

LET US ENDEAVOUR

Anonymous



ABOUT THIS SONG

This short song can be performed as a round. The composer of the music and English words is unknown.

THEMES/SUBJECTS

Singing/PSHE

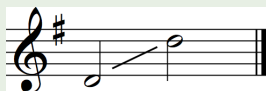
CURRICULUM KEY LINKS

Expressive Arts

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

An 8th



Vocal format

Round

Musical elements

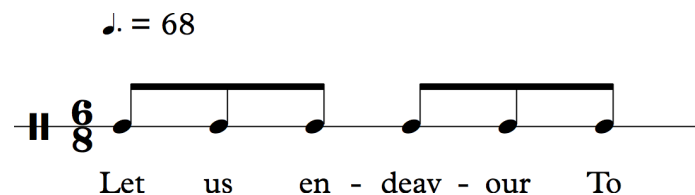
Duration and pitch

Musical characteristics

Simple rhythm pattern, melody has a rainbow/bow shape

Warm-up Exercises

- Ask learners to stand in a circle and push each shoulder forwards and backwards, one at a time, and then together. They should place their hands on their shoulders and rotate forwards and backwards.
- Ask learners to stand with their back straight and their feet slightly apart, facing 'five minutes to one'. They should place their hands on their sides, feeling the rib cage. Learners should: exhale for four beats; breathe in for four beats, feeling the ribs expand; hold and, as they exhale, make a 'shhh' sound for four beats and feel their ribs.
- Read through the lyrics of the song and try to perform them as rap using the same rhythm as the song.
- Demonstrate the characteristic rhythm of the piece:



Suggested key links with other Areas, cross-cutting themes &/or local, national and international contexts

- This song is a Round. What are the features of a round?
- Learn a variety of other songs written in rounds and compare them with each other e.g. Banuwa, Daw Hyfryd Fis, Make New Friends.



LET US ENDEAVOUR

Anonymous



Teaching and learning

- 1 Play a recording or sing the round; learners should clap or tap the beat/ pulse as they listen.
- 2 Start with the melody in unison, and sing the first line a number of times. Point out the repetitive pitch (D, D, D) and the leap three notes higher (a 4th) to G.
- 3 Move to the second phrase, and point out to learners that the rhythm is repeated exactly the same, but the pitch moves mainly by step.
- 4 Return to the beginning before adding the third phrase. Point out that this phrase is sung on one note until two descending leaps on the two penultimate notes, forming an arpeggio (D, B, G).
- 5 Tell learners that the melody in the last phrase, except for the last note, has the same melodic and rhythmic movement as the second phrase, but it is two notes lower (a 3rd).
- 6 After learners are familiar with all phrases, perform the melody; if learners are confident, they can try to sing the melody unaccompanied.
- 7 Divide the group into smaller groups: the 'Red' group and the 'Purple' group.
- 8 Explain to the Purple group that they need to join in after the first line: 'Let us endeavour to...'. This is six quaver beats (notes) after the Red group.
- 9 Ask learners to try to perform in two parts, with or without the recording. The Red group begins and the Purple group joins in at the entry point. Repeat with the other group leading. Support any group by singing its part.
- 10 When you and the learners are confident about singing in two parts, split the group into four smaller groups. Show all relevant entry points and listen to a performance.
- 11 Repeat and give all groups an opportunity to start the song, and support any group by singing its part.

Integral Skills

- Ask learners where they should breathe. Discuss. Then try breathing after particular words and phrases. Ask learners to attempt to sing the whole song in one breath.
- Then ask them to sing the round unaccompanied and repeat the round three times.
- Divide learners into smaller groups. After giving them time to practise, ask them to perform the round for the rest of the group to listen to.
- Use this round as a starting point when teaching another round. Ask: What are the main differences between both rounds?

LET US ENDEAVOUR

Anonymous



Statements of what matters:

- *Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individual*
 - *Creating combines skills and knowledge, drawing on the senses, inspiration and imagination*
-

- Perform the round on classroom-tuned instruments. Learners should be given a copy of the score; if required, write the note names under all the notes. Give them time to practise and to try to perform in unison, in two parts and in four parts.
- Ask learners to perform, with half the group singing and the other half playing, and then vice versa.
- Remind learners of the rhythm and lyrics, and ask them to compose their own melody with a vocal range of an 8th (octave) from middle C to top C. They should try to include stepping and leaping notes and some notes that repeat. Ask them to perform their compositions individually or in groups.

Assessment for Learning:

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

Questioning

Tool: Big question

- Do you think this song was easy or difficult to learn?
 - What are your reasons?
 - Is there a different point of view within the group? Explore the reasons for this.
-

Feedback

Tool: Comments only

Give specific feedback to groups on their attention to correct pitch and tuning.

Self- and peer assessment

Tool: Post-it challenge

Ask groups, pairs and individuals to evaluate their learning, for example, by writing answers to the following on post-it notes:

- What have I learnt?
- How did I learn this?
- What did I find difficult?

Then ask learners to share their thoughts with another group.
