

OO A LAY LAY

Traditional Polynesian



ABOUT THIS SONG

This is a traditional echo song from Polynesia. The words have no particular meaning, but should be enjoyed for the sound they create.

THEMES/SUBJECTS

Polynesia/tradition/geography

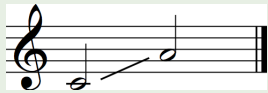
CURRICULUM KEY LINKS

Languages, Literacy & Communication
Humanities

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

A 6th



Vocal format

Echo song

Musical elements

Dynamics and duration

Musical characteristics

Variation of dynamics, simple rhythm patterns, short sections

Warm-up Exercises

- Ask learners to stand with their back straight and their feet slightly apart, facing 'five minutes to one'. They should exhale for four beats, breathe in for four beats and, as they exhale, sing the first note of the song (G) to 'Oo' for a count of four beats. They should concentrate on the quality of the tone; repeat if necessary.
- Ask learners to spell their name in mid air using their tongue.
- Starting with a simple activity of 'repeat after me...', ask learners to say or sing the different vowel sounds in the song: 'oo', 'lay', 'la' and 'wa'.
- Demonstrate the characteristic rhythm of the piece:



- Ask learners to clap or say this rhythm.

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

- This is a traditional Polynesian song. Find out where Polynesia using an atlas or online map.
- Discover more about its history, culture, language and traditions.
- Compare and contrast Polynesian island life with life in Wales.
- Learn other echo/ call and response songs such as Tongo and Kye Kye Kule.

OO A LAY LAY

Traditional Polynesian



Teaching and learning

- 1 Explain to learners that you want them to echo – by clapping or singing – what you play or sing.
- 2 Play a recording or sing the first phrase of the song. Learners should concentrate on clapping back the first phrase of the melody in exactly the same way.
- 3 When they are confident with the rhythm of the first phrase, gradually work through the song and continue to concentrate on the rhythm.
- 4 Return to the beginning and this time ask learners to echo back the melody as you sing/play each phrase, concentrating on the warm vowel sounds and the articulation of words.
- 5 Move on to the next phrase when all learners are confident and respond with accurate pitch and rhythm.
- 6 Consider slowing the pace down to ensure accuracy in the way they respond.
- 7 Remind learners of the first exercise – to prepare their breathing by exhaling and breathing in before they respond.
- 8 When learners are confident with the whole song, aim for a performance, with yourself doing the call or by using the recording with 'Full track – call only'.
- 9 Using your own voice, raise the pitch to a higher starting note to stretch learners' voices.

Integral Skills

- Ask learners to face each other in pairs – one to 'call' and the other to 'echo'. The 'echo' should imitate the 'call' vocally and in learners' facial expression.
- Experiment and vary the dynamic range when you or individual voices are 'calling'. Use different dynamics (loud – phrase 1; quiet – phrase 2).
- Encourage learners not to shout when singing loudly; remind them to support their loud singing with their breathing.
- Encourage individuals or small groups to lead, with the 'call' unaccompanied.

OO A LAY LAY

Traditional Polynesian

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*

- Give all learners a tuned instrument and ask them, in pairs, to perform the song as an instrumental echo.
- In pairs, learners could compose their own echo song using the pentatonic scale (C, D, E, G, A). They could compose four phrases with four beats in each bar. Encourage them to start with the rhythm and add a suitable melody. This could be done either vocally or with classroom-tuned instruments. All pairs should perform to the group and appraise each other's work.

Assessment for Learning:

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

Questioning

Tool: Think-pair-share

- Try to demonstrate the first phrase of the song.
- What are the similarities and differences between all of the phrases?
- How would you describe the group's performance of this echo song?

Feedback

Tool: Temporary comments

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.

Self- and peer assessment

Tool: WWW / EBI

- Make a recording of a group performance of the song. Listen to this recording and then ask learners to suggest 'what went well' (WWW) with their performance, and suggest areas for specific improvement using 'even better if' (EBI).

