

ABOUT THIS SONG

Jacobs ladder

THEMES/SUBJECTS

Senses/Thanking

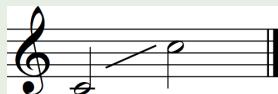
CURRICULUM KEY LINKS

Languages, Literacy & Communication
Health & Wellbeing

DISCIPLINE-SPECIFIC CONSIDERATIONS

Vocal range

An 8th



Vocal format

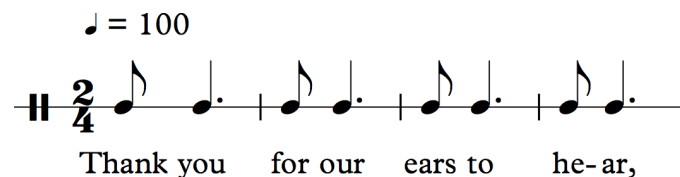
Unison

Musical elements

Pace and pitch

Warm-up Exercises

- 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 – ‘eyes’ and ‘scent’. (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*

Questioning

Tool: No-hands-up approach

Give an example of a syncopated (dotted) rhythm similar to the phrases in the song. Where are the highest and lowest pitched notes in this song? How else could we arrange a performance of this song?



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. ears, hear, hands, feel, scent, flowers, tasty foods, eyes, see.
- 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 and fifth verse. If learners struggle with a specific phrase or word, ask them to listen to you 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 loudly, remind learners to support their loud singing with their breathing.