

ABOUT THIS SONG

Clementine

THEMES/SUBJECTS

Recycle/rubbish

CURRICULUM KEY LINKS

Languages, Literacy & Communication
Health & Wellbeing

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

An 8th

Vocal format

Unison

Musical elements

Pace and pitch

Warm-up Exercises

- Stand still and encourage learners to think of different poses, in a queue, as a goalie on a football field or as a soldier. Observe how the body is held and compare this with a good posture for vocal work.
- Ask the learners to copy exactly what you sing/clap/say, start with a simple activity of 'repeat after me...', involve the learners by clapping a rhythm, saying a letter/word, singing a note with a vowel sound or a funny sound effects.
- 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: Self or peer assessment

Ask learners to share with a partner three new things they have learnt:

- What did you find difficult about this song?
- What would you do to improve the performance?
- What style of song would you like to learn next?



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. Learners should be given an opportunity to discuss the important words identified and discuss why they are important.
- 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.
- 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 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

- Sing the song unaccompanied and repeat each verse twice.
- 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. They could focus on varying the pace from one verse to another.
- 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.