deflate as you breath out.'

Instructions:

- *'Hands on your tummy.'*
- *'Take a breath and push your hands out.'*

- 'Breath out, squeeze hands in.'
- 'Breath in on the count of three'
- 'Breath out on the count of ten'

Ask the children:

- 'Can you feel the hand on your tummy rising as you breath in ?'
- 'Can you feel the hand on your tummy falling as you breath out?'

Repeat a few times making the count longer in order to let children gain control of breathing.

Teaching notes:

At this point check out:

- Children standing with their weight on one foot.
- Children hunching shoulders.
- Children sticking chins out.
- Children who tip their heads back.
- Children clasping hands behind or in front.

Repeat the activity above doing a '**sss**' sound on the out-breath.

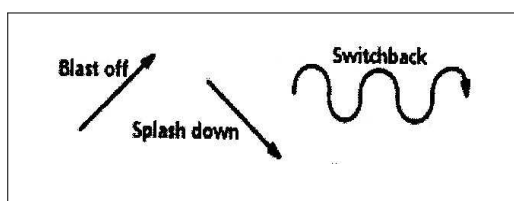
Repeat now doing a '**sh**' sound on the out-breath.

■ PITCH

Play '**Blast off**': the children crouch down on their haunches, then, after countdown, slowly rise like a rocket and take off into space. As they rise, their voices rises in pitch.

In '**Splash down**': they reverse the procedure.

Play '**Switchback**': the children swoop up and down over and over again as though they are on a switchback at the fare. The pitch of their voices should rise up and down as they do.



TEACHING ACTIVITIES

SONG 'Hole in the bucket'.

- Introduce the song '**Hole in the bucket**' (see music and lyrics in document *Holescore_1*)
- Use the cards from '*Flashcards_songs*' for the song 'Hole in the bucket'. Have them on the board into two groups: the cards for Liza's part and the cards for Henry's part.

- Explain the children that they are going to hear a new song called 'Hole in the bucket'.
- Show the card for the words 'hole' and 'bucket'. Position all the picture cards and the word labels from photocopiable ... on the board
- Ask them to listen to the song as you sing it. Point to the cards to help the children understand.
- Ask the children to match the ones they know. Work with them to pair the words unmatched.
- Make sure they know the meaning of each word by asking them:
'Which picture is a ...?' (The first one, the top one, ...)

Once they know the meaning:

- Help them to read these words;
- help them to be aware of these words as you sing the song. Ask the children to listen for the names and raise their hand when they hear each of them;
- practise saying the words with the class;
- then, invite children to sing along each time the words occurs in the song.

■ **Feel the pulse of the song 'Billy Barlow'.**

Sing through the song 'Billy Barlow' to show how it goes. Make sure the children listen carefully. Ask them to join in tapping fingers lightly on their palms to mark the pulse as you sing the song again. Say and demonstrate: *'I'll sing the song and you join in tapping two fingers on your palms, like this.'* Next, invite them to tap the beat lightly on their thighs, chest, head to ensure the feel of the steady beat. Tap a different part of the body for each musical phrase.

- Suggested instructions. Say and demonstrate:
 - *'I'll sing the song and you join in tapping fingers on your palm, like this.'*
 - *'I'll sing the song again but this time watch carefully: I'll tap the beat on different parts of the body: head, chest, thighs, nose, ...'*

■ **Explore the metre of the song 'Hole in the bucket'.**

When the children are confident tapping the pulse, lead them in performing a *hand jive in the following manner: *Clap, click with the right hand, click with the left hand or clap, tap right thigh, tap left thigh* to reinforce the idea of three beats in a bar. Repeat the activity adding the counting for each action: 1 (clap), 2(click fingers/tap), 3 (click fingers/tap) to show the metre pattern.

Suggested instructions to learn the hand jive:

- *'Look at me and listen.'*
- *'Look and listen again. Repeat with me.'*
- *'Now, add the words 'clap-click-click' or 'clap-tap-tap', to the movements'. Demonstrate.*
- *'Right, let's see if you can do it. After three.'*
- *'Let's try saying 1,2,3 instead of 'clap-click-click'.'*
- *'Have a go.'*
- *'Now, try again putting an stress on 1. Say 'one' louder than two and three.'*
- *'Have a go. After three.'*

Count	< 1	2	3	< 1	2	3	< 1 ...
Perform	CLAP	CLICK	CLICK	CLAP	CLICK	CLICK	CLAP ...

Teaching tip: Each line of the song begins with an *UPTBEAT ('There's a', for the first section). The three beats of movement begin after the upbeat. When the children are learning the song make sure they grasp that. It might help if you tap a tambour on the first beat of each bar.

In order to identify the strongest beat, start the activity by getting everyone to count together in threes. Repeat a second time only clapping on all the number ones – the strong beat of each group. When this is secure the children stand in a circle to sway in time with the strong beat of each bar. Then, as the children listen to the song invite them to march to the beat stamping on the strong beat of each bar. This will need a bit of practise beforehand since the foot stamping on the strong beat is different for each bar: right foot for beat 1 in bar 1; left foot for beat 1 in bar 2, and so on.

Suggested instructions:

- 'Start counting 1, 2, 3 with the stress on beat 1.'
- 'Ready? After three.'
- 'Keep counting but this time add a clap on every beat 1. That is: Clap-two-three,...'
- 'Ready? After three.'
- Direct the children's attention to the beginning of the song:
 - 'The song starts on a beat 3, so the counting to begin with will be:

3	< 1	2	3	< 1	2	3 ...
	CLAP			CLAP		

'Put a clear stress on the first beat.'

- 'Now, try walking to the beat. Stamp on the first beat. This will be: Stamp-step-step.'
- 'Remember the song start on a beat 3, so the counting to begin with will be':

3	< 1	2	3	< 1	2	3 ...
	STAMP RF	STEP	STEP	STAMP LF	STEP	STEP...

Ask the children to listen to the song and perform the body percussion throughout.

- 'Ready to perform the hand jive to the song?'
- 'Remember to start on the word 'hole'.'
- 'Let's have a go. After: one, two, there's.'

■ Learn the words of verses 1 and 2, 'Hole in the bucket'.

- Use cards from '*Flashcards_songs*'

The song is too long for the children to remember in one session. Break it down into small sections (verses) and work on them over a period of singing sessions.

- Practise saying the words together very quietly and exactly in time. Start with lines 1 to 4 as follows:
 - Say the words of the first verse to the children as a chant. Now ask everyone to copy. Do it as many times as convenient. Chant the next line and so on. Work through the lines putting sections together until the children are familiar with it.
 - Then, chant the first line of each verse, the children chant second ones.
 - Divide the class into two groups: one to be Henry and one to be Liza. Henry's group chants the words of line 1 and 2, then stops. Liza's group takes over without a break and chants the words of the second part. Repeat the same activity for parts three and four. Swap groups.
- Suggested instructions:
 - *'I'll chant the first line. This is how it goes. Listen.'*
 - *'I'll chant the line again and you chant the line back to me.'*
 - *'It's your turn now. I sing, you repeat.'*
 - *'I'll chant the second line. Copy what I chant, after me.'*
 - *'Now, you are going to put those two lines together.'*
 - *'I chant the two lines, and you chant them after me.'*
 - *'Let's see if you can do it.'*

Keep going with lines 3 and 4. Next, split the class into two groups:

- *'I'm going to divide you into two groups.'*
- *'Group 1 will be people on the right, from ... to ... You are going to chant Henry's lines: There's a hole ...'*
- *'Group 1, your hands up!'*
- *'All right.'*
- *'Group 2 will be people on the left, from ... to ... You are going to chant Liza's lines. Then mend it ...'*
- *'Group 2, your hands up!'*
- *'All right.'*
- *'Let's have a go. Everyone ready?'*

To improve **diction**, remind the children of speaking the words of the song rhythmically and very clearly. Teacher might concentrate on some of these articulation aspects:

- The 'th' sound at the beginning of the words '**There**', '**the**' and '**then**'. Make sure the children doesn't make it sound like a 'd'.
- The 'sh' sound at the beginning of the words '**shall**' and '**sharpen**'.
- The 'h' sound in the words '**hole**' and '**Henry**'. Make sure the children doesn't make it sound too strong like in the Spanish 'j'.
- Articulating the 'st' of '**stone**' clearly, without adding an /e/ sound at the beginning.
- Children working their tongue hard to get the 't' at the end of words such as 'what', 'it', 'but', 'bucket'.

- The 'u' sound in the words 'bucket', 'but', 'cut' pronounced accurately.
- The 'ea' sound in the word 'dear' pronounced quickly.
- Make sure that the ends of words are not snatched or clipped at the ends of phrases. Children should sustain the vowel sounds for their full length on the last beat, eg. 'o' sound in long, 'y' sound in dry.

Teaching tips: -

- *Pictures and actions can help with recall of words for longer songs, eg cutting action, show shape of a straw, ...*
- *Have the words written onto the board. It might help children who are visual learners. It might help improve words spelling, as well.*
- *Eventually, words should be memorised, so that the children will be able to focus on singing musically.*

■ **Learn the melody of the song 'Hole in the bucket', verses 1 and 2.**

- ◆ Sing through the song 'Hole in the bucket' one more time to show how it goes. Make sure the children listen carefully as you sing.
- Although the tune is simple and within a limited range (from re3 to si3), pay attention to:
 - the last two bars in even lines (2, 4, ...). Ensure that the children grasp there is a slight melodic difference in the last two bars in phrase A.
 - pitch accurately the intervals si-re (bars 2 and 6), sol-re (bars 3 and 7) showing the pitch movement with your hands. All join in singing using the hand signals. Sing the intervals to 'lah', children repeat.
 - Pitch accurately the last two bars of each line by showing the difference of pitch with your hands. Sing the last two bars to 'lah' accompanied by the hand movement, children copy. Take a deep enough breath to support the line.
 - Hold the last note for two beats.

The melody repeats throughout all the sections in the song.

Encourage the children to stand in an U or semicircle shape when singing. Ask them to look at the conductor for signals, specially the beginning. The starting notes are on an upbeat, so the children need to pay attention to the conductor's signal to come in.

- ◆ Teach the melody of the song line by line in a follow-the-leader fashion: you sing, the children sing back. Help children stand in a good posture and take a deep enough breath to support the line.
- Suggested instructions:
 - *'I'll sing the first line. This is how it goes. Listen.'*
 - *'I'll sing the line again and you sing the line back to me.'*
 - *'It's your turn now. I sing, you repeat.'*
 - *'I'll sing the second line. Copy what I sing, after me.'*

Once they know well lines 1 to 4, don't sing along with the children and concentrate on listening for accuracy of diction, pitch and rhythm.

- ◆ Work through the song putting sections together until the children are familiar with it.
 - Suggested instructions:
 - *'Now, you are going to put those two lines together.'*
 - *'I sing the two lines, and you sing them after me.'*
 - *'Let's see if you can do it.'*
 - ...
 - Divide the class into two groups: one to be Henry and one to be Liza.
 - Henry's group sings the words of lines 1 and 2, then stops. Liza's group takes over without a break and sings the words of lines 3 and 4.
 - Repeat the same activity for lines three and four.
 - Swap groups.
- Suggested instructions:
- *'I'm going to divide you into two groups.'*
 - *'Group 1 will be people on the right, from ... to ... You are going to sing Henry's lines: There's a hole ...*
 - *'Group 2 will be people on the left, from ... to ... You are going to sing Liza's lines. Then mend it ...*
 - *'Make sure you start on the right note. Listen and hum it for me, please.*
 - *'Let's have a go. Ready?'*

Teaching tips:

- When teaching a song, or rehearsing sections of a song, always remember to give a starting note, and either count the children in or use a hand signal. You may sing 1, 2, 3, 4 or 'Are you ready off we go' on the starting note. However you choose to do it, you must indicate the metre – in other words, whether the song is in two, three or four time.
 - Always show a steady beat through all a line/ a section / a song.
- ◆ Show children how to use the **thinking voice** by singing words or phrases in their heads, that is, mouthing the words without making any sound. It's called '*internalising*'. When everyone is confident singing the song, explain the children:
 - *'This is my magic remote control. First we sing the song as normal. When I press mute I want you to stop singing, but keep singing in your heads. When I press mute again I want to hear the sound at the point of the song where I pressed the mute.'*
- Now, demonstrate:
- *'Would anyone like to press the remote control? I just sing. You can mute me and turn me back on when you like. Are you ready? After three.'*
- Ask the children to practise:
- *'This time you try. I think you'll be fine.'*
 - *'First, can you hum this note for me? Right. Ready? I'll count (in tune to the starting note) you in, after three.'*

■ **Explore the word rhythms of the song 'Hole in the bucket'.**

Explain that this time the children are going to clap the rhythm of the words, that is, one clap for each word, or each part of the word (syllable). Demonstrate by singing lines 1,2,3,4 once through as you clap. Keep the clapping light.

- ◆ Invite children to clap the rhythm of each line, immediately after you perform it for them to copy. All sing along.
Concentrate on saying the words clearly and matching the rhythms accurately.
 - Suggested instructions:
 - *'Could anybody clap the rhythm of line 1?' Try singing and clapping at the same time.'*
 - *'Is she/he right?'*
 - *'Can we all clap and sing together? I'll show you first. Listen!'*
 - *'Your turn. You go. After 2.'*

- ◆ Divide the class into two groups and allocate each group a phrase/part/section of the song. As an example: one group claps and sing the rhythm of the first phrase of the song, then stops; the other group takes over without a break and claps the rhythm of the second phrase as they sing, and so on until the end. Try with a different group for each phrase of the song.
 - Suggested instructions:
 - *'I'm going to divide you into two groups.'*
 - *'Group 1 will be people on the right, from ... to ... You are going to sing and clap Henry's lines: There's a hole ...'*
 - *'Group 2 will be people on the left, from ... to ... You are going to sing and clap Liza's lines. Then mend it ...'*
 - *'Make sure you start on the right note. Listen and hum it for me, please.'*
 - *'Let's have a go. Ready?'*
 - *Swap over.*

- ◆ When everyone can sing and clap those verses all way through, try singing and clapping one phrase out loud and clap the next phrase saying the words in your head (*internalising*). Then, encourage children to clap the whole section without singing. Before you begin count a steady 1, 2; the clapping start on the upbeat.
 - Suggested instructions:
 - *'First we sing and clap line 1 as normal. At a hand signal you stop singing but clap line 2. Keep singing line 2 in your head.'*
 - *'Let me show you.'*
 - *'Your turn.'*
 - *'At a hand signal again I want to hear you singing and clap line 3.'*
 - *'Next, clap line 4 and sing it inside your head.'*
 - *'Let me show you.'*
 - *'Ready?' 'After two.'*

Hole in the bucket (traditional)

LESSONS 3-4

UNIT: SONGS AND INSTRUMENTS

YEAR 4



Resources

A balloon, a puppet and a string.
Chime bars Si, Sol, Re or a metallophone.
Tambours, woodblock, beaters.
Picture / word cards from 'Flashcards songs'
Copy of document *Holescore1*.

Key words

● *posture*; ● *breathing*: breath in/out; ● *pulse*: steady beat, strong/weak beat; ● *metre*;
● *melody*: sound, note, shape, melody, move up/down, thinking voice; ● *rhythm*: word rhythm, rhythmic pattern, ostinato; ● *instruments*: untuned instruments, tambour, beater.

WARM-UP

Prepare the class with a vocal warm-up.

Work with them on **posture**, **breathing**, **articulation** and **pitch**.

■ POSTURE

Go over the same activity from previous lesson 1.

Ask children to stand in a circle and look carefully at you. Make sure they are standing with unfolded arms and legs shoulder-width apart. Ask them to imagine that their head is attached to a piece of string from above, which is pulling their head and shoulders up straight. Demonstrate this by doing yourself or/and by using a puppet with a string attached to the head.

The suggested instructions for the children to copy you would be:

- 'Stand tall.'
- 'Feet slight apart, not touching each other, not too far apart.'
- 'Arms / hands loose by your sides.'
- 'Chest high and shoulders down and free.'
- 'Keep your weigh on two feet.'

■ BREATHING

Revise the activity from lesson 1 and repeat it by making the counting longer. Invite the children to take a deep breath into the lower abdomen to the count of three through the nose, then continue to breath for a further 8 counts. Then breath out slowly to a count of 12. Ask the children to put one hand on their tummy so they can feel it rising and falling as they breath.

You could tell children as you demonstrate:

'Think of having a balloon in your tummy. The balloon inflates when you breath in. The balloon deflate as you breath out.'

Instructions:

- 'Hands on your tummy.'
- 'Take a breath and push your hands out.'

- 'Breath out, squeeze hands in.'
- 'Breath in on the count of three'
- 'Breath out on the count of twelve'

Ask the children:

- 'Can you feel the hand on your tummy rising as you breath in ?'
- 'Can you feel the hand on your tummy falling as you breath out?'

Repeat a few times in order to let children realise they are gradually gaining control of breathing.

Teaching notes:

At this point check out.

- Children standing with their weight on one foot.
- Children hunching shoulders.
- Children sticking chins out.
- Children who tip their heads back
- Children clasping hands behind or in front.

Repeat the activity above doing a '**sss**' sound on the out-breath.

Repeat now doing a '**sh**' sound on the out-breath.

- ◆ The diaphragm is a muscle that can be felt if we put our hands just below the rib cage and say a short sharp '**cah**'. Tell them to do this several times, '**kkkkk**'. Next, ask them to do the same thing, but with their hands on their backs, just above the kidneys. Tell them that when we sing we use this muscle as our 'volume pedal' to push the sound out.
 - Repeat saying a short sharp '**t**' on the out-breath.
 - Repeat now saying a short sharp '**ts**' on the out-breath.

■ PITCH

Tell the children to 'take their voices for a walk': Demonstrate to the children how to move their hands upwards while sliding their voices upwards singing to 'oo'. The children then try themselves. Repeat with a downward movement accompanied by voice sliding down, and hand moving horizontally accompanied by voice holding a steady note. See if the children can make their voices follow a hand as it moves up and down or stays on the same level. Keep it simple. You might make flashcards as the ones below.

Ask. Then demonstrate:

- 'Can you sing this shape? Look and listen, then copy.'
- 'Now hold the note steady!' Look and listen, then copy.'



Source: Flashcards from Escola de pedagogia musical. Mètode Ireneu Segarra.

Prepare three chime bars SI – SOL – RE or you can use a metallophone:

- ◆ Play and sing the notes separately.
 - Ask children to listen carefully.
 - Tap bar SOL and sing it to 'nu'.
 - Ask the children to repeat:
'Could anyone sing that note to me?'
A child sing back.
Ask: *'Is he/she right?' (Yes/No). He/she is exactly right. He/she is close.*
Tell the children: *'This note is called SOL.'*
 - Ask: *'Can we all sing the note together?'*

 - Repeat the same sequence with notes SI and RE.
Say first: *'Let's play a different note.'*
Then keep going as above.

- ◆ Next play combinations from the song, eg. SI-RE, SOL-RE, RE-RE for you to sing and children echo back. Use hand position to reinforce the change in pitch or when it stays the same.
 - Ask the children to listen carefully as you play the notes SOL-RE.
 - *'Listen again.'*
 - *'The first interval, goes just like this.'* Play and accompany it with hand movement.
 - Say and demonstrate: *'The notes move down.'* *'Listen and watch again.'*
 - Encourage them to join in: *'Let's try those two.'* *'On your own.'*
 - Ask: *'Will you try it?'*

 - Repeat the same sequence with SI-RE and RE-RE. Direct children's attention to RE-RE. Ask (Help children understand the question by making the hand movement):
 - *'Do the notes move down?' (No).*
 - *'Do the notes move up?'. (No).*
 - *'How do the notes move?' (They stay the same).*

TEACHING ACTIVITIES

- **Learn the words for verses 3, 4, 5 and 6** (For lyrics and music see document *Holescore1*).
- Use cards from *'Flashcards songs'*.

Sing through the song to show how it goes. Then, practise saying the words together very quietly, rhythmically and exactly in time. Teach line by line each of the verses: chant the words, the children repeat rhythmically.

You might write the words on the board for initial rehearsal, but chant them from memory thereafter.

Work through the song putting lines together until the children are familiar with it.

- Suggested instructions:
 - *'I'll chant the first line. This is how it goes. Listen.'*
 - *'I'll chant the line again and you chant the line back to me.'*

- *'It's your turn now. I chant, you repeat.'*
- *'I'll chant the second line. Copy what I chant after me.'*
- *'Now, you are going to put those two lines together.'*
- *'I sing the two lines, and you sing them after me.'*
- *'Let's see if you can do it.'*

Once they know the words well, practise lip reading. Speak the words silently and say:

- *'Look at me. Watch my lips carefully.'*
- *'Right, which line am I speaking?'*

Next, ask the children to speak the words silently. Tell them to exaggerate open their mouths:

- *'I want to see the words!'*

Make sure they:

- sound clearly the 'h' on the word **'Henry'**;
- sound clearly the 'th' on the words **'with'**, **'the'**, **'then'**;
- children working their tongue hard to get the 't' at the end of words such as **'what'**, **'it'**, **'but'**, **'too'**;
- sound accurately the 'sh' at the beginning of the word **'shall'**;
- Articulating the 'st' of **'straw'** clearly, without adding an /e/ sound at the beginning.
- the 'u' sound in the word **'cut'** pronounced accurately;
- sound accurately vowels sounds eg. **'too'**.

Teaching tips: -

- *Have the words written onto the board. It might help children who are visual learners. It might help improve words spelling.*
- *Eventually, words should be memorised, so that the children will be able to focus on singing musically.*

■ **Fit words of verses 3, 4, 5, and 6 to the melody of 'Hole in the bucket'.**

Revise by singing through verses 1 and 2 of the song 'Hole in the bucket' to remind children how it goes. They sing along the second time.

Although the melody for the new lines is the same as for verse 1, children will need help to sing the new words to the melody. So, build the song gradually ensuring good tuning.

Encourage the children to stand in an U or semicircle shape when singing. Ask them to look at the conductor for signals, specially the beginning. The starting notes are on an upbeat, so the children need to pay attention to the signal to come in.

Help children stand in a good posture and take a deep enough breath to support the line.

- Suggested instructions:
 - *'I'll sing the first line. This is how it goes. Listen.'*
 - *'I'll sing the line again and you sing the line back to me.'*
 - *'It's your turn now. I sing, you repeat.'*
 - *'I'll sing the second line. Copy what I sing after me.'*
 - *'Now, you are going to put those two lines together.'*
 - *'I sing the two lines, and you sing them after me.'*

- *'Let's see if you can do it.'*
- ...

Keep going with lines 1 and 2 of verses 4, 5 and 6.

Once they know well the new words, don't sing along with the children and concentrate on listening for accuracy of *diction, pitch and rhythm.

Then, put all the lines together and introduce alternating lines.

Suggested instructions:

- *'I'll sing the whole verse, and you sing after me.'*
 - *'Let's see if you can do it!'*
 - *'Now, I'll sing the first line. You'll sing the next line. Ready?'*
 - *'Next, I'll sing the third line. You'll sing the fourth line. Ready?'*
 - *'Let's try again, but this time swapping: You sing the first line. I sing the next.'*
 - *'Be ready to sing your line. Hum this note for me, please.'*
 - *'Right, I'll count you in after two.'*
- Divide the class into two groups: one to be Henry and one to be Liza.
 - Henry's group sings verses 3 and 5. Liza's group sings verses 2 and 4.
 - Swap groups.

Suggested instructions:

- *'I'm going to divide you into two groups.'*
- *'Group 1 will be people on the right, from ... to ... You are going to sing Henry's lines, that is ...'*
- *'Group 2 will be people on the left, from ... to ... You are going to sing Liza's lines, that is ...'*
- *'Group 1, hands up! Group 2, hands up! All right.'*
- *'Make sure you start on the right note. Listen and hum it for me, please.'*
- *'Let's have a go. Ready?'*

■ Explore the word rhythms in verses 3, 4, 5, and 6 of the song 'Hole in the bucket'.

Explain that this time the children are going to clap the rhythm of the words, that is, one clap for each word, or each part of the word (syllable). Demonstrate by singing phrases of verse 3 once through as you clap. Keep the clapping light.

- ◆ Invite children to clap the rhythm of each line, immediately after you perform it for them to copy. All sing along. Concentrate on saying the words clearly and matching the rhythms accurately.
 - Suggested insitructions:
 - *'Could anybody clap the rhythm of the line 1?' Try singing and clapping at the same time.'*
 - *'Is she/he right?'*
 - *'Can we all clap and sing together? I'll show you first. Listen!'*

- *'Your turn. You go. After 2.'*
- ◆ Divide the class into two groups and allocate each group a phrase/part/section of the song. One group claps and sing the rhythm of the first phrase of the song, then stops. The other group takes over without a break and claps the rhythm of the second phrase as they sing, and so on until the end. Try with a different group for each phrase of the song.
 - Suggested instructions:
 - *'I'm going to divide you into two groups.'*
 - *'Group 1 will be people on the right, from ... to ... You are going to sing and clap Henry's lines.'*
 - *'Group 2 will be people on the left, from ... to ... You are going to sing and clap Liza's lines.'*
 - *'Make sure you start on the right note. Listen and hum it for me, please.'*
 - *'Let's have a go. Ready?'*
 - *Swap over.*
- ◆ When everyone can sing and clap those verses all way through, try singing and clapping one phrase out loud and clap the next phrase saying the words in your head (*internalising*). Then, encourage children to clap the whole section without singing. Before you begin count a steady 1, 2; the clapping start on the upbeat.
 - Suggested instructions:
 - *'First we sing and clap line 1 as normal. At a hand signal you stop singing but clap line 2. Keep singing line 2 in your head.'*
 - *'Let me show you.'*
 - *'Your turn.'*
 - *'At a hand signal again I want to hear you singing line 3 along with performing the clapping.'*
 - *'Next, clap line 4 and sing it inside your head.'*
 - *'Let me show you.'*
 - *'Ready?' 'After two.'*

Extension activity: Invite the children to guess the song. Clap the rhythm of a song known to the children. *Can you identify which song?* Stop in the middle. *Can you clap the rest of the song?*

■ **Untuned percussion accompaniment** (see document *Holescore2*)

In this activity the children will learn the rhythm patterns for an untuned percussion instrument: the tambour.

- ◆ Teach the rhythm accompaniment in a follow-the-leader fashion: you clap the rhythm, the children clap back. Help children by:
 - Writing the rhythm pattern 1 onto the board.
 - Working out the rhythm part.

Ask the children to listen as you read through the rhythm using 'ta-a-a' sound for the dotted noted. You might pay attention to an accurate English 't' sound. At a signal children copy. Make sure the 'taaa' sound lasts for three beats, so ask them to mark the beat by patting hands on thighs. Try several times until children say it confidently.

When the children are familiar with the reading, invite them to clap through while saying it. Next, encourage them to clap saying it inside their heads. Take care not to let them get gradually faster: tap the pulse on a woodblock.

Tell the children that a repeated pattern in music is called an **ostinato**.

- Suggested instructions:
 - *'I'll chant the first line to 'ta'. This is how it goes. Look and listen.'*
 - *'I'll chant the line again and you chant the line back to me.' 'Remember to tap the beat. I'll point to the notes while you chant them'*
 - *'It's your turn . After 2.'*
 - *'Now, I'll chant and clap the rhythm. Copy after me.' 'I'll keep the beat on a tambourine.'*
 - *'Ready? After 2.'*
- Once the children are familiar with the rhythm, ask pointing to the musical elements in the score:
 - *'What number is at the top of the time signature? (Number three.)'*
 - *'So, how many beats are there in a bar? (There are three beats in a bar.)'*
 - *'How many dotted notes are there in a bar? (There is one dotted note.)'*
 - *'How long does the dotted note last?' (It lasts for three beats.)'*
 - *'What does this sign **||** mean? (It tells us it's the end of the instrumental part.)'*
- Next, tell the children to stand in a semicircle.
Divide the class in half:
 - one half steps on the spot to mark the pulse, accenting the first of every three beats with a louder stamp as practised in lesson 1;
 - the other half claps rhythm pattern 1.

	3	< 1	2	3	< 1	2	3
Group 1		STAMP	STEP	STEP	STAMP	STEP	STEP
Group 2		CLAP			CLAP		

Practise as follows:

- 1) Ask the first half to revise until everyone is confident performing the movement in time to the beat. Count the beats (1,2,3) to set the tempo.
- 2) Ask the second half to revise rhythm part 1 to ensure everyone claps accurately to the steady beat.
- 3) Put them together by group 1 starting with an introduction of two sets of 3 beats before group 2 joins in. Group 1 keep marking the beat not to let the clapping get gradually faster.
- 4) Give a tambour to group 2. Invite them to tap the rhythm on the instrument. Make sure they hold and tap the instrument appropriately and accurately in time.
- 5) Swap groups.

- Suggested instructions:

- *'I'm going to divide you into two groups.'*
- *'Group 1 will be people on the right, from ... to ... You are going to perform the hand jive, that is: 'clap-click-click).'*
- *'Group 2 will be people on the left, from ... to ... You are going to clap the rhythm, that is a clap for each dotted note.'*
- *'Make sure you all start on time.'*
- *'Let's have a go. Ready? After three.'*

Extension activity: Ask the children to mark the pulse with their feet and clap or tap the rhythm pattern with their hands at the same time.

- ◆ When they know this well, invite them to sing verses 1 to 6 of the song 'Hole in a bucket' in unison and play the instrumental accompaniment through. Tell them to listen carefully as they perform. Concentrate on making the rhythms bouncy and singing the words with clear articulation.
 - Direct their attention to the beginning. Ask:
 - *'Do you start playing and singing at the same time? (No, we don't.)'*
 - *'Which words do you sing before you start playing? (We first sing 'There's'.)'*

Hole in the bucket (traditional)

LESSONS 5-6

UNIT: SONGS AND INSTRUMENTS

YEAR 4



RESOURCES

A balloon, a puppet, a string.
Pitch flashcards.
Chime bars Si, Sol, Re or a metallophone.
Picture / word cards from 'Flashcards songs'.
Copies of documents *Holescore1* and *Holescore2*.
Untuned percussion instruments.
Keyboard or piano

Key words

- *metre*: bar, time signature; • *rhythm*: dotted notes, rest, rhythmic pattern, ostinato;
- *instruments*: tambour, triangle, woodblock, beater, untuned percussion instruments.

WARM-UP

Prepare the class with a vocal warm-up.

Work with them on **posture**, **breathing**, **articulation** and **pitch**.

• POSTURE

Go over the same instructions about posture from previous lessons. In time, they will become a routine of the lesson. **Children will not usually maintain a good posture without being reminded ! ! ! !**

Ask children to stand in a circle and look carefully at you. Make sure they are standing with unfolded arms and legs shoulder- width apart. Ask them to imagine that their head is attached to a piece of string from above, which is pulling their head and shoulders up straight. Demonstrate this by doing yourself or/and by using a puppet with a string attached to the head.

The suggested instructions for the children to copy you might be:

- 'Stand tall.'
- 'Feet slight apart, not touching each other, not too far apart.'
- 'Arms / hands loose by your sides.'
- 'Chest high and shoulders down and free.'
- 'Keep your weigh on two feet.'

• BREATHING

Revise the exercise about breathing and continue making the counting longer. Encourage the children to take a deep breath into the lower abdomen to the count of three through the nose, then continue to breath for a further 10 counts. Then breath out slowly to a count of 18. Ask the children to put one hand on their tummy so they can feel it rising and falling as they breath.

Instructions:

- 'Hands on your tummy.'
- 'Take a breath and push your hands out.'
- 'Breath out, squeeze hands in.'
- 'Breath in on the count of three'. Keep breathing to the count of 10, for ex.

- *'Breath out to the count of 18'*

You could tell children as you demonstrate:

'Think of having a balloon in your tummy. The balloon inflates when you breath in. The balloon deflate as you breath out.'

Repeat a few times to let children realise they are gradually gaining control.

Teaching notes:

At this point check out:

- Children standing with their weight on one foot.
- Children hunching shoulders.
- Children sticking chins out.
- Children who tip their heads back
- Children clasping hands behind or in front.

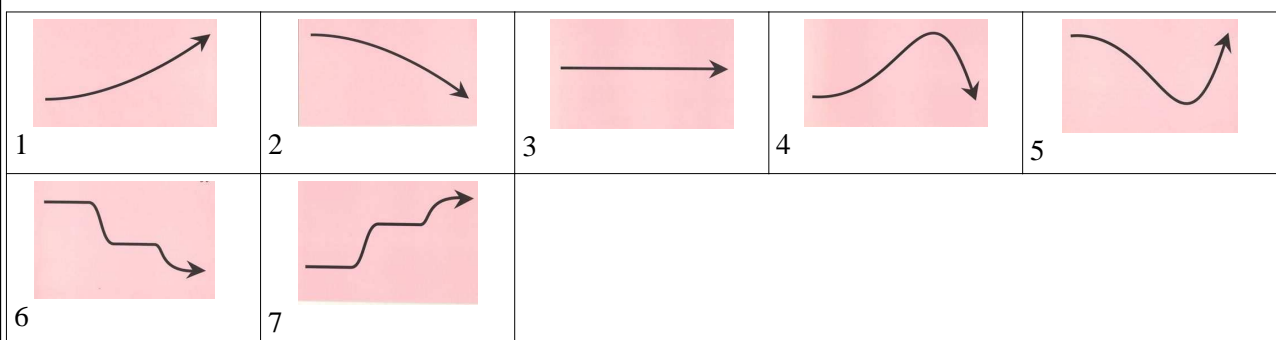
Repeat the activity above doing, in turns, a **'sss'** sound on the out-breath, then a **'sh'** and a **'fff'** .

- Revise the work on the diaphragm and short sharp sounds (**'cah'**, **'t'**, **'ts'**) on the out-breath. Invite them to do the activities from last lesson again. Repeat now saying a short sharp **'ch'** on the out-breath. Repeat now trying kicking k, say **'k,k,k,'** imagining they are bouncing a ball on their tummies.

Teaching notes: Check out children who move their shoulders, rather than using their tummy muscles.

- **PITCH**

Make and use the flash cards:



Source: *Flashcards from Escola de pedagogia musical. Mètode Ireneu Segarra.*

- Point to the shape on card 1, tracing the line with a pointer or ruler. Ask the children: *'Does the line move up?' 'Does the line move down?' 'Does the line stay the same?'* . Once they know and understand the answer, invite them to show the movement of the line: *'Can you trace this shape with your finger?'*
- Can the children make the shape of the line with their voices? Sing to 'oo', 'noo', 'ee' or 'nee' for the children to listen to and copy: *'Can anyone sing this shape to 'noo'? Is he/she*

right? Can we all sing the shape together?'

- Proceed as above with cards 2 and 3.
 - Draw lines on the board using the different shapes, and ask the children to 'sing the line' using an open vowel sound, eg 'ah': *'Can anyone sing this shape to 'ah'? Is he/she right? Can we all sing the shape together?'* Point to the line to travel along it as the children sing.

Prepare chime bars Si-La-Sol-Re or a metallophone with those bars on.

- ◆ Proceed as the previous lesson, but briefly if possible. Play and sing the new note La.
 - Ask children to listen carefully.
 - Tap bar LA and sing it to 'nu'.
 - Ask the children to repeat:
'Could anyone sing that note to me?'
A child sing back.
Ask: *'Is he/she right?' (Yes/No). He/she is exactly right. He/she is close.*
Tell the children: *'This note is called SOL.'*
 - Ask: *'Can we all sing the note together?'*
- ◆ Next revise combinations from last session SI-RE, SOL-RE, RE-RE. Teach them the combination SOL-LA-SI.
Ask the children to listen carefully as you play the notes:
 - *'Listen again.'*
 - *'The combination goes just like this.'* Play and accompany it with hand movement.
 - Say and demonstrate: *'The notes move up.'* *'Listen and watch again.'*
 - Encourage them to join in: *'Let's try those three.'* *'On your own.'*
 - Ask: *'Will you try it?'*
 - Now, add note RE to the three notes pattern and go through the same sequence. Direct children's attention to the change of movement for the last note (It falls down). Ask: *'Do the four notes move up?' (No). 'What happens with the fourth note, Re?' (It moves down).*

TEACHING ACTIVITIES

SONG 'Hole in the bucket'.

- ◆ **Learn the words for verses 7, 8, 9 and 10** (For lyrics and music see document *Holescore1*).

Use cards for verses 7 to 10 from *'Flashcards_songs'*.

Sing through the song to show how it goes. Then, practise saying the words together very quietly, rhythmically and exactly in time. Teach line by line each of the verses: chant the words, the children repeat rhythmically.

You might write the words on the board for initial rehearsal, but chant them from memory thereafter.

Work through the song putting lines together until the children are familiar with it.

- Suggested instructions:

- *'I'll chant the first line. This is how it goes. Listen.'*
- *'I'll chant the line again and you chant the line back to me.'*
- *'It's your turn now. I chant, you repeat.'*
- *'I'll chant the second line. Copy what I chant after me.'*
- *'Now, you are going to put those two lines together.'*
- *'I sing the two lines, and you sing them after me.'*
- *'Let's see if you can do it.'*

Once they know the words well, practise lip reading. Speak the words silently and say:

- *'Look at me. Watch my lips carefully.'*
- *'Right, which line am I speaking?'*

Next, ask the children to speak the words silently. Tell them to exaggerate open their mouths:

- *'I want to see the words!'*

Make sure they:

- sound clearly the 'h' on the word 'Henry';
- sound clearly the 'th' on the words 'with';
- children working their tongue hard to get the 't' at the end of words such as 'what', 'it', 'cut', 'too';
- sound accurately the 'sh' at the beginning of the words 'shall' and 'sharpen';
- Articulating the 'st' of 'straw' clearly, without adding an /e/ sound at the beginning.
- the 'u' sound in the word 'cut' pronounced accurately;
- sound accurately vowels sounds eg. 'stone'.

Teaching tips: -

- *Have the words written onto the board. It might help children who are visual learners. It might help improve spelling, as well.*
- *Eventually, words should be memorised, so that the children will be able to focus on singing musically.*

■ **Fit the words of verses 7, 8, 9 and 10 to the melody of 'Hole in the bucket'.**

Revise by singing from verses 1 to 6 of the song 'Hole in the bucket' to remind children how it goes. They sing along the second time.

Although the melody for the new lines is the same as for the previous verses, children will need help to fit the new words to the melody. So, build the song gradually ensuring good tuning.

Encourage the children to stand in an U or semicircle shape when singing. Ask them to look at the conductor for signals, specially the beginning. The starting notes are on an upbeat, so the children need to pay attention to the signal to come in.

Help children stand in a good posture and take a deep enough breath to support the line.

- Suggested instructions:
 - *'I'll sing the first line. This is how it goes. Listen.'*
 - *'I'll sing the line again and you sing the line back to me.'*
 - *'It's your turn now. I sing, you repeat.'*
 - *'I'll sing the second line. Copy what I sing after me.'*

- *'Now, you are going to put those two lines together.'*
- *'I sing the two lines, and you sing them after me.'*
- *'Let's see if you can do it.'*
- ...

Keep going with lines 1 and 2 of verses 8, 9 and 10.

Once they know well the new words, don't sing along with the children and concentrate on listening for accuracy of *diction, pitch and rhythm.

Then, put all the lines together and introduce alternating lines.

Suggested instructions:

- *'I'll sing the whole verse, and you sing after me.'*
 - *'Let's see if you can do it!'*
 - *'Now, I'll sing the first line. You'll sing the next line. Ready?'*
 - *'Next, I'll sing the third line. You'll sing the fourth line. Ready?'*
 - *'Let's try again, but this time swapping: You sing the first line. I sing the next.'*
 - *'Be ready to sing your line. Hum this note for me, please.'*
 - *'Right. I'll count you in after two.'*
- Divide the class into two groups: one to be Henry and one to be Liza.
 - Henry's group sings verses 7 and 9. Liza's group sings verses 8 and 10.
 - Swap groups.

Suggested instructions:

- *'I'm going to divide you into two groups.'*
 - *'Group 1 will be people on the right, from ... to ... You are going to sing Henry's lines, that is ...'*
 - *'Group 2 will be people on the left, from ... to ... You are going to sing Liza's lines, that is ...'*
 - *'Make sure you start on the right note. Listen and hum it for me, please.'*
 - *'Let's have a go. Ready?'*
- **Learn the untuned percussion accompaniment for the song 'Hole in the bucket'** (see document *Holescore_2*).

In this activity the children will learn the rhythm patterns for new untuned percussion instruments: triangle and claves.

Start by revising the tambour accompaniment.

- Next, work on rhythm pattern 2 (See woodblock part on document *Holescore_2*).
- Direct children's attention to the music score and ask:
 - *'What number is at the top of the time signature? (Number three.)'*
 - *'So, how many beats are there in a bar? (There are three beats in a bar.)'*

- 'Are there any dotted notes? (No, there aren't.)
- 'Are the notes the same as in part 1? (No, they are not.)
- 'How many different notes are there? (There are two different notes.)'
- 'How long do each of them last?' (They last for a beat.) So they are called one beat notes.'
- 'What's the name for the sign at the beginning? (It is called a rest.)'
- 'How many are there? (There are 9 lines.)'
- 'Where are they in a bar? (They are on the first beat of each bar.)'
- 'How long do you think the rest last?' (It lasts for one beat.)'
- 'What does this sign **||** mean? (It tells us it's the end of the instrumental part.)

- Teach the rhythm accompaniment in a follow-the-leader fashion: you clap the rhythm, the children clap back. Help children by:

- Having the rhythm pattern 2 written onto the board.
- Working out the rhythm part.

Ask the children to listen as you read through the rhythm using 'ta' sound for the one beat note and 'sh' for the one beat rest. You might pay attention to an accurate English 't' sound. At a signal children copy. Ask them to mark the beat by patting hands on thighs. Try several times until children say it confidently. When the children are familiar with the reading, invite them to clap and wave through while saying it. Next, encourage them to clap saying it inside their heads. Take care not to let them get gradually faster: tap the pulse on a woodblock.

Tell the children that a repeated pattern in music is called an **ostinato**.

- Suggested instructions:
 - 'I'll chant the first line to 'ta' for the one beat note and 'sh' for the rest. This is how it goes. Look and listen.'
 - 'I'll chant the line/part again and you chant the line/part back to me.' 'Remember to tap the beat. I'll point to the notes while you chant them'
 - 'It's your turn . After two.'
 - 'Now, I'll chant and clap the rhythm. Copy after me.' 'I'll keep the beat on a woodblock.'
 - 'Ready? After 2.'
- Next, tell the children to stand in a semicircle.
Divide the class in half:
 - one half claps rhythm pattern 1
 - the other half claps rhythm pattern 2.

	3	< 1	2	3	< 1	2	3
Group 1		CLAP			CLAP		
Group 2	WAVE	WAVE	CLAP	CLAP	WAVE	CLAP	CLAP

Practise as follows:

- 1) Ask the first half to revise until everyone is confident performing rhythm part 1.
- 2) Ask the second half to revise rhythm part 3 to ensure everyone claps accurately to the steady beat.
- 3) Put them together by group 1 starting with an introduction of two sets of 3 beats before group 2 joins in on beat number 6. Teacher or a leader keep marking the beat on a woodblock not to let the clapping get gradually faster.
- 4) Give a pair of claves to group 2. Invite them to tap the rhythm on the instrument. Make sure they hold and tap the instrument appropriately and accurately in time.
- 5) Swap groups.

• Suggested instructions:

- *'I'm going to divide you into two groups.'*
- *'Group 1 will be people on the right, from ... to ... You are going to perform rhythm part 1'*
- *'Group 2 will be people on the left, from ... to ... You are going to perform rhythm part 2.'*
- *'Make sure you all start on time.'*
- *'Let's have a go. Ready? After two.' Don't forget to wave the rest to begin with.'*

Extension activity: Ask the children to mark the pulse with their feet and clap or tap the rhythm pattern with their hands at the same time.

- Now work out rhythm pattern 3 following the procedure above (see triangle part on document *Holescore2*).
- Direct children's attention to the music score and ask:
 - *'What number is at the top of the time signature? (Number three.)'*
 - *'So, how many beats are there in a bar? (There are three beats in a bar.)'*
 - *'Which figure is there at the beginning of the line? (There is a rest.)'*
 - *'How long does the rest last? (It lasts for one beat.)'*
 - *'How many different notes are there in each bar? (There are two notes.)'*
 - *'Are there any dotted notes? (No, there aren't.)'*
 - *'Look at the first note in each bar. How long does it last? (It lasts for two beats.)'*
 - *'Look at the second note in each bar. How long does it last? (It last for one beat.)'*
 - *'What does this sign || mean? (It tells us it's the end of the instrumental part.)'*
- Teach the rhythm accompaniment in a follow-the-leader fashion: you clap the rhythm, the children clap back:
 - Have the rhythm pattern 3 written onto the board.
 - Work out the rhythm part.

Ask the children to listen as you read through the rhythm using 'ta' sound for the one beat note, 'taa' for the two beat note and 'sh' for the one beat rest. You might pay attention to an accurate English 't' sound. At a signal children copy. Ask them to mark the beat by patting hands on thighs. Try several times until children say it confidently. When the children are familiar with the reading, invite them to clap and wave through while saying it. Next, encourage them to clap saying it inside their heads. Take care

not to let them get gradually faster: tap the pulse on a woodblock.

Tell the children that a repeated pattern in music is called an **ostinato**.

• Suggested instructions:

- *I'll chant the first line to 'ta' for the one beat note, 'taa' for the two beats note and 'sh' for the rest. This is how it goes. Look and listen.'*
- *'I'll chant the line/part again and you chant the line/part back to me.' 'Remember to tap the beat. I'll point to the notes while you chant them'*
- *'It's your turn . After two.'*
- *'Now, I'll chant and clap the rhythm. Copy after me.' 'I'll keep the beat on a woodblock.'*
- *'Ready? After 2.'*

• Next, tell the children to stand in a semicircle.

Divide the class in half:

- one half claps rhythm pattern 1;
- the other half claps rhythm pattern 3.

	3	< 1	2	3	< 1	2	3
Group 1		CLAP			CLAP		
Group 2	WAVE	CLAP	press	CLAP	CLAP	press	CLAP

Practise as follows:

- 1) Ask the first half to revise until everyone is confident performing rhythm part 1.
- 2) Ask the second half to revise rhythm part 3 to ensure everyone claps accurately to the steady beat.
- 3) Put them together by group 1 starting with an introduction of two sets of 3 beats before group 2 joins in on beat 6. Teacher or a leader keep marking the beat on a woodblock not to let the clapping get gradually faster.
- 4) Give a triangle to group 2. Invite them to tap the rhythm on the instrument. Make sure they hold and tap the instrument appropriately and accurately in time.
- 5) Swap groups.

◆ Work through the instrumental accompaniment putting parts together until the children are familiar with it.

- Combine the rhythm patterns by splitting the class into three groups:
 - Try clapping the three lines together. Swap groups.
- When this is successful, divide the class into three groups. Allocate each group one of the three parts and the instruments. Choose a leader to tap the beat on a woodblock.

Proceed as follows:

The leader marking the beat starts, then the rest of the groups join in one by one at a conductor's signal, and drop out in reverse order.

All use the '*Flashcards_songs*'. and look at the score as a reminder of the rhythm notes for their part.

Remind the children of holding and tapping the instruments properly.

- ◆ When they know this well, invite them to sing verses 1 and 2 of the song 'Hole in a bucket' in unison and play the instrumental accompaniment through. Tell them to listen carefully as they perform. Concentrate on making the rhythms bouncy and singing the words with clear articulation.
 - Direct their attention to the beginning. Ask:
 - '*Do you start playing and singing at the same time? (No, we don't.)*'
 - '*Which words do you sing before you starting playing? (There's.)*'

Hole in the bucket (traditional)

LESSONS 7-8-9

UNIT: SONGS AND INSTRUMENTS

YEAR 4



RESOURCES

A balloon, a puppet, a string.

Pitch flashcards.

Chime bars Si, Sol, Re or a metallophone.

Picture / word cards from 'Flashcards songs'.

Tuned percussion instruments: glockenspiels(alto-soprano), metallophones (alto-soprano), xylophones (alto-soprano), bass.

Keyboard or a piano.

Copies of document *Holescore3*.

Key words

● *music notation:* stave, clef; ● *melody:* note names, high notes, melodic parts;

● *instruments:* bars (of an instrument) tuned percussion instrument, soprano glockenspiel, alto glockenspiel, soprano metallophone, alto metallophone, soprano xylophone, alto xylophone, bass metallophone, bass xylophone, soft/hard beaters.

WARM-UP

Prepare the class with a vocal warm-up.

Work with them on **posture**, **breathing**, **articulation** and **pitch**.

■ POSTURE

Go over the same activity about **posture** practised in previous lessons.

Ask children to stand in a circle and look carefully at you. Make sure they are standing with unfolded arms and legs shoulder- width apart. Ask them to imagine that their head is attached to a piece of string from above, which is pulling their head and shoulders up straight. Demonstrate this by doing yourself or/and by using a puppet with a string attached to the head.

The suggested instructions for the children to copy you might be:

- 'Stand tall.'
- 'Feet slight apart, not touching each other, not too far apart.'
- 'Arms / hands loose by your sides.'
- 'Chest high and shoulders down and free.'
- 'Keep your weigh on two feet.'

■ BREATHING

Revise the exercise about **breathing** and continue making the counting longer. Encourage the children to take a deep breath into the lower abdomen to the count of three through the nose, then continue to breath for a further 12 counts. Then breath out slowly to a count of 20. Ask the children to put one hand on their stomach so they can feel it rising and falling as they breath.

Instructions:

- 'Breath in on the count of three'. Keep breathing to the count of 12, for ex.
- 'Breath out to the count of 20'
- 'Hands on your tummy.'

- 'Take a breath and push your hands out.'
- 'Breathe out, squeeze hands in.'

You could tell children as you demonstrate:

'Think of having a balloon in your tummy. The balloon inflates when you breathe in. The balloon deflates as you breathe out.'

Repeat a few times to let children realise they are gradually gaining control.

Teaching notes:

At this point check out:

- Children standing with their weight on one foot.
- Children hunching shoulders.
- Children sticking chins out.
- Children who tip their heads back
- Children clasping hands behind or in front.

Repeat the activity above now doing a 'vvv' sound on the out-breath.

- ◆ Revise the work on the diaphragm and short sharp sounds ('t', 'ts', 'ch') on the out-breath. Tell them to do the activities from last lesson again.

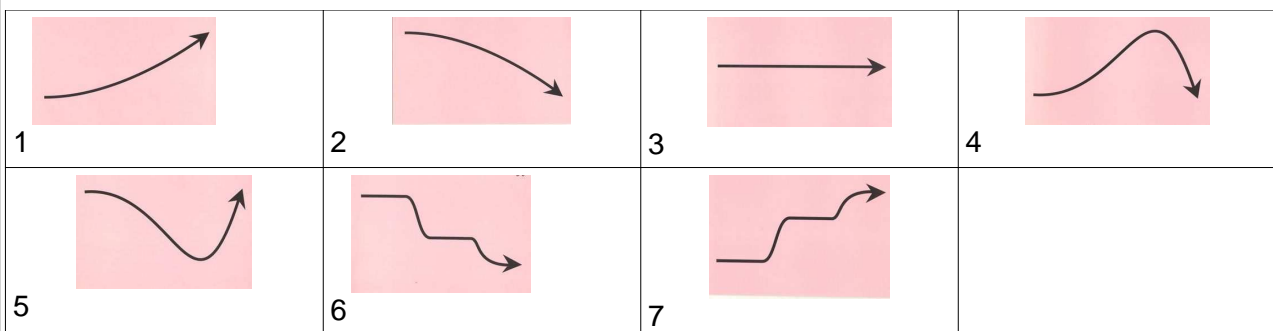
Repeat now trying kicking **k**, say ' **k,k,k**,' imagining they are bouncing a ball on their tummies.

To develop staccato sounds, the children should practise repeated patterns, feeling their tummy muscles contract, eg **ss ss ss** or **ss hh ff tt**

Teaching notes: Check out children who move their shoulders, rather than using their tummy muscles.

■ PITCH

Use the flashcards from lesson 3 and add flashcards from photocopiable ... Practise 'singing the line'!



Source: *Flashcards from Escola de pedagogia musical. Mètode Ireneu Segarra.*

- ◆ Briefly revise what was achieved with cards 1, 2 and 3.
- Introduce cards 4 and 5.

- Point to the shape on card 4, tracing the line with a pointer or ruler. Ask the children: *'How does the line move?'* *First, the line moves up and then moves down.'* Once they know and understand the answer, invite them to show the movement of the line: *'Can you trace this shape with your finger?'*
- Can the children make the shape of the line with their voices? Sing to 'oo', 'noo', 'ee' or 'nee' for the children to listen to and copy: *'Can anyone sing this shape to 'noo?'* *Is he/she right? Can we all sing the shape together?'* Point to the line to travel along it as the children sing.
- Proceed as above with cards 4 and 5.

The answers to the question *'How does the line move?'* would be:

For card 4: *'First, the line moves up. Then, the line moves down.'*

For card 5: *'First, the line moves down, then moves up. Finally it stays the same.'*

Prepare chime bars Si-La-Sol-Mi-Re or a metalophone with those bars on.

- ◆ Proceed as the previous lesson, but briefly if possible. Play and sing the note Mi.
 - Ask children to listen carefully.
 - Tap bar MI and sing it to 'nu'.
 - Ask the children to repeat: *'Could anyone sing that note to me?'*
A child sing back.
Ask: *'Is he/she right?'* (Yes/No). Teacher adds: *He/she is exactly right. He/she is close.*
Tell the children: *'This note is called SOL.'*
 - Ask: *'Can we all sing the note together?'*
- ◆ Next revise combinations from last session and teach them the combination RE-MI-SOL.
Ask the children to listen carefully as you play the notes:
 - *'Listen again.'*
 - *'The combination goes just like this.'* Play and accompany it with hand movement.
 - Ask: *'How does the notes move?'* (*The notes move up.'*) *Continue by telling them: 'Listen and watch again.'*
 - Encourage them to join in: *'Let's try those three.'* *'On your own.'*
 - Ask: *'Will you try it?'*

TEACHING ACTIVITIES

SONG 'HOLE IN THE BUCKET'.

- ◆ **Learn the words for verses 11, 12,13 and 14** (For lyrics and music see document *Holescore1*).

Use the cards for verses 11 to 14 from *'Flashcards_songs'*.

Sing through the song to show how it goes. Then, practise saying the words together very quietly, rhythmically and exactly in time. Teach line by line each of the verses: chant the words, the children repeat rhythmically.

You might write the words on the board for initial rehearsal, but chant them from memory thereafter.

Work through the song putting lines together until the children are familiar with it.

- Suggested instructions:
 - *'I'll chant the first line. This is how it goes. Listen.'*
 - *'I'll chant the line again and you chant the line back to me.'*
 - *'It's your turn now. I chant, you repeat.'*
 - *'I'll chant the second line. Copy what I chant after me.'*
 - *'Now, you are going to put those two lines together.'*
 - *'I sing the two lines, and you sing them after me.'*
 - *'Let's see if you can do it.'*

Once they know the words well, practise lip reading. Speak the words silently and say:

- *'Look at me. Watch my lips carefully.'*
- *'Right, which line am I speaking?'*

Next, ask the children to speak the words silently. Tell them to exaggerate open their mouths:

- *'I want to see the words!'*

Make sure they:

- sound clearly the 'h' on the word **'Henry'**;
- sound clearly the 'th' on the words **'with'**, **'the'**, **'then'**;
- children working their tongue hard to get the 't' on the words such as **'water'**, **'it'**, **'but'**, **'wet'**;
- sound accurately the 'sh' at the beginning of the word **'shall'**;
- articulate the 'st' of **'stone'** clearly, without adding an /e/ sound at the beginning.
- the 'u' sound in the word **'but'** pronounced accurately;
- sound accurately vowels sounds eg. **'stone'**, **'too'**, **'water'**.

Teaching tips: -

- *Have the words written onto the board. It might help children who are visual learners. It might help improve spelling, as well.*
- *Eventually, words should be memorised, so that the children will be able to focus on singing musically.*

■ **Fit the words of verses 11, 12, 13 and 14 to the melody of 'Hole in the bucket'.**

Revise by singing from verses 1 to 10 of the song 'Hole in the bucket' to remind children how it goes. They sing along the second time.

Although the melody for the new lines is the same as for the previous verses, children will need help to fit the new words to the melody. So, build the song gradually ensuring good tuning.

Encourage the children to stand in an U or semicircle shape when singing. Ask them to look at the conductor for signals, specially the beginning. The starting notes are on an upbeat, so the children need to pay attention to the signal to come in.

Help children stand in a good posture and take a deep enough breath to support the line.

- Suggested instructions:
 - *'I'll sing the first line. This is how it goes. Listen.'*

- *'I'll sing the line again and you sing the line back to me.'*
- *'It's your turn now. I sing, you repeat.'*
- *'I'll sing the second line. Copy what I sing after me.'*
- *'Now, you are going to put those two lines together.'*
- *'I sing the two lines, and you sing them after me.'*
- *'Let's see if you can do it.'*
- ...

Keep going with lines 1 and 2 of verses 8, 9 and 10.

Once they know well the new words, don't sing along with the children and concentrate on listening for accuracy of *diction, pitch and rhythm.

Then, put all the lines together and introduce alternating lines.

Suggested instructions:

- *'I'll sing the whole verse. You sing after me.'*
 - *'Let's see if you can do it!'*
 - *'Now, I'll sing the first line. You'll sing the next line. Ready?'*
 - *'Next, I'll sing the third line. You'll sing the fourth line. Ready?'*
 - *'Let's try again, but this time swapping: You sing the first line. I sing the next.'*
 - *'Be ready to sing your line. Hum this note for me, please.'*
 - *'Right. I'll count you in after two.'*
- Divide the class into two groups: one to be Henry and one to be Liza.
 - Henry's group sings verses 11 and 13. Liza's group sings verses 12 and 14.
 - Swap groups.

Suggested instructions:

- *'I'm going to divide you into two groups.'*
 - *'Group 1 will be people on the right, from ... to ... You are going to sing Henry's lines, that is ...'*
 - *'Group 2 will be people on the left, from ... to ... You are going to sing Liza's lines, that is ...'*
 - *'Make sure you start on the right note. Listen and hum it for me, please.'*
 - *'Let's have a go. Ready?'*
- **Learn the melodic accompaniment on tuned percussion instruments** (see document *Holescore_3*).

In this activity the children will learn to play the accompaniment parts on pitched percussion instruments. Work out parts separately. The focus will be on understanding the relationship between what they perform and the music notation.

Have the accompaniment part 1 written on the board.

- ◆ Work out the names of the notes orally with the class.

Explain: *'Music is written on a set of lines. It is called a **stave**. At the beginning there is a sign called a **clef**.'*

Then ask:

- *'How many lines are there in a stave? (There are 5 lines in a stave.)'*
- *'How many spaces are there? (There are 4 spaces.)'*
- *'Which line is line number 1, the bottom line or the top line? (Line 1 is the bottom line.)'*
- *'Which line is line number 5, the bottom line or the top line? (Line 5 is the top line.)'*

'So, look carefully at part 1 and tell me:

- *'Are the notes on a line or in a space? (The notes are on a line.)'*
- *'What line is it? The first? The second? The third? The fourth? The fifth? (They are on the second line.)'*
- *'Are all the notes on the third line? (Yes, they are.)'*
- *'What is the name for the note? (Its name is SOL.)'*
- *'How many notes called Sol are there? (There are eight.)'*

- ◆ Next, work out the rhythm briefly since they have already practised it in lesson 2.

Ask:

- *'What is the top number of the time signature? (Number three.)'*
- *'So, how many beats are there in a bar? (There are three beats in a bar.)'*
- *'How many notes called Sol are there in a bar? (There is one sol in each bar.)'*
- *'What's next to the note? (There is a dot.)'*
- *'How long does the dotted note last?' (It lasts for three beats.)'*
- *'What does this sign **||** mean? (It tells us it's the end of the instrumental part.)'*

Lead them to notice the one beat rest at the beginning. Ask:

- *'Is there a dotted note in the first bar? (No, it is not.)'*
- *'What is it? (It is a rest/silence)'*
- *'How long does the rest last? (It lasts for one beat.)'*

- ◆ Then, clap and read the rhythm to 'sh' for the rest and to 'taa' for the three beats note. Once they have revised it ask them to read the rhythm to the name Sol, making sure they hold the vowel sound for three beats: soool.

Ask them to:

- *'Clap the rhythm saying, 'ta-a-a' for each dotted note and 'shh' for the rest.'*
- *'Clap the rhythm saying the note name.'*

- ◆ Finally, encourage them to wave to the rest sign and sing the melodic part to the note name. You sing first for them to copy. Help them by tapping the beat and pointing to each note on the board. Give them the starting note.

- *'Listen carefully.'*
- *'Can you match the sound using your voice?'*
- *Ready?*
- *'Can you show with your hand how this part moves: upwards, downwards or stay the same?'*

- ◆ Invite children to transfer the melodic part to a tuned instrument: *'We are going to practise on a tuned instrument.'*

Tell them as you demonstrate:

- *'Find bar Sol.'*
- *'Take bars Fa and La off.' 'With both hands, please.'*
- *'Hold a beater in the right hand.'*
- *'Don't tuck your elbows in.' 'Keep your arms loose.'*
- *'Make sure the beater bounces. Don't hold it down.'*
- *The movement for your right hand will be: strike – (wave)out – (wave)up.*

Explain:

- *'We will now try it while I play the melody on the piano. Ready for the rest at the beginning? You'll come in after the rest. Listen for the count: one, two,shhh!'*
- *'Right, we will do that again singing the note name aloud in tune.'*

Write the accompaniment part 2 onto the board.

- ◆ Work out the names of the notes orally with the class. Say:
'Look carefully at part 1 and tell me':
 - *'What line has notes on it? The first? The second? The third? The fourth? The fifth? (The third line.)'*
 - *'What space has notes in it?' The first? The second? The third? The fourth? (The fourth space.)'*
 - *What is the name for the notes on the line? (Their name is Si.)*
 - *'How many Si notes are there?' (There are three.)'*
 - *'What is the name for the notes on the space? (Their name is high Do.)'*
 - *'How many high Do are there? (There are five.)'*

Lead them to notice the one beat rest at the beginning.

- ◆ Next, work out the rhythm briefly following the sequence above. First, ask:
 - *'Is the rhythm the same as in part 1? (Yes, it is.)'*
- ◆ Finally, review how to wave to the rest sign and sing the melodic part to the note names si and do' . Invite them to copy you.
 - *'Listen carefully.'*
 - *'Can you match the sounds using your voice?'*
 - *Ready?*
 - *'Can you show with your hand how this part moves?'*
 - *'Does the part stay the same as in part 1?' (No, it doesn't.)'*
- ◆ Invite children to transfer the melodic part to a tuned instrument. Tell them as you demonstrate:
 - *'Find bars Si and Do.'*
 - *'Take bars La and Re' off.' 'With both hands, please.'*
 - *'Hold a beater in each hand.'*
 - *'Play Si with left hand and Do' with right hand.'*
 - *'Don't tuck your elbows in.' 'Keep your arms loose.'*
 - *'Make sure the beaters bounces. Don't hold them down.'*
 - *The movement for your hands will be: strike – (wave)out – (wave)up.*

Explain:

- *'We will now try it while I play the melody on the piano? Ready for the rest at the beginning? Listen for the count: one, two, shhh!'*
- *'Right, we will do that again singing the note names aloud in tune.'*

Write the accompaniment part 3 onto the board.

- ◆ Work out the names of the notes orally with the class. Say:
'Look carefully at part 1 and tell me':
 - *'What line has notes on it? The first? The second? The third? The fourth? The fifth? (The first line.)*
 - *'What is the name for the notes on the line? (Their name is Mi.)'*
 - *'How many Mi notes are there?'* (There are five.)
 - *'Are the other notes in the stave ? (No, they are not.)*
 - *'Where are they, above the stave or below the stave? They are below the stave.'*Explain they hang from the first line.
 - *'What is the name of the notes hanging from the line? (Their name is Re.)'*
 - *'How many Re notes are there ?' (There are three.)'*

Lead them to notice the one beat rest at the beginning.

- ◆ Next, work out the rhythm briefly. Ask:
 - *'Is the rhythm different or the same as in parts 1 and 2? (It is the same.)'*Ask a volunteer to read the rhythm to 'shhh' and 'ta-a-a'. Tell the children to copy him. Once they have quickly revised the rhythm ask them to read it to the names Mi, Re, making sure they hold the vowel sound for three beats: miii, reee.
- ◆ Finally, demonstrate how to wave to the rest sign and sing the melodic part to the note names re and mi . Invite them to copy you. Hum the starting note to them.
- ◆ Invite children to transfer the melodic part to a tuned instrument. Tell them as you demonstrate:
 - *'Find bars Re and Mi.'*
 - *'Take bars Do and Fa off.' 'With both hands, please'.*
 - *'Hold a beater in each hand.'*
 - *'Play Re with left hand and Mi with right hand.'*
 - *'Don't tuck your elbows in.' 'Keep your arms loose.'*
 - *'Make sure the beaters bounce. Don't hold them down.'*
 - *The movement for your hands will be: strike – (wave)out – (wave)up.*

Explain:

- *'We will now try it while I play the melody on the piano? Ready for the rest at the beginning? Listen for the count: one, two, shhh!'*
- *'Right, we will do that again singing the note names aloud in tune.'*

- ◆ When you can all play parts over and over again without a mistake put them together. Allocate glockenspiels, soprano metallophones, alto metallophones to three groups. You will need the rest of the class to sing the song 'Hole in the bucket' and tap two fingers on their palms to help the class keep in time. Direct when the group should start and stop.
 - Hand out each group copies of the instrumental parts. The children look at the score to remind them of the pattern of notes which they observed before.
Try playing two parts together before attempting all the groups performing at once. Combine the glock. part (part 1) with the soprano metallophone part (part 2). When they are secure the conductor signals for the alto metallophone group to add their part (part 3). Make sure every performer begins the part on the strong beat and they bounce the beaters off the bars to make a long ringing sound.

Hole in the bucket (traditional)

LESSONS 10-11

UNIT: SONGS AND INSTRUMENTS

YEAR 4



Resources

A balloon, a puppet, a string.

Pitch Flashcards.

Chime bars Si, Sol, Re or a metallophone.

Picture / word cards from 'Flashcards songs'.

Tuned percussion instruments: glockenspiels(alto-soprano), metallophones (alto-soprano), xylophones (alto-soprano), bass.

Untuned percussion instruments: tambour woodblock, claves.

Keyboard or a piano.

Copies of documents *Holescore2* and *Holescore3*.

Key words

- *posture*; ● *breathing*: breath in/out; ● *articulation*: clear words; ● *pitch*: notes, high, move up, move down, stay the same, melody, shape; ● *pulse*: steady beat; ● *metre*: in three;
- *rhythm*: rhythmic ostinato, rhythmic part; ● *melody*: melodic ostinato, melodic part;
- *instruments*: untuned and tuned percussion instruments.

WARM-UP

Prepare the class with a vocal warm-up.

Work with them on **posture**, **breathing**, **articulation** and **pitch**.

■ POSTURE

Go over the same activity about **posture** practised in previous lessons.

Ask children to stand in a circle and look carefully at you. Make sure they are standing with unfolded arms and legs shoulder- width apart. Ask them to imagine that their head is attached to a piece of string from above, which is pulling their head and shoulders up straight. Demonstrate this by doing yourself or/and by using a puppet with a string attached to the head.

The suggested instructions for the children to copy you might be:

- 'Stand tall.'
- 'Feet slight apart, not touching each other, not too far apart.'
- 'Arms / hands loose by your sides.'
- 'Chest high and shoulders down and free.'
- 'Keep your weigh on two feet.'

■ BREATHING

Revise the exercise about **breathing** and continue making the counting longer. Encourage the children to take a deep breath into the lower abdomen to the count of three through the nose, then continue to breath for a further 12 counts. Then breath out slowly to a count of 20. Ask the children to put one hand on their stomach so they can feel it rising and falling as they breath.

Instructions:

- 'Breath in on the count of three'. Keep breathing to the count of 12, for ex.
- 'Breath out to the count of 20'

- 'Hands on your tummy.'
- 'Take a breath and push your hands out.'
- 'Breath out, squeeze hands in.'

You could tell children as you demonstrate:

'Think of having a balloon in your tummy. The balloon inflates when you breath in. The balloon deflate as you breath out.'

Repeat a few times to let children realise they are gradually gaining control.

Teaching notes:

At this point check out:

- Children standing with their weight on one foot.
- Children hunching shoulders.
- Children sticking chins out.
- Children who tip their heads back
- Children clasping hands behind or in front.

Repeat the activity above now doing a 'vvv' sound on the out-breath.

- Revise the work on the diaphragm and short sharp sounds ('t', 'ts', 'ch') on the out-breath. Tell them to do the activities from last lesson again.

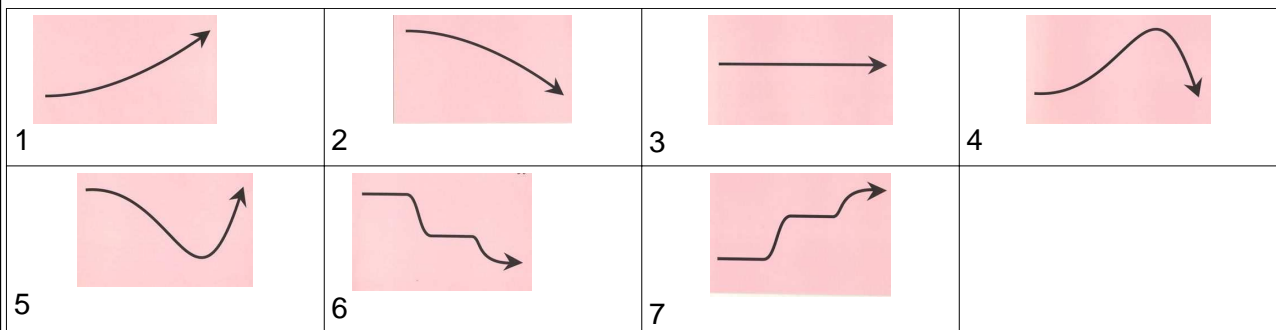
Repeat now trying kicking **k**, say ' **k,k,k**,' imagining they are bouncing a ball on their tummies.

To develop staccato sounds, the children should practised repeated patterns, feeling their tummy muscles contract, eg **ss ss ss** or **ss hh ff tt**

Teaching notes: Check out children who move their shoulders, rather than using their tummy muscles.

■ **PITCH**

Use the flashcards from lesson 3. Practise 'singing the line'.



Source: Flashcards from Escola de pedagogia musical. Mètode Ireneu Segarra.

- ◆ Briefly revise what was achieved with cards 1, 2, 3, 4 and 5.

- Introduce cards 6 and 7.
- Point to the shape on card 6, tracing the line with a pointer or ruler. Ask the children: *'How does the line move?'*. First *the line stays the same and then moves down, stays the same and moves down.* Once they know and understand the answer, invite them to show the movement of the line: *'Can you trace this shape with your finger?'*
- Can the children make the shape of the line with their voices? Sing to 'oo', 'noo', 'ee' or 'nee' for the children to listen to and copy: *'Can anyone sing this shape to 'noo'? Is he/she right? Can we all sing the shape together?'*. Point to the line to travel along it as the children sing.
- Proceed as above with card 7.

The answers to the question *'How does the line move?'* would be:

For card 7: *'First, the line stays the same, then moves up, stays the same and moves up again.'*

Prepare chime bars Si-La-Sol-Mi-Re or a metallophone with those bars on.

- ◆ Proceed as the previous lesson, but briefly if possible. Play and sing the new note Mi.

- Ask children to listen carefully.
- Tap bar Mi and sing it to 'nu'.
- Ask the children to repeat:

'Could anyone sing that note to me?'

A child sing back.

Ask: *'Is he/she right?'* (Yes/No). Teacher adds: *He/she is exactly right. He/she is close.*

Tell the children: *'This note is called SOL.'*

- Ask: *'Can we all sing the note together?'*

- ◆ Next revise combinations from last session and teach them the combination RE-MI-SOL.

Ask the children to listen carefully as you play the notes:

- *'Listen again.'*

- *'The combination goes just like this.'* Play and accompany it with hand movement.

- Ask: *'How do the notes move?'* (*The notes move up.*) *Continue by telling them: 'Listen and watch again.'*

- Encourage them to join in: *'Let's try these three.'* *'On your own.'*

- Ask: *'Will you try it?'*

TEACHING ACTIVITIES

SONG 'HOLE IN THE BUCKET'.

- ◆ **Learn the words for verses 15, 16 and 17** (For lyrics and music see document *Holescore1*)

Use the cards for verses 15 to 17 from *'Flahscards_songs'*.

All sing through the verses of the song they already know. Then, practise saying the new words together very quietly, rhythmically and exactly in time. Teach line by line each of the verses: chant the words, the children repeat rhythmically.

You might write the words on the board for initial rehearsal, but chant them from memory thereafter.

Work through the song putting lines together until the children are familiar with it.

- Suggested instructions:
 - *'I'll chant the first line. This is how it goes. Listen.'*
 - *'I'll chant the line again and you chant the line back to me.'*
 - *'It's your turn now. I chant, you repeat.'*
 - *'I'll chant the second line. Copy what I chant after me.'*
 - *'Now, you are going to put those two lines together.'*
 - *'I sing the two lines, and you sing them after me.'*
 - *'Let's see if you can do it.'*

Once they know the words well, practise lip reading. Speak the words silently and say:

- *'Look at me. Watch my lips carefully.'*
- *'Right, which line am I speaking?'*

Next, ask the children to speak the words silently. Tell them to exaggerate open their mouths:

- *'I want to see the words!'*

Make sure they:

- sound clearly the 'h' on the words **'Henry'**, **'hole'**;
- sound clearly the 'th' on the words **'there'**, **'the'**;
- children working their tongue hard to get the 't' on the words such as 'bucket', 'it', 'but';
- sound accurately the 'sh' at the beginning of the word **'shall'**;
- articulate the 'rr' of 'carry' clearly.
- the 'u' sound in the word 'bucket' pronounced accurately;
- sound accurately vowels sounds eg. 'in', 'it', 'bucket', 'dear'.

Teaching tips: -

- *Have the words written onto the board. It might help children who are visual learners. It might help improve spelling, as well.*
- *Eventually, words should be memorised, so that the children will be able to focus on singing musically.*

■ **Fit the words of verses 15, 16 and 17 to the melody of 'Hole in the bucket'.**

Although the melody for the new lines is the same as for the previous verses, children will need help to fit the new words to the melody. So, build the song gradually ensuring good tuning.

Encourage the children to stand in an U or semicircle shape when singing. Ask them to look at the conductor for signals, specially the beginning. The starting notes are on an upbeat, so the children need to pay attention to the signal to come in.

Help children stand in a good posture and take a deep enough breath to support the line.

- Suggested instructions:
 - *'I'll sing the first line. This is how it goes. Listen.'*
 - *'I'll sing the line again and you sing the line back to me.'*

- *'It's your turn now. I sing, you repeat.'*
- *'I'll sing the second line. Copy what I sing after me.'*
- *'Now, you are going to put those two lines together.'*
- *'I sing the two lines, and you sing them after me.'*
- *'Let's see if you can do it.'*
- ...

Keep going with lines 1 and 2 of verses 12, 13 and 14.

Once they know well the new words, don't sing along with the children and concentrate on listening for accuracy of *diction, pitch and rhythm.

Then, put all the lines together and introduce alternating lines.

Suggested instructions:

- *'I'll sing the whole verse, and you sing after me.'*
- *'Let's see if you can do it!'*
- *'Now, I'll sing the first line. You'll sing the next line. Ready?'*
- *'Next, I'll sing the third line. You'll sing the fourth line. Ready?'*
- *'Let's try again, but this time we swap: You sing the first line. I sing the next.'*
- *'Be ready to sing your line. Hum this note for me, please.'*
- *'Right, I'll count you in after three.'*

- **Revise the whole song** (For lyrics and music see document *Holescore1*).
- Once they know words and melody of the song well, divide the class into two groups: one to be Henry and one to be Liza.
 - Henry's group sings the words of odd verses (1, 3, 5, ...). Liza's group sings the words of even verses (2, 4, 6, ...)
 - Swap groups.

Suggested instructions:

- *'I'm going to divide you into two groups.'*
- *'Group 1 will be people on the right, from ... to ... You are going to sing Henry's lines, that is ...'*
- *'Group 2 will be people on the left, from ... to ... You are going to sing Liza's lines, that is ...'*
- *'Make sure you start on the right note. Listen and hum it for me, please.'*
- *'Let's have a go. Ready?'*

- **Revise the rhythmic and melodic accompaniment parts** (see document *Holescore2* and *Holescore3*)

Allocate the instruments to the children and hand out copies of the instrumental parts. Revise briefly the instrumental parts once through. Deal with any difficulty that might have appeared. One or several groups play and the rest of the class sing the song.

■ **Combine the rhythmic and melodic parts.**

In this activity the children will practise the instrumental accompaniments all together.

You might proceed as follows:

- Start with the bass part and the tambourine part accompanied by the piano. The rest of the class sing once through and perform the hand jive to the beat: pat legs, snap fingers to the left, snap fingers to the right.
- Once the bass and tambour parts are secure add the triangle part, glockenspiels part and metallophone parts. They play once through. The rest of the class sing.
- Add the xylophone, the claves and the woodblock accompaniments.

Or you might start with the untuned instruments performing once through and add the tuned instruments thereafter.

Remind the children of:

- ◆ all watching the conductor carefully;
- ◆ starting from silence and finishing with silence;
- ◆ being ready to come in time;
- ◆ keeping in time and playing rhythmically;
- ◆ not playing too loud for a good balance between all parts is key to a good performance.