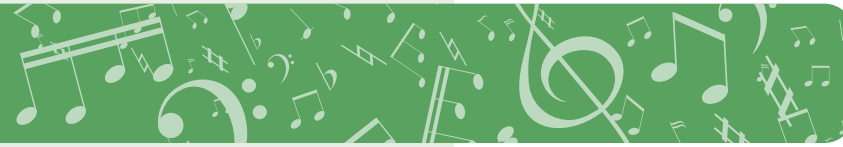




# SIMAN TOV

Traditional Hebrew (Arr: Gabriel Chernick)



## Teaching and Learning

- 1 Explain to learners that the words of this song are in Hebrew, the traditional language of the Jewish people. \*The interactive screen uses the correct spelling of the lyrics. The lyrics sheet includes a simplified phonetic pronunciation of the words.
- 2 Listen to the song once up to the end of Part B. Notice that there are a lot of repeated phrases.
- 3 Say the first line aloud in the rhythm of the song then ask children to repeat it using the 'I say, you say,' technique. Use this method to learn the whole of Part A.
- 4 Once confident, listen to Part A and then learn the melody line by line, using the 'I sing, you sing,' technique. If you are not confident doing this, use the Screen and play the line to the children before toggling back and repeating it for them to sing along to. Sing along with Part A using the Screen and repeat until confident.
- 5 Listen to Part B and note where the syncopated rhythm practised in the warm-up appears.
- 6 Learn Part B's words using the same 'I say, you say,' technique and then teach the melody using 'I sing, you sing' as before.
- 7 Part C is a different melody that is often used and interwoven in this song. You may find that learning Part A and B with their slight variations is enough progress for one session and decide to tackle Part C in the following session.
- 8 Play Part C to the children. Introduce the words a line at a time in the rhythm of the song using 'I say, You say'.
- 9 Next, teach the melody of Part C. Note that the first and second lines are similar, with the second line ascending higher. Emphasise the 'shalom-shalom' in line 3. When all learners are confident with this part, ask them to consider some dynamic variation for the repeat of Part C.
- 10 Go back to part A and note the slight difference to the ending of the song. Encourage children to shout a great big 'Hey!' at the end.
- 11 Sing the song all the way through.

## Integral Skills

- Ask children to create dynamic variation between the repeated phrases e.g., the two A sections or even line by line. Divide children into groups and ask each group to sing a different section using a variety of contrasting dynamics.
- A *Nigun* is a Jewish prayer tradition where a melody is often sung with repetitive sounds instead of formal lyrics. Over the instrumental sections of the accompaniment, ask children to choose their own sound or related couple of sounds to sing as the melody. Model first: 'lai lai lai', 'dee dee dee'.
- Play a game of sound tennis – ask one child to sing a Nigun for a phrase then bounce it to another child who takes over with a different Nigun. Repeat for the whole of the instrumental section.

**GRADING: INTERMEDIATE**

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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*

- This song is designed to be sung and danced at the same time at a gradually increasing speed. Challenge the children to sing acapella (unaccompanied) and start off slowly, building up speed until they can sing as quickly as possible. How quickly can they go? Sing along to the higher speed backing track while still maintaining lyrical integrity and pitch accuracy.
- Find a video of the song and dance being performed at a Jewish wedding. Are there any specific steps or moves? Challenge the children to take part in Jewish folk dancing. This is danced mostly in a circle and is very energetic. Can children copy these accurately and sing the song as they're dancing? Learn a traditional Welsh folk dance. How do they compare?

## Assessment for Learning:

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

### Questioning

#### Tool: No hands-up approach

- Give me an example of a rhythm introduced in this song. Is this a dotted or a straight rhythm?
- Is the mood of this folk song happy or sad? Explain your answer.
- Name other folk songs that you know. Does 'Siman Tov' have anything in common with these songs?

### Feedback

#### Tool: Instant feedback

Give learners instant feedback during the teaching and learning process; the feedback could be on their ability to maintain their pitch and pronunciation when singing at increased tempo. 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:
- Try to add more dynamic variation in the repeated parts.
  - Try to improve your tuning when singing Part C.
  - Try to make the words clearer.

**GRADING: INTERMEDIATE**