

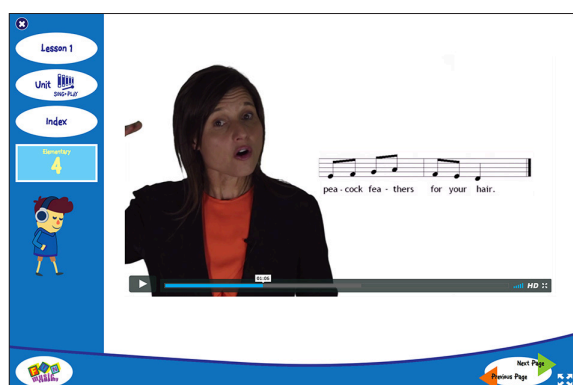
Welcome to a world of exciting music to *SING & PLAY*!

The Fun Music Company *SING & PLAY* unit for Grade 4 contains four fun and engaging folk songs, very carefully selected and arranged by classroom music experts. These songs are selected to meet the needs of the curriculum, while also being enjoyable and engaging for children.

Each piece has both singing and playing elements, and is presented over either two or three of our lessons. As you've no doubt already discovered when looking through this program, our lessons are not necessarily designed to be completed in one session. They could be, however it would be a pretty exceptional teacher with a fairly gifted group of students who could achieve that. Our lessons can take as long as you need or feel is appropriate for your students. You may be working on one of our lessons for up to five or six weeks, or sometimes they may come together in just a session or two.

The *SING & PLAY* element can be taught on its own if desired, or combined in a session with some *AURAL*, *COMPOSE* or *CONNECT* activities.

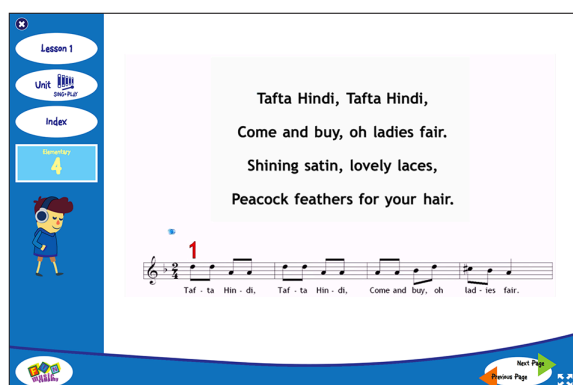
If the piece has tuned percussion, there are seven videos to help the children learn the music, and if it doesn't have tuned percussion there are five.



Video 1 Introduction and singing

This video has a general background to the song, some explanation of the lyrics if it is needed, and learning the actions if it is an action song.

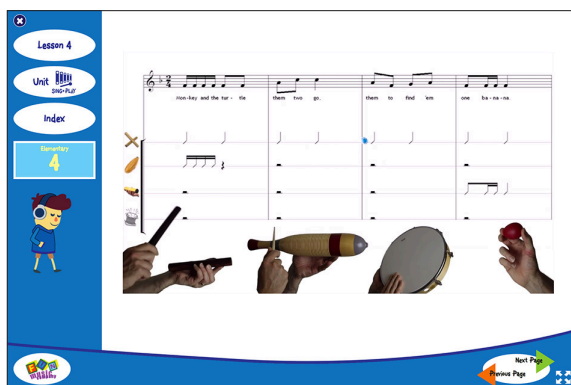
There is also a performance recorded with a vocalist if it is appropriate, so the children can hear what it is like when it is sung.



Video 2 Singing

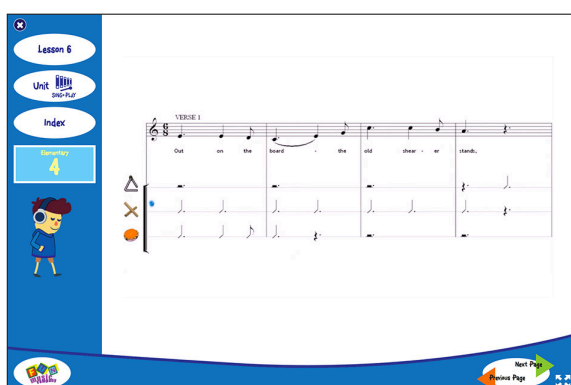
This is designed for the children to sing with, so the lyrics are displayed clearly on the screen, and the music does not have the vocals recorded.

You can always choose to use the singing video from video 1 if you would like the children to sing along with a recorded vocalist.



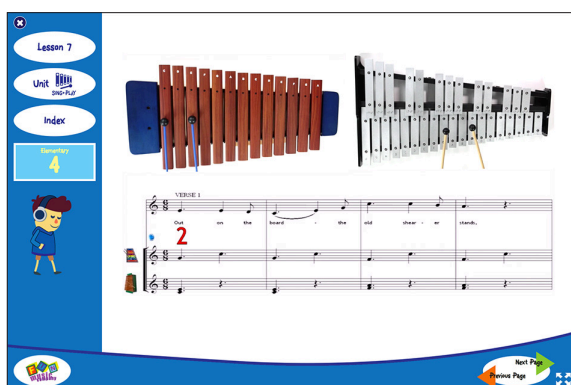
Video 3 Learning untuned percussion

This is where we can see each of the untuned percussion parts played in turn, with the sheet music on the screen. The children can sit and practise their parts using body percussion while watching the video. This is an extremely important step as it helps children to play correctly in the ensemble, so take your time with learning these parts independently.



Video 4 Untuned percussion

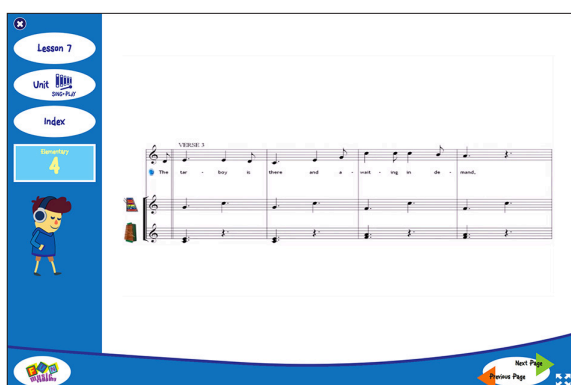
Once the parts have been mastered by watching the performances in video 3 they can move onto this video, where just the sheet music is displayed on the screen. The children can practise and play along, with it still sounding good.



Video 5 Learning tuned percussion

Here we carefully go through each of the one, two or three tuned percussion parts. We have parts for xylophones and glockenspiels, but you can adapt them to whatever instruments you happen to have available.

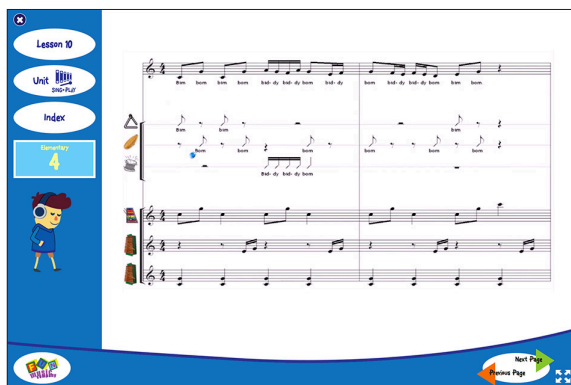
Towards the end of this video there is always a full performance of the piece, with the tuned percussion part played in full on screen so the students can see how it fits together.



Video 6 Tuned percussion

This is the where the students can practise playing the tuned percussion parts, following the sheet music presented on the screen.

As with the untuned percussion, you can always choose to use video 5 if your children need more support, which shows the parts being played.



Video 7 Ensemble

This is where we see all the parts played together with sheet music on the screen.

Remember that these arrangements are intended to be full arrangements that you can play live, with no accompaniment, so therefore once they can play it, try it without the video!

You can begin by simply turning down the volume on your whiteboard and still playing the video, then once the students can do that, try playing without the video at all.

Important note about the sheet music

The sheet music is reproduced in this guide as a reference for teachers only: you do not need to print it out for the students as every single note is shown on the screen. Most parts can be learned by rote, and that is entirely appropriate for grade four students.

A note for the non-music specialist

Children and teachers do not necessarily have to be able to read music, so don't be frightened by this element if you are not an accomplished music reader. This element probably has the potential to be the most 'scary' to a non-music specialist who may be looking at this program, but hopefully with the step-by-step process we've gone through in the videos you will be able to teach this program effectively.

Remember you don't have to do everything! For some classes the tuned percussion parts may be too complex in some pieces. You may choose to do singing and untuned percussion only for some, and for some you may choose not to do untuned percussion.

A note for the music specialist

This program is designed to be flexible, so we have avoided the use of region specific terminology and specific teaching methodology approaches. However the program is compatible with whatever specific teaching methodology you would like to use. The arrangements were created by very fine Orff and Kodaly experts, so they will be compatible with those systems.

Keep a tight ship - and have fun!

If you've any experience playing instruments with young children you'll know that it can be a big challenge - and behavior management is never more important than in a music classroom with thirty children with loud instruments in their hands!

Therefore if there is one piece of advice that we think is most important - take your time! Take your time to get the routines established at the early stages. Set your guidelines and rules carefully in the beginning and you'll establish an environment of productive music making!

Have a specific routine in your classroom, and think carefully of exactly how and when children will pick up instruments and mallets.

Prepare lessons in advance by arranging necessary instruments neatly in place on the floor. You may choose to use plastic hoops or some other method of defining exactly where each instrument is placed and played.

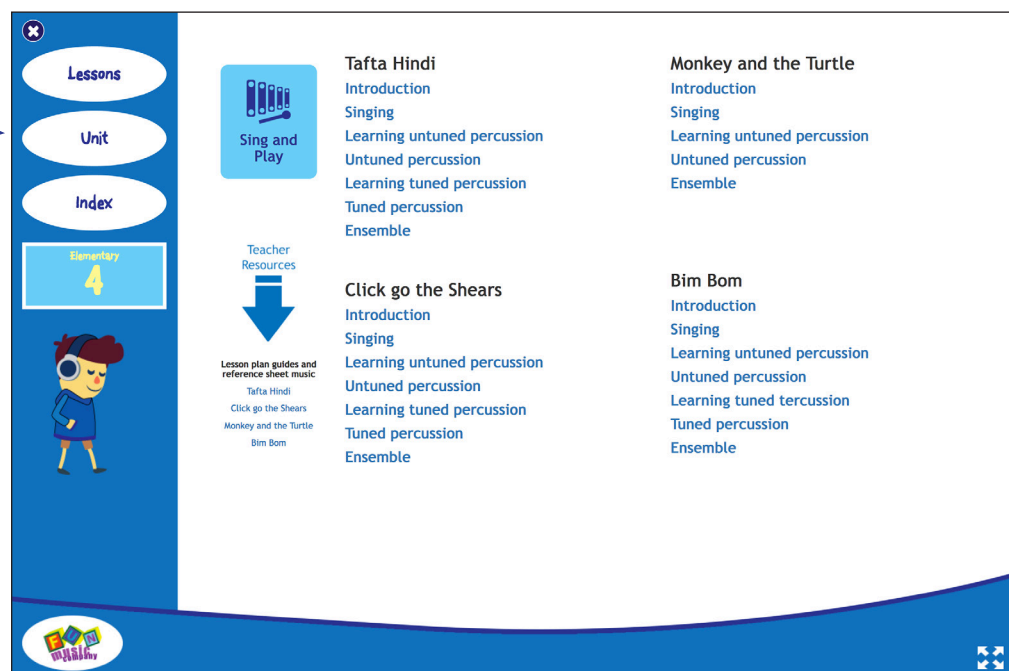
A structure designed to support you.

It is our intention that the structure provided by the Fun Music Company *SING & PLAY* program will support you in the classroom to have the children be their best! That is why we have attempted to make it very predictable in its approach. You will know what is coming, and so will the children!

At all times any video within the program should be less than two clicks away. From any screen you can click the unit button, and then choose ‘*SING & PLAY*’ and you’ll have the *SING & PLAY* menu, where you can choose any of the videos from any of the songs.

Therefore if your children are struggling with one part of the song, you can go back to the instructional video for that part in an instant.

Click this button from any screen to bring up the unit menu

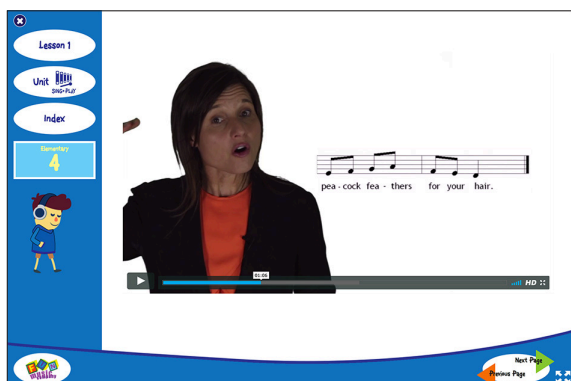


A structure designed to make practical assessments easy

It is our intention that if you need to assess your children, you should be able to do so easily with these materials. At the end of studying each piece you can very easily have each child play one or more parts to you. You can make it appropriate for each class and each child. Sometimes you may wish to have them choose which part to play for assessment, other times you may wish to specify that they will play a particular part or sing a line for assessment. You may choose to use the assessment slips we have provided, or you may make up your own system.

Grade 4 Lesson 1 *Tafta Hindi*

Learn about the background of the song and sing it, then learn the untuned percussion parts.



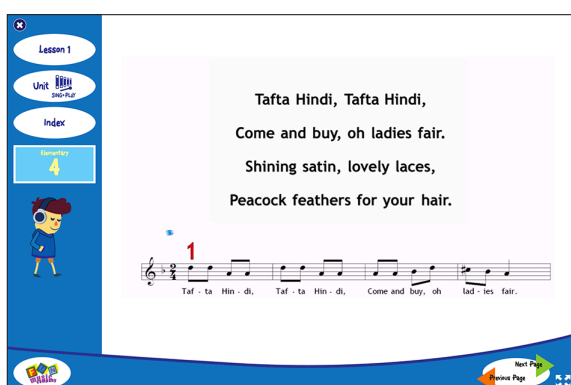
Video 1 Introduction and singing

Important points to note:

- This is an Arabic folk song. Arabic is a language that is spoken in many Middle Eastern countries.
- Discuss what a folk song is: that it comes from a specific country or region and is passed on by oral tradition. Because of this there are often many different versions of the same song.
- Look at the contour of the melody: moving up and moving down at various points as highlighted in the video.
- Look at the lyrics. What is the song about? Perhaps if you were expanding this area you could look up pictures of a Middle Eastern market place, or have them draw a picture of a marketplace.

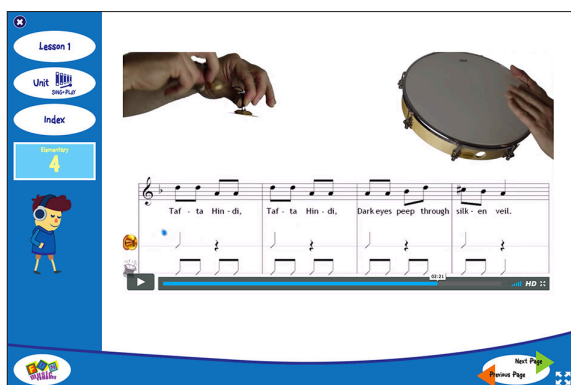
Expansion ideas

- Learn a dance for the song: perform with scarves or other props to create the image of a busy Middle Eastern marketplace.



Video 2 Singing

Once you've watched video 1 and they feel they can sing it on their own move onto video 2, where the children will sing on their own without a vocalist in the backing music.



Video 3 Learning untuned percussion

Have the children watch this video first, before doing anything else.

Then watch it a second time, performing the music with body percussion.

Have them play the tambour part softly on their knees along with the music.

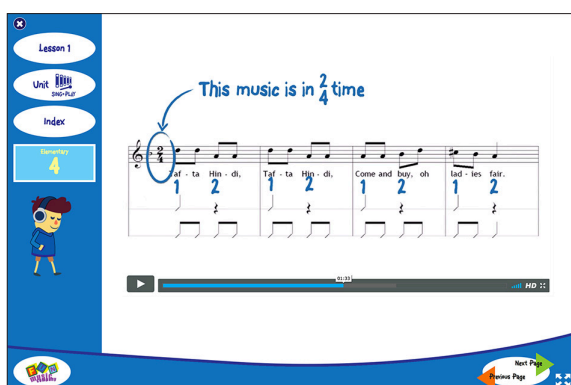
Then have them click along with the finger cymbal part.

Once they can do each part, split them into two groups to perform with body percussion.

You will notice that this particular piece has two parts: tambours and finger cymbals.

Any type of drum will work for this piece: simple tambours are easiest of course if you have them, as shown on the video. If not, anything else will work.

If you don't have finger cymbals then triangles will work just as well for this piece.

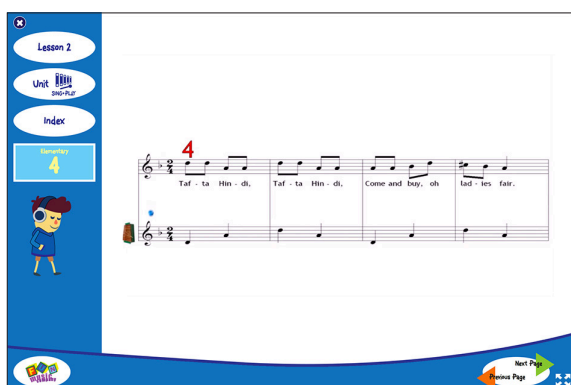


Video 4 Untuned percussion

This video is just the sheet music, designed for them to be the 'performers'. If they struggle with this you can always go back to video 3.

Have the children practise with body percussion the parts in two groups, before going to the instruments. Prepare in advance with the tambours and the finger cymbals set up in a defined place ready for the class. Always go to the instruments last to avoid any issues with behaviour. Practise whatever part you're learning fully with body percussion before handing out instruments.

You may wish to establish a group rotation system to ensure that each child gets a chance to perform each part.



Grade 4 Lesson 2 Tafta Hindi



Revise the singing and untuned percussion parts, then learn a tuned percussion pattern for the song.

Video 1 Singing

You can choose to focus on a different aspect, such as the rhythm, if you wish this week. This is a good song to pick out the rhythm or melodic aspects. As there is full sheet music on the screen for them, you can stop the video at any point and draw attention to particular aspects.

Video 2 Untuned percussion

Make sure you establish a system of rotation in your classroom, to ensure that every child has a chance to play each instrument. This can easily take a whole lesson of course, but the more you can establish a routine with this the easier it will get.

Video 3 Learning tuned percussion

As this is the first tuned percussion in Grade 4 this video first covers a few aspects about the instruments. You may wish to expand on this and talk about the instruments that you have in your classroom. Also talk about the respect that they need to show for the instruments, and your own classroom rules and expectations around these instruments.

Video 4 Tuned percussion

This is just the sheet music you can use for practising the part. You may wish to write D - A - D - A or similar on the board so that they get the idea of the ostinato for the song.

Grade 4 Lesson 3 Tafta Hindi



Revise parts learned previously, then put together into an ensemble and have an assessment.

Video 1 Singing

Expansion idea:

You can also have children compose some of their own lyrics or 'market calls', changing the words of the things that the market traders may want to sell in the place of 'shining Satin', 'lovely laces' etc.

Video 2 Untuned percussion

You can add new untuned percussion parts based on composition ideas that the children come up with. The given music should only be seen as a starting point and is infinitely expandable to new ideas.

Video 3 Tuned percussion

If they are still struggling with this, then you can revise the 'Learning tuned percussion' video before starting this.

Video 4 Ensemble

The point of these videos is that eventually you can turn the sound off and have the entire performance by the children! You can even get away from using the board at all and perform the piece at your school assembly.

Tafta Hindi

SING & PLAY arrangement

Traditional middle-eastern tune
arr. Fun Music Company

Three times

Four bar introduction and bridge between verses

Musical notation for the first system (measures 1-4). The vocal line is in 2/4 time, key of B-flat major. The lyrics are: Taf - ta Hin - di, Taf - ta Hin - di, Come and buy, oh lad - ies fair.

Finger Cymbal

Tambour

Glockenspiel

5

Musical notation for the second system (measures 5-8). The vocal line continues with the lyrics: Shin - ing sa - tim, love - ly la - ces, Pea - cock fea - thers for your hair.

F.C.

Tamb.

Glock.

9

Musical notation for the third system (measures 9-12). The vocal line continues with the lyrics: Shin - ing sa - tin, love - ly la - ces, Pea - cock fea - thers for your hair.

F.C.

Tamb.

Glock.