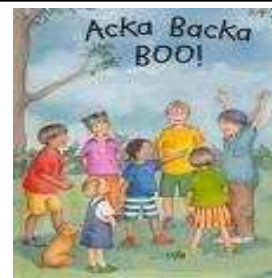


ONE POTATO, TWO POTATO DICTICTION

LESSON 1

UNIT: SINGING GAMES
(Selection games)

YEAR 4



Resources:

A copy of teacher's document 'Potato_score' and document 'dictiellation_score'.
Flashcards: clap, skip, count, ball in document 'flashcards_games'.
Copies of the chart in document 'singing_games_chart'.
A large space to play the games.

Key words:

• *tempo*: fast/slow, getting faster/slower; • *pulse*: steady beat; • *rhythm*: word rhythm; • selection game

TEACHING ACTIVITIES

ONE POTATO, TWO POTATO.

- Show the children what the words and actions are for the selection game '*One potato, two potato*' (for rhythm and words see document 'potato_score').

***One potato, two potato,
three potato, four.
Five potato, six potato,
seven potato, more!***

Ask a small group of students to stand in one circle with both hands held out in front of them and fists clenched. The teacher models how to play the game.

He goes into the centre of the circle. He chants the words rhythmically as he walks around the inside of the circle tapping everyone's hands to a slow steady beat (*two beats note*) with his own fist clenched.

When a child is tapped on **more**, he should put that hand behind his back. When both hands have been tapped he is out and should sit down on the floor.

The person with a hand still held out at the end is the winner.

- Teach the game, '*One potato, two potato*'.

- Ask the class to listen carefully to the chant as they tap the pulse on different parts of the body, e.g. shoulders, chest, thighs.
Next, say the words rhythmically and ask the class to repeat it. Work on each line separately and then put them together.

When this is secure, you might focus on checking out (this time you don't chant along with them):

- They work their tongue hard to get the "t" in the words 'two' and 'potato' really clear (English sound).
- The 'th' sound at the beginning of the word 'three'. Make sure the children doesn't

make it sound like a 'f'.

- The 'v' sound in 'seven' is pronounced properly (English sound).
- The vowels sound are clear.

Take note of any pronunciation difficulties the children encounter. Have them in mind when teaching the words of any song, singing game or chant.

- Practise the words chanting them at different speeds. Set the speed by counting on 1, 2, 3, 4.
- When the children are confident chanting the words, all practise playing the game.
- Explore the effect of tapping at faster (**one beat note**)/ slower (**two beats note**) beat.

DICDICATION

- **Teach the singing game 'Dicdication'** (for lyrics and music see document 'dicdication_score').

Dicdication, Corporation, How many buses are in the station?

Explain the children they are going to learn a new game called 'Dicdication'.

- Invite them to listen carefully to the words as you sing them throughout once. Have the words written on the board with some gaps e.g. 'buses' and 'station'. Tell them to fill the gaps after you have sung through the song one more time. Ask: **'What are the words missing?'** Have picture cards ready to remind them of the meaning of 'bus' and 'station'.

Once the words are complete make sure they understand the structure *'how many'* by asking them: **'Can anyone tell me a number between one and ten?'** Write the answer down and show how the game goes.

- Invite the children to stand in a circle. You'll be the one modelling by singing and going round the inside of the circle, pointing to each child in turn, keeping in time with the steady beat until the end of the song. Then you continue walking round, but giving each person a number until you reach the chosen total number of buses in the station.
- Next sing each line individually for children to copy. Once this is secure put the two lines together.

Pay attention to the diction:

- The 'h' sound in the word **'how'**. Make sure the children doesn't make it sound like a Spanish 'j'.
- The 'th' sound at the beginning of the word **'the'**. Make sure the children doesn't make it sound like a 'd'.
- The 'u' /Ω/ sound in the word, **'bus'**, pronounced accurately.
- The English sound for the Syllable 'tion' in the words **'dicdication'**, **'corporation'**, **'station'**.

Again, take note of any pronunciation difficulties the children encounter. Have them in mind when teaching the words of any song, singing game or chant.

- Now, practise playing the game. Choose a leader by playing the game *'One potato, two*

potato'. This time children hold one hand out. The first child to have the hand tapped will be the leader.

Once the class have started playing the game, the person pointed to on the last number will be the next leader.

CLASSROOM REVIEW / FOLLOW-UP

Explore the musical and physical characteristics of the games, 'One potato, two potato' and 'Dicdictation'.

- As you show the picture cards on document 'Flascards_games', ask what kind of games each of them are.
Fill the chart in document 'Singinggames_chart'.

Purpose¹

'Is it a clapping game?' Yes, it is. / No, it isn't.

'Is it a skipping game?' Yes, it is. / No, it isn't.

'Is it a counting game?' Yes, it is. / No, it isn't.

'Is it to select someone?' Yes, it is. / No, it isn't.

'Is it a ball game?' Yes, it is. / No, it isn't.

"So, what kind of singing game 'One potato, two potato/ Dicdictaion' is?" It is a ...

- Discuss the actions and musical features in each game. Children identify how the signing game uses a steady beat, melody, repetition, speed and actions. Fill the chart in document 'singing_games_chart'. You might do it on the board and then each child on his own sheet.

Steady beat²

'Is there a steady beat?' There is a ... / There isn't.

Words/Melody³

'Are the words chanted or sung?' The words in '...' are chanted / are sung.

Repetition*

'Are the words repeated over and over?' Yes, they are. / No, they are not.

'Are there different verses? Yes, there are different verses. / No, there are not.

'Are the same actions used each time?' Yes, they are the same./No, they are not.

'Are the actions different for each word/syllable?' Yes, they are different for ... /No they are not different.

Speed/Tempo⁰

'Does the beat get gradually faster/slower?' It gets faster.

IP DIP HAVE YOU EVER



LESSONS 2-3

*UNIT: SINGING GAMES
(Action/Selection games)*

YEAR 4

Resources:

A copy of the game 'Have you ever' in document '[haveyouever.mus](#)' and '[haveyouever_actions](#)'.

Flashcards for the singing games and follow-up activity on document '[flaschards_games](#)'.

Copies of the chart on document '[singing_games_chart](#)'.

Key words:

- *tempo*: fast/slow, getting faster/slower, steady
- *pulse*: steady beat;
- *rhythm*: word rhythm;
- *action*: hand jive; ● action/selection game.

TEACHING ACTIVITIES

IP DIP

- **Review the singing games from lesson 1 'One potato, two potato' and 'Dicdictation'. Introduce the new singing game 'Ip dip'.**

As they revise the games 'One potato, two potato' and 'Dicdictation', check that the class also remember their musical features, actions and purpose: steady beat, repetition, select one to be 'it'. All as a group fill the chart (see document '[singing_games_chart](#)').

Explain children that they will broaden their repertoire of playground singing games by learning a new one called 'Ip dip'. First of all, work on the words. Have them written on the board. Each syllable is chanted to one beat.

Ip dip sky blue who's it? Not you!

- Start by reading them out loud to the beat. Tell the children to listen to you carefully. Ask the children: **'Do you know any of the words?' Sky? Blue? Not? You?...** They will probably remember the last two words 'Not you', so chant the words again and ask them to join in for the last two beats. Check if they remember 'blue' and 'sky'. Ask: **What about 'blue' and 'sky'?** . Show the picture cards to help them (see document '[flashcards_games](#)').
- Chant the words again and invite children to join in for all the words they already know.
- Work on the meaning of the question 'who's it?'.
Tell the children that 'Ip dip' are nonsense words in this context.
- Say the chant one more time and encourage the class to repeat the words rhythmically (one syllable each beat) and tap fingertips lightly on the palm to the steady beat. Remind them of saying the words clearly: **'Are your words nice and clear?'**

Check out:

- Children sound clearly the short 'i' on the words 'Ip', 'dip' and 'it'.
- The 'h' sound in the word **'who'**. Make sure the children doesn't make it sound like a Spanish 'j'.
- The 's' sound at the beginning of the word **'sky'** doesn't become 'es'.
- Children working their tongue hard to get the 't' at the end of words such as 'it', 'not'.

Take note of any pronunciation difficulties the children encounter. Have them in mind when teaching the words of any song, singing game or chant.

■ **Teach how to play the singing game 'Ip dip'.**

Ask a small group of students to stand in one circle with one hand held out in front of them and fist clenched.

As the class sings 'Ip dip', the teacher walks around the inside of the circle tapping everyone's hands to a steady beat with his own fist clenched.

When a child is tapped on **you**, he should put that hand behind his back.

The person with a hand still held out at the end is the winner and the new leader for the next round.

HAVE YOU EVER

■ **Introduce the singing game, 'Have you ever', with different actions** (for lyrics and words see document [haveyouever.mus](#)).

Explain the children they are going to learn a new and different game. They will need a partner to perform the game.

First of all, work on the meaning of key words in the first verse such as 'long', 'legged', 'life', 'sailor', 'wife' and the structure 'have you ever seen...?'

- Sit the children in a circle and introduce the song using picture cards in document 'Flashcards_games', if necessary, to help children understand the meaning of the words. Sing through the song to show how it goes.
- Revise the structure 'Have you ever...?' (It would be desirable to work this grammar point in the English language class).

As a class, learn the words of the singing game. Practise to chant the words slowly:

- Ask the children to stand up and listen. Say the words of the first verse to the children as a chant.
- Next, chant line by line for the children to repeat. Make sure they chant in time by telling them to tap fingertips lightly on the palm to the steady beat. Remind them of saying the words clearly: '*Are your words nice and clear?*'

You might concentrate on some of these articulation aspects. If you consider doing so, don't sing along with the children and pay attention to their diction:

- The 'h' sound in the word 'have'. Make sure the children doesn't make it sound like a Spanish 'j'.
- The 'v' English sound in the words 'ever', 'have' is pronounced properly.
- They work their tongue hard to get the "d" on the end of 'legged'.

Take note of any pronunciation difficulties the children encounter. Have them in mind when teaching the words of any song, singing game or chant.

- When the children know the lines well, put them together.

Teaching tips:

After having been practising the words children should be able to sing from memory. But, have the words written on the board. It might help children who are visual learners.

■ **Learn the hand jive for the song 'Have you ever'.**

Invite the children to do the actions to a quick beat (half a beat note ♩) with you.

Perform the actions to the beat for the children to copy following this suggested sequence (see document 'haveyouever_actions'). No partner yet, on their own.

Actions: (one action for each syllable, except for long – stretch and clap)

- Clap, right hand, clap, left hand.
- Clap, right hand, clap, left hand. Do it twice.
- Clap, stretch arms, clap
- From the beginning:
Clap, RH, clap, LH, clap, RH, clap, LH, clap, stretch, clap.
- Repeat the last clap, RH, clap LH clap. The hand jive finishes with the clap.
- Practise the whole hand jive adding a tap knees on the first word 'have':
KNEES, CLAP, RH, CLAP, LH, CLAP, ...

■ **Learn the melody of the song 'Have you ever'.**

- As a class, learn the melody. Sing the song line by line for the children to listen to then copy. Work through the song putting sections together until the children are familiar with it. Notes move mainly by step and staying the same, so the children will pick the melody quickly. Make sure they sing both intervals fa #-la, and la-re at pitch.

■ **Sing and play the first verse of the singing game 'Have you ever'.**

Encourage the children to sing verse 1 and perform the hand jive.

- Tell the children to stay in a circle, turn and face a partner. As they sing the song 'Have you ever' they perform the movements to a steady beat. Repeat asking them to turn and perform the actions with a new partner.
It will take a bit of practise as the actions are performed to fast beat.

■ **Learn and play verses 2 and 3 of the singing game 'Have you ever'.**

- Tell the children to listen carefully as you sing verse 2. Ask them to find if **there is any difference from verse 1**. They should realise that the word 'short' is said and act out instead of the word 'long'.
When they are able to hear the word change by raising their hand whenever it comes up in the song. Write it in the lyrics on the board. Invite them to stand up and find a partner. Then, encourage them to sing and perform the hand jive for verse 2. Practise the hand jive once before singing.
- Teach verse 3 following the process for verse 2.

Once verses 2 and 3 are settled and they feel confident, try performing the whole singing game through.

CLASSROOM REVIEW / FOLLOW-UP

Explore the musical and physical characteristics of the games, 'Have you ever' and 'Ip dip'.

As you show the picture cards (on document 'Flashcards_games'), ask what kind of games each of them are.

Fill the chart on document 'singing_games_chart'.

Purpose¹

'Is it a clapping game?' Yes, it is. / No, it isn't.

'Is it a skipping game?' Yes, it is. / No, it isn't.

'Is it a counting game?' Yes, it is. / No, it isn't.

'Is it to select someone?' Yes, it is. / No, it isn't.

'Is it a ball game?' Yes, it is. / No, it isn't.

'So, what kind of singing game 'Ip dip/ Have you ever' is?' It is a ...

- Discuss the actions and musical features in each game. Children identify how the signing game uses a steady beat, melody, repetition, speed and actions. Fill the chart from document 'singing_games_chart'. You might do it on the board and then each child on his own sheet.

Steady beat²

'Is there a steady beat?' There is a ... / There isn't.

Words/Melody³

'Are the words chanted or sung?' The words in '...' are chanted / are sung.

Repetition*

'Are the words repeated over and over?' Yes, they are. / No, they are not.

'Are there different verses? Yes, there are different verses. / No, there are not.

'Are the same actions used each time?' Yes, they are the same./No, they are not.

'Are the actions different for each word/syllable?' Yes, they are different for ... /No they are not different.

Speed/Tempo⁰

'Does the beat get gradually faster/slower?' It gets faster.

I LIKE COFFEE (traditional)

LESSON 4

UNIT: SINGING GAMES
(action game)

YEAR 4



Resources:

A copy of the singing game: 'I like coffee' in teacher's document 'games_score_actions'.

A ball

A large space to play the game.

Untuned percussion instruments: woodblocks, claves, tambourines.

Flashcards on document 'Flashcards_games'.

Key words:

● *tempo*: fast/slow, steady ● *pulse*: steady beat, strong/weak beat ● *metre*: in four
● *melody*: thinking voice; ● *rhythm*: word rhythm, rhythm pattern; ● *Instruments*: untuned percussion.

TEACHING ACTIVITIES

I LIKE COFFEE

■ Play 'my turn, your turn' using body percussion

Warm up by playing 'my turn, your turn'. Use 4 beat rhythm patterns from the singing game the children are going to work on later in the lesson (see rhythm patterns for bar 1, bar 3 and bar 6 on document 'Ilikecoffee'):

- Ask the children to stand in a circle to play 'my turn, your turn'.
- Clap the first pattern and ask the class to repeat it exactly.
- Everyone joins in. Repeat the pattern for a few times until the children feel confident clapping it. Remind them of keeping a steady beat. Count them on '1,2,3,4'.
- Clap the second pattern and ask the class to copy exactly.
- Once they feel secure, clap the third pattern. Direct their attention to the rest on the last beat.
- 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. Tapping knees for the half notes and clapping for the one beat notes.

'My turn, your turn II' starts in the same way, 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.

Extension activity.

Play 'my turn, your turn II' again, as described above, but this time as many children as possible use untuned percussion instruments, the rest clap. Take it in turns to use the percussion instruments.

- Introduce the children to the song of the action game 'I like coffee' (see lyrics and words on document 'Ilikecoffee'):

I like coffe, I like tea.

Can you catch the ball from me?

One, two, three, change places.

Four, five, six, change places.

Seven, eight, nine, change places.

TEN, let's start again.

- Begin by asking the children to listen carefully. Sing the song once through to show the children how it goes. The words of the song are simple, probably most of them known to the children.

The question '*Can you catch the ball from me?*' might need some work on the meaning. To help them, take a ball and throw it at a child. Say: '**Catch the ball**'. Repeat a few times. Then, choose a child as a leader. Ask him to stand and throw the ball at a child. Say: '**Catch the ball from Joseph**'. Repeat a few times and next, alternate two leaders and yourself switching from '**Catch the ball from child's name**' to '**Catch the ball from me**'.

- Next, say the words rhythmically for children to copy. Work each bar separately and then, put two bars together.
When the children feel confident continue putting lines together.

When this is secure, you might focus on checking out (this time you don't chant along with them):

- They work their tongue hard to get the "t" in the words 'tea', 'two', 'ten' and 'start' really clear (English sound).
- The 'th' sound at the beginning of the words 'the', 'three'. Make sure the children doesn't make it sound like a 'd' for the or an 'f' for three.
- The 's' sound at the beginning of the word 'start' doesn't become 'es'. Work on the blending: 'let's_start'.
- The 'v' sound in 'seven' is pronounced properly (English sound).
- They sound the words 'change' and 'places' clearly.
- The vowels sound are clear.

Take note of any pronunciation difficulties the children encounter. Have them in mind when teaching the words of any song, singing game or chant. Be ready to work on them if necessary.

- Now, work on the melody. It's a very simple tune based on two notes: la – fa#. Children will pick it up easily. Ask the children to listen carefully and sing each bar individually for them to copy. Then, put two bars together for the class to repeat. And finally, put lines together for the children to sing after you.

■ Play the game 'I like coffee'.

When the children are confident singing the words, all practise playing the game .

- To help them feel secure doing the actions to the steady beat, work on the metre (4/4) first.

Ask the children stand in a circle. One person (the teacher models first time) goes into the centre with a ball. The leader bounces the ball on beat 1, catches it on beat 2, throws the ball to someone on the third beat and the person with the ball throws it back to the leader. Practise a few times as the class sing the song.

- Now, help children learn the game. Explain that the leader bounces the ball to the beat on the words '*I like coffee, I like tea. Can you catch the ball from me?*' Then, the leader throws the ball to someone on '*one*', it is thrown back to him on '*two*', and it is thrown to someone else on '*three*'; the leader and the person with the ball then change places. The pattern is repeated for '*four, five, six, change places*' and '*seven, eight, nine, change places*'. On the word '*ten*', the ball is passed to someone who then goes into the middle to start the game again.

■ **Internalise the song 'I like coffee'.**

Sing the song again but sing the words internally whilst still throwing the ball. Make sure that the children are bouncing and throwing the ball to a steady beat.

I LIKE COFFEE (traditional)

LESSON 5

UNIT: SINGING GAMES
(Action game)

YEAR 4



Resources:

Copy of the singing game: 'I like coffee' on teacher's document 'games_score_actions'

A ball

A large space to play the game.

Untuned percussion instruments: woodblocks, claves, tambourines.

Copies of the chart on document 'singing_games_chart'.

Key words:

- *tempo*: fast/slow, steady
- *pulse*: steady beat;
- *rhythm*: word rhythm, rhythm pattern, ostinato;
- *Instruments*: tambour, claves, woodblock;
- action game.

TEACHING ACTIVITIES

I LIKE COFFEE

- **Practise a word phrase as an accompaniment to the song 'I like coffee, I like tea.'** (for lyrics and music see document 'ilikecoffee').

All review the song and the game from last lesson as a warm up.

Explain the children they are going to accompany the song with the word phrases 'I like coffee, I like tea' (see the rhythm and words on document 'ilikecoffee').

- Split the class into two groups. Ask a few children to chant quietly the words from bars 1 and 2 'I like coffee, I like tea' several times. When this is secure invite the others to chant from bar 3 to the end while the first group accompanies them chanting the words pattern. Swap groups over. Concentrate on saying the words clearly and matching the rhythms accurately.

- **Rhythmic patterns as an accompaniment to the song 'I like coffee, I like tea.'**

All briefly revise the rhythm patterns practised in the game 'My turn, your turn' in lesson 4.

- Model the patterns by clapping them and asking the class to repeat.
- Next, ask the children **whether the rhythms come from the song**.
- Invite the children to say the word patterns as they clap.
- Now, try singing the song and accompanying it by clapping one of the patterns over and over. Explain the children that a pattern that repeats is called an **ostinato**.

- **Layering rhythmic ostinatos as an accompaniment to the song 'I like coffee, I like tea.'**

- Once the rhythm patterns have been established, transfer them to untuned instruments.
 - Arrange the class in three groups. It is important each pupil has an instrument. Allocate a rhythm pattern to each group. Rehearse each group's pattern in turn before putting them together. Invite the rest of the class to clap the steady beat quietly as they sing the song 'I like coffee'.

- Next, put together the rhythm patterns on the instruments by starting with the tamour group. Count a group of four steady beats to begin with and set the speed (tempo). After four bars bring in the claves group, then after four more the woodblock group. Once the children are confident playing the different parts together, encourage them to play and sing the song at the same time.

CLASSROOM REVIEW / FOLLOW-UP

Explore the musical and physical characteristics of the game 'I like coffee, I like tea.'

- As you show the picture cards on document 'Flashcards_games', ask what kind of game is.
Fill the chart from document 'singing_games_chart'.

Purpose¹

'Is it a clapping game?' Yes, it is. / No, it isn't.

'Is it a skipping game?' Yes, it is. / No, it isn't.

'Is it a counting game?' Yes, it is. / No, it isn't.

'Is it to select someone?' Yes, it is. / No, it isn't.

'Is it a ball game?' Yes, it is. / No, it isn't.

'So, what kind of singing game 'I like coffee' is?' It is a ...

- Discuss the actions and musical features in each game. Children identify how the singing game uses a steady beat, melody, repetition, speed and actions. Fill the chart in document 'Singinggames_chart'. You might do it on the board and then each child on his own sheet.

Steady beat²

'Is there a steady beat?' There is a ... / There isn't.

Words/Melody³

'Are the words chanted or sung?' The words in '...' are chanted / are sung.

Repetition*

'Are the words repeated over and over?' Yes, they are. / No, they are not.

'Are there different verses? Yes, there are different verses. / No, there are not.

'Are the same actions used each time?' Yes, they are the same./No, they are not.

'Are the actions different for each word/syllable?' Yes, they are different for ... /No they are not different.

Speed/Tempo⁰

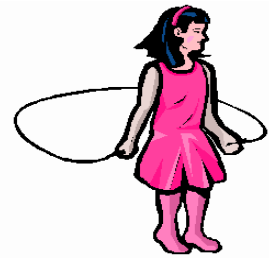
'Does the beat get gradually faster/slower?' It gets faster.

SALT, PEPPER, VINEGAR, MUSTARD
A SAILOR WENT TO SEA

LESSONS 6-7

UNIT: SINGING GAMES
(*Skipping and action games*)

YEAR 4



Resources:

Untuned instruments : claves, woodblock, triangle, shaker.

Flashcards for the singing games on document 'flaschards_games'.

Ropes

A copy of teacher's documents 'saltpepper.mus', 'sailor.mus' and 'Sailor_actions'.

Key words:

● *tempo*: fast/slow, getting faster, steady ● *pulse*: steady beat; ● *melody*: verse, lines, thinking voice; ● *rhythm*: word rhythm, rhythm pattern; ● *action*: hand jive; ● *Instruments*: drum and tuned percussion. ● skipping/action games.

TEACHING ACTIVITIES

SALT, PEPPER, VINEGAR, MUSTARD

- **Review the singing game from lesson 1 and introduce the skipping game 'Salt, pepper, vinegar, mustard'** (for words and rhythm see document 'saltpepper.mus').
- Explain the children they are going to learn a skipping game called 'Salt, pepper, vinegar, mustard.'
 - Ask them if **they know any of these words**. Show them for real or using picture cards.
 - Then ask: **What would you do if I say: 'Skip! Show me. Anybody?** Somebody probably remembers from the dance unit or from the English language lessons.
- Demonstrate the game using the rope.
- Invite the children to learn the words and the rhythm pattern the children are going to skip to.
Ask them to clap this rhythm pattern. They repeat after you (see rhythm on document 'saltpepper.mus').
- Chant the words. They copy you. Make sure they work their tongue hard to pronounce clearly the 'd' sound at the end of the word 'mustard'.
- Put words and rhythm pattern together. One clap for each word, except for mustard, clap twice.
Try practising several times without stops. Say the words and clap over and over.
- Transfer it to the skipping. Instead of clapping, they have to skip, twice on the word mustard: one skip for each syllable.
- Practise the game several times, children skipping in turns.
- Start slowly and get gradually faster.

A SAILOR WENT TO SEA, SEA, SEA

- **Introduce the new singing game 'A sailor went to sea, sea, sea'** (for lyrics and words see document 'sailor.mus'; for actions see document 'Sailor_actions').

Explain children that they will broaden their repertoire of playground singing games by learning a new one called 'A sailor went to sea'. First of all, work on the meaning of the words:

- Sit the children in a circle and introduce the song using picture cards on document 'Flashcards_games' to help children understand the meaning. Sing through the song to show how it goes whilst performing the actions. Sing through the song again and point to the cards to help children understand the meaning of the words.

- **Learn and articulate the words accurately.**

As a class, learn the words of the singing game. Practise to chant the words slowly.

- Ask the children to stand up and listen. Say the words of the first verse to the children as a chant.

*(Verse 1)' A sailor went to sea, sea, sea
To see what he could see, see, see
But all that he could see, see, see
Was the bottom of the deep blue sea, sea, sea.'*

- Next, chant line by line for the children to repeat. Make sure they chant in time by telling them to tap fingertips lightly on the palm to the steady beat. Remind them of saying the words clearly: '*Are your words nice and clear?*'

You might concentrate on some of these articulation aspects. If you consider doing so, don't sing along with the children and pay attention to their diction:

- Children working their tongue hard to get the 't' at the end of words such as 'what', 'but'.
 - They work their tongue hard to get the "d" on the end of 'could'... the "t" at the beginning of "to" really clear, and the 'p' at the end of 'chop'.
 - The 'u' sound in the word, 'but', pronounced accurately.
 - The 'th' sound at the beginning of the words 'That', 'the'. Make sure the children doesn't make it sound like a 'd'.
 - The 'h' sound in the words 'he'. Make sure the children doesn't make it sound like a Spanish 'j'.
 - Children sound clearly the 'ch's on the word 'chop'.
- When the children know the lines well, put them together.

Teaching tips:

Have the words written onto the board. It might help children who are visual learners. Children should be able to sing from memory.

- Next, work on teaching the rest of the verses. Proceed as above. Direct children's attention to the last three words of each line. Ask: '*How are the new lines different*

from lines in verse 1?' Are all the words the same? Which words are different?

■ **Learn the hand jive for the song 'A sailor went to sea'.**

Invite the children to do the actions on the steady beat with you.

- To begin with, simply teach the actions for the words 'sea', 'knees', 'toes' and 'chop'. Use the cards at first. Then show the cards in a different order for the children to do the actions for each card. Ask them to say the words out loud three times whilst performing the movements.

Actions for the song are as follows:

A sailor went to sea, sea, sea

No action on **A** - clap own hands, partner's right, own hands, partner's left on **sailor went to** – tap head above the eyes three times on **sea, sea, sea**.
(Repeat for every line).

A sailor went to knee, knee, knee

No action on **A** - clap own hands, partner's right, own hands, partner's left on **sailor went to** – pat knees three times on **knee, knee, knee**.

A sailor went to toe, toe, toe

No action on **A** - clap own hands, partner's right, own hands, partner's left on **sailor went to** – touch toes three times on **toe, toe, toe**.

A sailor went to chop

No action on **A** - clap own hands, partner's right, own hands, partner's left on **sailor went to** – shake hand downwards three time on **chop, chop, chop**.

A sailor went to sea, knee, toe, chop.

No action on **A** - clap own hands, partner's right, own hands, partner's left on **sailor went to** – above eyes, pat knees, touch toes, shake hand.

- Then, teach the actions for the first 5 beats of each verse:

4	1	2	3	4
CLAP	RIGHT HAND	CLAP	LEFT HAND	CLAP
A To	sai- see	lor what	went he	to could ...

...

■ **Learn the melody of the song 'A sailor went to sea'.**

- As a class, learn the melody. Sing the song line by line for the children to listen to then copy. Work through the song putting sections together until the children are familiar with it.

■ **Sing and play the game 'A sailor went to sea'.**

Encourage the children to sing the entire song and perform the hand jive.

- Tell the children to stay in a circle, turn and face a partner. As they sing the song 'A sailor went to sea' they perform the hand movements to a steady beat, as shown on the picture. Repeat asking them to turn and perform the actions with a new partner.
- When this is secure, invite them to practise performing the actions getting faster and slower.

Make sure the children know that each action is performed four times. Help the children remember the order using picture cards with the words Sea, ... written on them.

The children stay in a circle, but should turn and face a partner. As they sing the song (the children should stand in a circle facing the person next to them but still keeping the shape of a circle).

At the end they should turn, and repeat the actions with a new partner.

■ Internalising the song 'A sailor went to sea'.

When the children know the song well they can do the actions but sing the song in their heads:

- Try humming the melody rather than singing the words: can they still do the appropriate actions?
- Tell them to sing the melody omitting the last word of each line 'sea', 'knees', 'toes', 'chop', but sing it in their heads.

Then choose four children to play the words SEA, KNEE, TOE, and CHOP four different instruments (glockenspiel, metallophone, xylophone, bass xylophone). They will play MI SOL SOL, for lines 1 and three and high DO DO DO for lines 2 and 4 of each verse.

- Alternate between singing out loud and singing in their heads.
 - Can they perform the actions but sing the song in their heads? On a given signal e.g. when you bang a drum, they sing in their heads. When you repeat the signal again they sing out.

■ Accompanying the song 'A sailor went to sea' with instruments.

- Choose four children to play four different untuned instruments representing the pulse in each line – subconsciously this help them understand phrasing (musical sentences).
- Show the rhythm – in other words they should tap every syllable of every word. Ask them:
 - ✓ 'Is it the same as a beat?'
 - ✓ 'Can someone tap the rhythm out on a woodblock?'
 Each line of the song is repeated in rhythm. The children should sing verse two and clap the rhythm.