

SINGING GAMES

SINGING GAMES

Singing games, like language, are present in all cultures. This unit contains suggestions that will enable children to sing and play a selection of traditional and non-traditional singing games. Most children will gradually become more aware of and able to respond to their musical characteristics, eg a strong emphasis on pulse and repetition, through actions and movement.

The focus of this unit will help children consolidate their sense of pulse, extend understanding of rhythm, recognise different speeds (tempo) in music, develop a love for singing and an ability to sing in tune, explore some characteristics of singing games and ability to perform with others. By discussing and talking about the different singing games children will learn about the uses of singing games: selection games, action games, ball games, skipping games.

Research has shown that singing has a huge impact in all aspects of the child's development. In particular, it has been proved that participation in singing games can aid other areas of the child's development:

- Singing aids memory: we can all remember words of a song more easily than we can remember words of a speech.
- Singing songs and chanting rhymes will aid the child's language development: when we sing or say a rhyme the pronunciation of the words is much clearer and slower and therefore more easily understood and imitated.

A music program based on singing games and rhymes will help develop: understanding and use of language, fluency of speech, memory, concentration, listening skills, social skills, spacial awareness, etc. are all improved through involvement in simple singing games and rhymes. It also has a direct link to language in identifying syllables in words.

The unit is divided into eight sessions, allowing 50-55 minutes of activity per session. The children will learn, perform and accompany with instruments singing games individually, in pairs, in groups and as a whole class.

Throughout the unit, children will be encouraged to listen and respond to others and to describe, explain and talk about activities using appropriate language and some specialist vocabulary. They will have an opportunity to listen and use a range of words and phrases:

Words to describe pulse, *pulse, beat, steady beat.*

Words to describe tempo, eg *steady, fast/ slow, faster/slower, speed.*

Words to describe rhythm, eg *word rhythm, singing games, syllables, rhythmic patterns, ostinati.*

Words to describe structure, eg *verse, line, phrase of a song, beginning, end, repetition.*

Words to describe actions/categories, eg *clapping, skipping, counting out, choosing, two-ball game, throw/catch/bounce.*

Words to classify instruments: *tuned/untuned instruments.*

Words to describe body parts, eg *hand, arm, shoulder, leg, knee, foot/feet.*

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THE AIM OF THE UNIT:

- The aim of the unit is to extend musical skills and the understanding of musical concept such as pulse, tempo, shape of a melody by using musical games which also helps improve coordination skills.

TEACHING OBJECTIVES:

- ◆ To develop the ability to listen with attention to the music.
- ◆ To develop the ability to move/to perform actions in time to a steady beat individually, with a partner, in a group.
- ◆ To develop the ability to move/to perform actions in time to a rhythm pattern individually, with a partner, in a group.
- ◆ To develop the ability to move/to perform actions to the given tempo individually, with a partner, in a group.
- ◆ To develop awareness of structure in the music of the singing games.
- ◆ To acquire a repertoire of singing games.
- ◆ To develop the coordination skills through movement involved in a range of singing games.
- ◆ To develop skills in working with a partner.
- ◆ To develop an awareness of space and others while performing the singing games.
- ◆ Develop their ability to describe, interpret and express themselves when talking about the characteristics of a singing game.

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LEARNING OUTCOMES		
COGNITIVE SKILLS Children:	CONTENT	CULTURE/CITIZENSHIP Children:
<ul style="list-style-type: none"> ◆ Understand and respond to instructions. ◆ Memorise words and melody of a singing game showing awareness of pitch and rhythm. ◆ Identify and respond to changes in tempo (getting faster and slower together). ◆ Recall, practise and refine actions keeping in time with music. ◆ Recognise and respond to the phrasing and structure in the music of a singing game through movement. ◆ Identify rhythmic patterns used in a variety of singing games. ◆ Recognise singing games from their rhythms. ◆ Perform a range of singing games with confidence, with control of pulse and awareness of what others are playing. 	<ul style="list-style-type: none"> ◆ The musical instructions and conductor visual signals related to singing, performing singing games and playing instruments. ◆ The lyrics and melody of a singing game. ◆ Tempo ◆ Hand jive to the beat and metre of the singing game. ◆ Movement to the musical phrases ◆ Rhythmic patterns. Ostinato. ◆ Performance of 'One potato,two potato', 'Dicdictation', 'Ip dip', 'Have you ever', 'I like coffee', 'Salt, pepper, vinegar, mustard', 'A sailor went to sea', 'High low dolly pepper', 'Pass the ball'. 	<ul style="list-style-type: none"> ◆ Show sensibility to the singing-games idea. ◆ Appreciate, describe and comment on the performance of others and use this understanding to improve their own performance. ◆ Work well together as a group to practice and perform the singing games. Share space, take turns. Involve,motivate,encourage members and coordinate contributions.

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| <ul style="list-style-type: none">◆ Identify uses of singing games.◆ Analyse and describe the musical characteristics of singing games. | <ul style="list-style-type: none">◆ Selection, counting, clapping, skipping, action, ball games.◆ Features of musical games: repeated chant sometimes made of nonsense words with a steady; the beat can gradually get faster; repeated actions or different actions for each word/verse, catchy melody. | |
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COMMUNICATION		
Children:		
<ul style="list-style-type: none"> ◆ Memorise the key vocabulary and apply it when: <ul style="list-style-type: none"> ○ ask-answer questions, ○ compare and describe features of singing games. 		
LANGUAGE OF LEARNING	LANGUAGE FOR LEARNING	LANGUAGE THROUGH LEARNING
<p>Articulation: clear words</p> <p>Pulse: beat</p> <p>Metre: in four</p> <p>Tempo: steady, fast/slow, getting faster/slower.</p> <p>Rhythm: word rhythm, rhythmic patterns, rhythmic ostinato.</p> <p>Melody: melody, thinking voice.</p> <p>Structure: verse, line, beginning, end.</p> <p>Action: hand jive.</p> <p>Musical instruments: tambour, claves, woodblock, soprano/alto glockenspiel, soprano/ alto/bass metallophone, soprano/alto/bass xylophone; beaters, bars.</p> <p>Classifying instruments: tuned/untuned percussion instruments.</p> <p>Singing games: selection, action, clapping, skipping, ball games.</p>	<p>Purpose¹</p> <p><i>'Is it a clapping game?' Yes, it is. / No, it isn't.</i></p> <p><i>'Is it a skipping game?' Yes, it is. / No, it isn't.</i></p> <p><i>'Is it a counting game?' Yes, it is. / No, it isn't.</i></p> <p><i>'Is it to select someone?' Yes, it is. / No, it isn't.</i></p> <p><i>'Is it a ball game?' Yes, it is. / No, it isn't.</i></p> <p><i>'So, what kind of singing game 'One potato, two potato/ Dicdictaion' is?' It is a ...</i></p> <p>Steady beat²</p> <p><i>'Is there a steady beat?' There is a ... / There isn't.</i></p> <p>Words/Melody³</p> <p><i>'Are the words chanted or sung?' The words in ' ...' are chanted / are sung.</i></p> <p>Repetition*</p> <p><i>'Are the words repeated over and over?' Yes, they are. / No, they are not.</i></p> <p><i>'Are there different verses? Yes, there are</i></p>	<p>Questions that come across throughout the lessons.</p>

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*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/Tempo°

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

Lyrics of the songs