

ABOUT THIS SONG

In and out the windows

THEMES/SUBJECTS

Seeds / Planting / Flowers

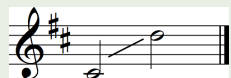
CURRICULUM KEY LINKS

Languages, Literacy & Communication
Science & Technology

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

A 9th



Vocal format

Unison

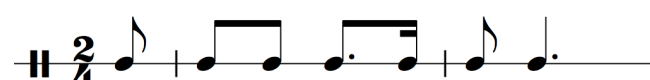
Musical elements

Texture and pitch

Warm-up Exercises

- 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.
- 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:

♩ = 100



The seeds are in the pack-et,

Assessment for Learning:

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

Self and peer assessment

Tool: Two stars & a wish

Make a recording of a group performance of the song. Listen to this recording and then ask learners to suggest two positive comments (the stars) on their performance and one specific improvement (the wish).



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 seeds, planted, flowers, water, heat and daylight.
- 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 them 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 first four verses in unison without any accompaniment to encourage learners to listen carefully to the sound. Words need to be very clear, with strong consonants and focused vowels.
- Ensure that the long notes at the end of each phrase are held for their full value. Experiment with breathing after every other phrase.
- 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 verse in one breath.