

ABOUT THE UNIT:

This unit develops children's ability to recognise and explore some characteristics of singing games. It consolidates their sense of pulse and ability to perform with others.

In this unit children sing and play a selection of traditional and contemporary singing games. They look at their characteristics, *eg structure, tempo, rhythm, tunes, words, actions*. They think about the origins and uses of singing games.

EXPECTATIONS/ASSESSMENT:

<i>most children will:</i>	sing and play a range of singing games; describe their musical characteristics; make up a singing game with words, actions and a strong sense of pulse, and teach it to other children
<i>some children will not have made so much progress and will:</i>	sing and play a range of singing games and songs; describe some of their characteristics; with help, make up a singing game with words and actions, and perform it to other children
<i>some children will have progressed further and will:</i>	analyse and describe the musical characteristics of popular singing games; make up a singing game with words, actions and a strong sense of pulse and melody, and accompany it with tuned and untuned percussion

RESOURCES

Stimulus:

- children or adults who can demonstrate traditional and contemporary singing games

Sound sources:

- tuned and untuned classroom instruments

Examples of singing games can be found at:

<http://www.welltown.gov.uk/school/schoolgames2.html>

	Learning Objectives	Key Concepts	Activities	Extension
1	<p>To sing and play a range of singing games.</p> <p>That singing games have specific musical and other characteristics that contribute to their success.</p>	<p>Which singing games do we like and why?</p>	<p>Ask the children to demonstrate singing games that incorporate singing and some kind of action to each other. What is the function of each game? Is it a clapping, skipping, dancing, two-ball, counting out/choosing game, etc?</p> <p>Ask a child or adult to teach the children a new singing game.</p> <p>Ask the class: <i>Why do we like singing games? How do we learn them? Does anyone else in the family know them? How did they originate? How is each of the examples suitable for the way it is used (skipping, counting, etc)?</i> Encourage the class to consider the sound (including rhyme), meaning, repetition and rhythm of the words, the tempo, melody, length, number of people involved, actions and resources.</p> <p>Note the characteristics of a few singing games <i>eg catchy tunes, repetition, predictable, repeated melodic phrases sung at different pitches (same tune but sung a bit higher/lower – as in ‘Poor Mary sits a-weeping, a-weeping, a-weeping’).</i></p> <p>Look at a few skipping games and see if they could be used for clapping. <i>Could you skip to a counting song? Would a two-ball singing game make a good dancing game?</i></p>	
2	<p>To develop their singing voices.</p> <p>To identify how musical elements and resources can be used to communicate a mood or effect.</p>	<p>What are the characteristics of singing games?</p>	<p>Choose a clapping/skipping game with a strong pulse and ask two or three of the children to create actions (claps and skips) to the singing games. Ask the rest of the children to clap/tap along with them. Try again but at a faster tempo. Can all the clappers/skippers keep up? Try at a slower speed. How does the tempo affect the children making the actions? The children should understand that the tempo or speed of singing games is adapted to match the nature of the actions (different types of skips/claps/throws), and the skills of the players.</p> <p>Clap the rhythm of a well-known singing game, that is, clap for each syllable of each word. Ask the children to try again but without speaking the words out loud – they should say the words in their heads. If relevant, draw the attention of the children to the prominence of ‘skipping’ rhythms, <i>eg One potato, two potato</i>. Skipping rhythms are often used in playground singing games. Ask a child to accompany the singing game and clapping rhythms by playing the pulse on an untuned percussion instrument.</p> <p>Invite a child to choose one line of the singing game and clap its rhythm over and over again (rhythmic ostinato), while a small group of children quietly sing through the whole thing. Ask the rest of the children to try to spot the line on which the ostinato is based. Try again with other children and other singing games.</p>	<p>Extension activity: Take another well-known singing game and ask three children to accompany it: one to play the pulse, another the rhythm, and the third a rhythmic ostinato based on one line. Listen to the accompaniment first with, then without the singing.</p> <p>Skipping rhythms are created by using a longer note followed by a shorter note that match the rhythm of skipping, which has a long hop followed by a short hop. Many nursery rhymes have a skipping rhythm – perhaps they were sung as children skipped.</p>
3	<p>How to make up tunes for their own singing games and add appropriate actions.</p>	<p>Can we make up our own singing games and songs?</p>	<p>Ask the children, in small groups, to devise rhythm and actions for the poem <i>I Did A Bad Thing Once</i> by Allan Ahlberg. Ask them to turn the rhyme into a singing game. (The words can be altered or repeated as necessary.)</p> <p>Let the class hear and watch all the different ideas. Select the ideas that they think are best and allow everybody to learn the new singing game.</p> <p><u><i>I Did a bad Thing Once:</i></u></p> <p>I did a bad thing once. I took some money from my mother’s purse. I took the money for bubble gum. What made it worse, she had bought me some. She bought me some for being good. While I’d been vice versa, So to speak – that made it worse.</p>	<p>Ask the children to play their tunes on pitched percussion instruments, giving them the first few notes, if necessary.</p> <p>Add a simple percussion accompaniment incorporating the playing of a pulse and either the rhythm or a rhythmic ostinato.</p>

Vocabulary	Resources	VAK	Curriculum Links	Learning Outcomes
<p>In this unit children will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • tempo, eg fast ,slow, pulse • rhythm, eg word rhythm, singing games, syllables, rhythmic patterns/ostinati/melody/tune • pitch, eg pentatonic scale • structure, eg verse, chorus, beginning, end, repetition • processes, eg how singing games may have been created and passed on • context, eg the reason why singing games have evolved 	<p>Examples of singing games</p>		<p>This will help prepare the children for some Literacy work they will do in Year 4.</p> <p>The website http://www.welltown.gov.uk/school/schoolgames2.html contains a selection of games.</p>	<p>sing and play a range of singing games with confidence</p> <p>identify different actions and uses of singing games</p>
	<p>Examples of singing games</p> <p>Percussion instruments</p>			<p>accompany singing games with confidence by clapping/tapping the pulse in time, getting faster and slower</p> <p>demonstrate the difference between pulse and rhythm</p> <p>create simple rhythmic ostinati and perform with others</p>
	<p>Poem: <i>I Did a Bad Thing Once</i></p> <p>Pitched and unpitched percussion instruments</p>			<p>make up their own singing games with tunes and actions</p> <p>perform their singing games for other people</p>