

# LEARNING



## ABOUT THIS SONG

London's Burning

## THEMES/SUBJECTS

Learning/school rules

## CURRICULUM KEY LINKS

Languages, Literacy & Communication  
Health & Wellbeing

## DISCIPLINE-SPECIFIC CONSIDERATIONS

### Vocal range

An 8th



### Vocal format

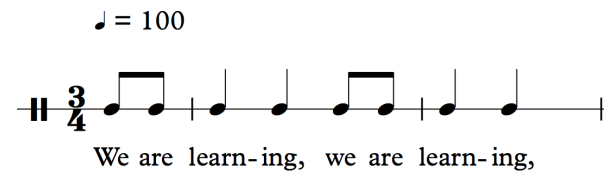
Unison

### Musical elements

Duration & pitch

## Warm-up Exercises

- Stand with your feet apart, and both arms loosely by your side. Gradually raise both arms above your head and, as you do so, breathe in and feel the ribcage lifting a little. Hold this for four beats, then slowly lower both arms to your sides and blow out, keeping your chest lifted.
- Stand in a circle. Using your hand to signal high (hand in the air) and low (hand by your knees), ask learners to hum 'mmm' as a siren moving up and down in pitch, in response to your hand movement. Start with a small movement (i.e. a small range of pitch) and gradually develop this to a wider range.
- 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: Meet and greet

Learners move around the room (to music) and then find a partner when the music stops. Give 'what went well (WWW) and 'even better if' (EBI) statements to each other, repeat with new partners.

GRADING: EASY



## Teaching and learning

- 1 Listen to a recording of the song and ask learners to listen carefully to the pronunciation of the words. Spend some time asking learners to echo back the words that are difficult to pronounce.
- 2 Listen with learners to the first verse of the recording. Then listen again, this time joining in by clapping 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 chanting the rhythm. Spend some time asking learners to echo back the words that are difficult to pronounce.
- 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 Introduce the third verse. If learners struggle with a specific phrase or word, ask them to listen to you or the track and then join in.
- 9 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

- When the class is confident, try to perform without any accompaniment as this will encourage learners to listen very carefully to the quality of the sound.
- Where do they breathe? Encourage learners to breathe after different phrases and words. Discuss where is the best place to breathe. Attempt to sing the whole song in one breath.
- Divide the learners into four smaller groups, after giving them time to practice ask them to perform the song as a round with all groups joining one phrase at a time.