

IN THE MORNING



ABOUT THIS SONG

The bear went over the mountain

THEMES/SUBJECTS

Morning/routine

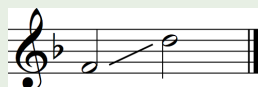
CURRICULUM KEY LINKS

Languages, Literacy & Communication
Health & Wellbeing
Mathematics & Numeracy

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

A 6th



Vocal format

Unison

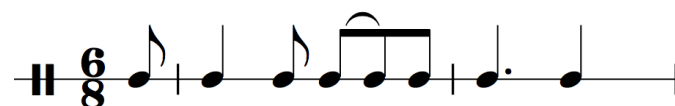
Musical elements

Duration & pitch

Warm-up Exercises

- 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.
- Ask the learners to use their tongue to spell their name in mid air.
- Demonstrate the characteristic rhythm of the song:

♩ = 68



I wake up in__ themorn ing,

Assessment for Learning:

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

Feedback

Tool: Meet and greet

Learners move around the room (to music) and then find a partner when the music stops. Give 'what went well (WWW) and 'even better if' (EBI) statements to each other, repeat with new partners.

GRADING: EASY



Teaching and learning

- 1 Listen with learners to the first verse of the recording. Then listen again, this time joining in by clapping and chanting the rhythm.
- 2 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. Elicit that the melody moves mainly by step movement throughout the verse.
- 3 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.
- 4 When learners are familiar with the first verse, elicit that the rhythm and pitch is the same in all other verse but with new words.
- 5 Listen with learners to the second verse of the recording. Then listen again, this time joining in by clapping and chanting the rhythm.
- 6 Ask learners to join in with the recording of Verse 1 and 2. Ensure learners follow the melodic line accurately.
- 7 Encourage learners to memorise verse 1 and 2 and use different physical gestures to encourage learners to sing whole phrases in one breath.
- 8 If necessary try the phrases without lyrics with a single vowel sound, you may slow the pace down to ensure accuracy in the way they respond.
- 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 at the end of every phrase.

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.