

TEN GREEN BOTTLES



ABOUT THIS SONG

Ten green bottles

THEMES/SUBJECTS

Counting/mathematics

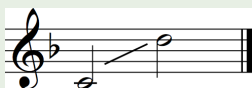
CURRICULUM KEY LINKS

Languages, Literacy & Communication
Mathematics & Numeracy

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

A 9th



Vocal format

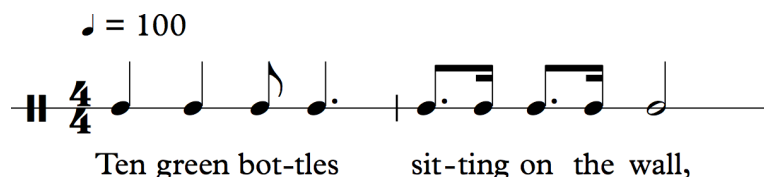
Unison

Musical elements

Texture and pitch

Warm-up Exercises

- Ask learners to stand in a circle, and to push their shoulders forwards and backwards, one at a time, and then together. They should then place their hands on their shoulders, and rotate forwards and backwards.
- Ask all learners to echo back some words from the song – ‘green’, ‘bottle’ or any number from one to ten. (Give individual an opportunity to call and the rest of the group to echo back.)
- Demonstrate the characteristic rhythm of the song:



Assessment for Learning:

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

Feedback

Tool: How to improve

Show learners through target-setting how to improve. A suitable target for some learners might be to work on their accuracy of the dotted rhythms. For others, it might be to focus on accuracy of pitch when responding. Demonstrate yourself or play the recording. After giving time to improve, check that targets have been reached.

GRADING: EASY

TEN GREEN BOTTLES



Teaching and learning

- 1 Play a recording of the first verse of the song a few times, learners should concentrate on identifying the important words e.g ten, green, bottles, sitting, wall and accidentally.
- 2 Encourage learners to listen carefully to the first verse of the recording a few times and to join in by clapping and chanting the rhythm.
- 3 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.
- 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 – specifically numbers.
- 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 remember different words and to sing whole phrases in one breath.
- 8 Introduce the rest of the verses.
- 9 When learners are familiar and confident, encourage them to sing the whole song without accompaniment and to sing every phrase in one breath and to sustain the long notes at the end of every phrase.

Integral Skills

- Divide the learners into smaller groups, after giving them time to practice ask them to perform the song for the rest of the group to listen.
- Experiment and vary the dynamic range. Use different dynamics (loud: verse 1, quiet: verse 2). Do not encourage shouting when singing loud, remind learners to support their loud singing with their breathing.
- Encourage learners to perform with clear diction, ensure that they don't snatch short notes.