

THE SEASONS



ABOUT THIS SONG

London Bridge

THEMES/SUBJECTS

Seasons

CURRICULUM KEY LINKS

Languages, Literacy & Communication
Science & Technology

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

A 6th



Vocal format

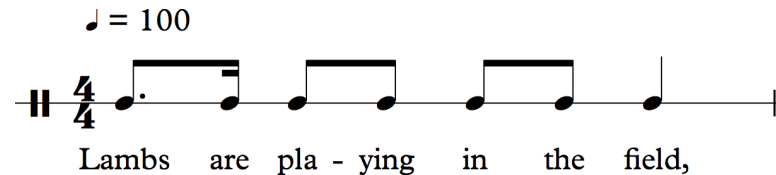
Unison

Musical elements

Texture and pitch

Warm-up Exercises

- Ask learners to breathe deeply and hiss or blow out slowly; count how long learners take to blow out. Repeat this exercise, encouraging learners to improve on the previous time.
- Ask learners to stand in a circle and copy your facial expressions, from glum and long to open and bright. Make a big smile and show the cheeks and corners of the mouth lifted. Make big alert eyes and high eyebrows, then back to closed eyes. Ask individuals to be the leader and the rest of the group to follow their facial expressions.
- 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*

Questioning

Tool: No-hands-up approach

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 song?

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Teaching and learning

- 1 Play a recording of a full performance of the song a few times, learners should concentrate on identifying the important words e.g spring, summer, autumn and winter.
- 2 Listen with learners to the first verse of the recording. Then listen again, this time joining 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.
- 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 encourage learners to sing whole phrases in one breath.
- 8 If necessary try the phrases without lyrics with a single vowel sound, remember the words are important as they produce the characteristic sound. You may slow the pace down to ensure accuracy in the way they respond.
- 9 Introduce the third and fourth verse. If learners struggle with a specific phrase or word, ask them to listen to you or the track and then join in.
- 10 When learners are familiar and confident, encourage them to sing whole phrases in one breath and to sustain the long notes at the end of every phrase.

Integral Skills

- Try to perform the chorus in three parts without any accompaniment so that the learners listen very carefully to the sound of the three part harmony. You might find it helpful to tap the pulse on a percussion instrument, Learners should concentrate on their accuracy of rhythm and intonation.
- This song has two verses and a final chorus in a new key. Read through the lyrics of verse 2, and then practise with the recording with the three-part harmony in the chorus. When you are happy with both verses and chorus practise the final chorus in the new (higher) key.
- Encourage learners to perform with clear diction. Ensure that they don't snatch the last short notes at the end of some phrases, as this will impact on the sound quality.