

Finding Teaching Points in Simple Songs

Consider the different demands between songs for your classes and your choirs. Choirs generally need to work through more repertoire, whereas classes can more easily spend time developing knowledge through different aspects of the same piece.

Clap, stamp, slap, click (JSB Book 3)

Introduce the four actions without then with the song, help with **coordination**

Children are **listening, watching, copying** the actions and **absorbing** the melody

Sing the melody without actions, use **pitch** patterning to support

Reintroduce the actions

Refine the **precision** of placing the actions, explain how to do this

Demonstrate incorrectly, ask for **observations**

Improve the **accuracy** of performance by adding everything together

Praise the progress, offer advice for next lesson

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Revise the actions, revise the song, **perform** them together

Introduce the next challenge, encourage **aspiration** to improve

Sing the song as a **round** in (up to) four parts, entries are 1 bar apart

Explain the concept of the '**thinking voice**' being different to the singing voice



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Replace the words click, stamp, slap and clap with sounds

Sing the song without the action words

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Revise the song with actions, then take out the action words

Sing as a round in two parts like this, keep listening

Enquiry - has anyone noticed anything about the percussion sounds

Sing as a round in three parts, keep thinking

More enquiry - has anyone noticed anything else about the percussion sounds

Sing as a round in four parts, test the theories

Conclude that each action comes at a different time, one sound on each beat

Sing as a round again - they will be listening for it and it will go wrong

Revise the need for accuracy and using the thinking voice to stay in time

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Catherine Beddison, May 2020



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