

MAKE NEW FRIENDS

Anonymous



ABOUT THIS SONG

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

THEMES/SUBJECTS

Friendship / PSHE

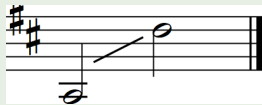
CURRICULUM KEY LINKS

Languages, Literacy & Communication
Expressive Arts

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

An 11th



Vocal format

Round

Musical elements

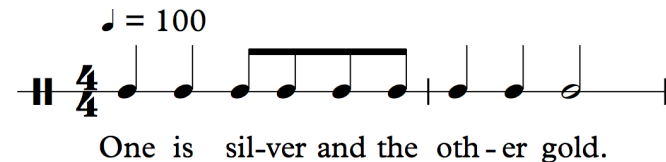
Duration and pitch

Musical characteristics

Simple rhythm pattern; melody has a rainbow/bow shape

Warm-up Exercises

- Stand in a circle and push your shoulders forwards and backwards, one at a time, and then together. Place your hands on your shoulders; rotate forwards and backwards.
- Stand with your back straight and with your feet slightly apart, facing 'five minutes to one'. Place your hands on your side, feeling the rib cage. Exhale for four beats; breathe in for four beats, feeling your ribs expand; hold and, as you exhale, make a 'shhh' sound for four beats and feel your ribs.
- Ask learners to repeat the two main vowel sounds ('wa' and 'o') to the first note of the song (D); they should concentrate on creating a consistent sound.
- Ask learners to clap or say this rhythm.



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

- This song is based on an idiom. Explore what an idiom is.
- Can you find other idioms and discover their meanings and origins?
- Can you illustrate them?
- Try composing a simple melody in the form of a round based on an idiom of your choice.



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Teaching and learning

- 1 Play a recording or sing the round. Ask learners to 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 leap three notes lower (a 4th) to A.
- 3 Move to the second phrase and point out to the learners that they need to slur over two notes on each word. The pitch moves mainly by step, except for the first two notes – F up to A (a 3rd).
- 4 Return to the beginning before adding the third phrase. This phrase is sung on one note (A) until two leaps up three notes (to D) and down three notes (to A) before the two penultimate notes, which move by step (A to G).
- 5 The melody in the last phrase is a simple descending step movement melody returning to the open home note of D.
- 6 After learners have become familiar with all phrases, perform the melody. If the learners are confident, they should try to sing the melody unaccompanied.
- 7 Divide the group into two 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 'Make new friends; this is four crotchet beats (notes) after the Red group.
- 9 Try to perform in two parts, with or without the recording – the Red group begins and the Purple group joins at the entry point. Repeat with the other group leading, and support any group by singing their part.
- 10 When you and the learners are confident with 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 their part.

Integral Skills

- Where do they breathe? Encourage learners to breathe after different phrases and words. Discuss where the best place to breathe is. Attempt to sing the whole song in one breath.
- Sing the round unaccompanied and repeat the round three times.
- Divide the 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. What are the main differences between both rounds?

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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 and, if required, write the note names under all the notes. Give them time to practise, and try to perform in unison, two part and four part.
- Perform with half the group singing and the other half playing, and vice versa.
- Remind the 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

- Was this song easy or hard to learn in your opinion? What are your reasons?
- Is there a different point of view within the group?
- How would we improve or overcome this in the future?

Feedback

Tool: Instant feedback

Give learners instant feedback during the teaching and learning process; the feedback could be on their ability to maintain their part when singing in parts. Following the learning process, give feedback on their ability to respond to your hand directions when changing the dynamic levels.

Self- and peer assessment

Tool: Peer assessment

- Ask learners to give comments on each other's work. Here are some possible comments for you to suggest:
- You need to hold/sustain the long notes at the end of each phrase for longer
 - Try to improve your tuning when singing.
 - Try to make the words clearer.