

Sammy Writes A Song

Follow-Up Activity	Duration			Pitch	Dynamics	Tone Colour	Structure
	Beat	Rhythm	Tempo				
Select phrases from the song:	e.g. 'na na nas' clap or play the rhythm of the words (clap it like it sounds)			e.g. 'na na nas' use hand levels or hand signs to represent the pitch (up for higher sounds, down for lower sounds)	e.g. 'Every morning when the sun comes up' (softly) 'I wake up in my bed' (loudly). Extend this activity to body and instrumental percussion.	e.g. 'na na nas' - play the rhythm of the words with different instruments or sing lines or phrases from the song using different voices. Each instrument or different voice is a different sound (tone colour)	Children are aware of the sections within the lines of the song - each line broken into phrases.
Accompany the song with percussion instruments:	Replace some of the words (play the rhythm pattern of the words) with percussion instruments or body percussion e.g. 'bom bom bass line or 'na na na' pattern.			Use two contrasting percussion instruments with distinctive high and low sounds e.g. triangle (high) and bass drum (low)	Vary the dynamics to suit the song section e.g. playing loudly in the intro and softer when the singing starts.	Varying the percussion sounds used.	Highlighting sections of the song by choosing different instruments to use in the accompaniment (backing).
Vary (change) the lyrics in the song e.g. 'Every morning when the sun comes up I go to see my friend'	Estimate the number of beats in the varied section - how many words can fit into this changed section?			Matching new words to the familiar melody (tune)	Experiment with dynamics to suit the new words	Use different vocal sounds	Replace the phrases in the structure of the song with new words
Focus on the role of the 'count-in' to set the tempo (speed) of the song:	A fast 'count-in' means that you will sing the song faster because the beat is moving more quickly e.g. 1 2 3 4 A slow 'count-in' means that the tempo (speed) of the song should be slower e.g. 1 2 3 4			The 'count-in' should be sung on a pitched note which will give the children an identifiable starting note with which to commence singing the song	The dynamic level of the 'count-in' e.g. 1 2 3 4 can determine the dynamic level of the opening line of the song.	A percussion instrument (or body percussion) can give a very clear 'count-in' e.g. two drumsticks hit together: X X X X	The 'count-in' can establish the style in which the song is to be sung: e.g. for a jazz style: 'and-a-1, and-a-2, and-a,3, and-a,4' or 'and-a-1, and-a-2, and-a-1 2 3 4'

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Dividing the singing group for part-work in the song:	Each group must maintain a steady beat (either a silent beat which is 'felt' by the children or a beat which is heard or tapped, clapped, stamped) so that all the groups are synchronized			The melody (tune) is often the highest layer (part of the song) and is the most familiar to the children. The bass line, 'bom bom' is the lowest layer and is heard in the backing music.	Children should be aware that levels (layers - different parts of) of the song need to balance. E.g. if the drum is playing too loudly then the singers cannot be heard.	Selected children clap/slap/stamp the beat with body percussion; others can sing the bass line (bom bom) which comes in through the intro; other children can sing the 'na na nas' - the 3 rd layer	Different playing/singing groups emphasise the 'layers' (bass, rhythm, melody) in the song
Using different voices (or 'silly' voices) to sing the song:	Regardless of the chosen voice type, a steady beat, accurate rhythm and even tempo must be maintained			A voice type may have a particular range (distance between the lowest and highest notes sung) or register (from where the voice is produced - head, chest etc)	Choosing a dynamic level to suit the voice type e.g. pirates 'Aahh' would be loud	Imitating the voices of the characters in the story e.g. Sammy or Grizelda or 'Change your voice. Sing it with the sound of your choice'	Using different voices in different parts of the song e.g. the pirates say: 'Aahh'
"They learn when to play. They learned when to stop"	Although the beat remains constant throughout the song, sometimes it is 'felt' not heard e.g. when the pirates sing 'aahh' they wait for 3 more silent beats before singing again.				To assist children with 'stopping' and 'playing' on a particular sound or note - emphasise (accent) the last sound and they will find it easier to stop.	When instruments play all together the combined tone colours form the 'texture' of the music. If some, or all the instruments, stop the tone colour combination (texture) changes	Children identify the moments (notes) in the song where they stop playing or singing for a specified length of time.
Putting actions to the words of the song	The action should fall on the sound of the word. Repetitive actions should synchronize with the beat.			Actions should reflect the pitch level of the voice e.g. 'Aahh' - swinging elbow close to the lower body	Some actions are big or broad e.g. 'I wake up ...' extend hands above head Some are small e.g. 'perch on my shoulder' - hand on shoulder		Choosing the appropriate action for selected words e.g. 'tipping it on his head' - imitate tipping the bowl of porridge on head or 'eat my breakfast' - mime spoon-feeding