

ABOUT THIS SONG

There's a hole in my bucket

THEMES/SUBJECTS

Colours / Describing

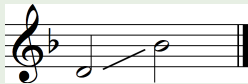
CURRICULUM KEY LINKS

Languages, Literacy & Communication
Health & Wellbeing

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

A 6th



Vocal format

Unison

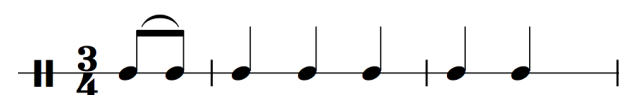
Musical elements

Duration & pitch

Warm-up Exercises

- Imagine that you are holding a large glass filled with your favourite drink. Take a big drink, hold this position, and feel the sensation of openness in the throat. This should happen when singing.
- Stand with your back straight, feet slightly apart facing five minutes to one. Exhale out for four beats, breathe in for four beats and as you exhale sing the first note of the song (F) to 'Oo' for a count of 4 beats. Concentrate on the quality of the tone, repeat if necessary.
- Demonstrate the characteristic rhythm of the song:

♩ = 100



My_ socks are all yel - low,

Assessment for Learning:

• *Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts*

Feedback

Tool: Comments only

Give learners temporary comments on areas they need to develop. To improve their accuracy of pitch, learners may need to practise certain phrases and listen to a recording. Give learners the opportunity to act upon these comments during the session, and give comments again to see if they have been successful.



Teaching and learning

- 1 Play a recording of a full performance of the song a few times, learners should concentrate on identifying the colours e.g yellow, red, black, green and white.
- 2 Listen with learners to the first verse of the recording. Then listen again, this time joining in by clapping and chanting the rhythm.
- 3 Play a recording or sing a phrase at a time, the learners to respond, do not move on until everyone is confident and is responding with accurate pitch and rhythm.
- 4 When learners are familiar with the words of the first verse. Sing the first verse preferably unaccompanied or with the CânSing backing track but without showing the lyrics.
- 5 When learners are familiar with the first verse, elicit that the rhythm and pitch is the same in all other verses but with new words.
- 6 Listen with learners to the second verse of the recording. Then listen again, this time joining in by clapping and chanting the rhythm.
- 7 Ask learners to join in with the recording of verse 1 and 2. Ensure learners follow the melodic line accurately.
- 8 Encourage learners to memorise verse 1 and 2 and use different physical gestures to encourage them to sing whole phrases in one breath.
- 9 Introduce the third, fourth and fifth verse. If learners struggle with a specific phrase or word, ask them to listen to you or the track and then join in.
- 10 When learners are familiar and confident, encourage them to sing whole phrases in one breath and to sustain the long notes.

Integral Skills

- Ensure that the long notes at the end of each phrase are held for their full value. Experiment with breathing after every other phrase.
- Where do they breathe? Encourage learners to breathe after different phrases and words. Discuss where's the best place to breathe. Attempt to sing the whole song in one breath.
- When the class is confident, try to perform without any accompaniment as this will encourage learners to listen very carefully to the quality of the sound.