

CONNECTING by Sarah Baker

CHORUS: humming the melody, learning the pitches

Musical Concepts: Melody, phrases, rhythmic patterns, syncopation, song structure (chorus/verse)

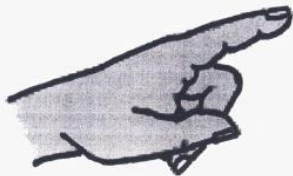
Theme links: Connecting: commissioned piece to link with the theme- working towards a shared, collaborative performance

- Quick review of the piece from previous session: review of song structure- this session's focus in on the chorus; humming melody- clapping its syncopated rhythm (include explanation of syncopation)
- In this time of restricted use of voice, a focus is made on the Solfege pitches of the melody: Do, Re, Mi, Fa*, Sol, along with the standardised hand signals. (Curwen/Kodaly- *attached below*). These can be spoken with pitch (not a projected singing style) or hummed. [*Fa is not in the melody for the chorus, but is still reviewed.]
- The video breaks down the learning of the chorus in 2 phrases; follow with hands and humming (or carefully vocalisation as described above). The accompaniment is slightly different than the actual chorus melody, so listen for accuracy when children are humming/vocalising along with the backing track.
- The rhythm of the chorus is syncopated: the children can follow the video to practise the rhythms in a copy back. Once secure, split into two groups or work with a partner; one clapping the rhythm the other clapping a steady beat. Children may need a reminder that the rhythm does not start on the down beat, so they will not start clapping at the same time.

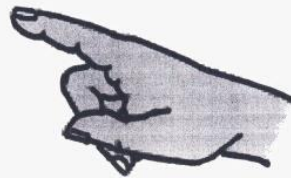
- **MAKE it:** Model taking a short phrase from the poem (eg 'We're all connected...') and make a rhythmic motif, then changing pitches to make a simple melodic motif: example on video will be simple ascending/descending pattern in steps (refer to previous session listening activity: 'Ode to Joy' melody)



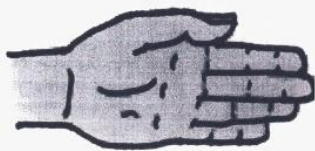
Do



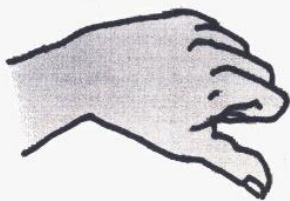
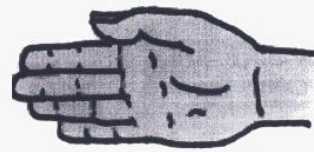
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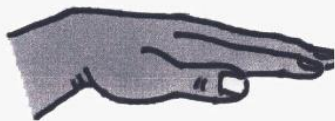
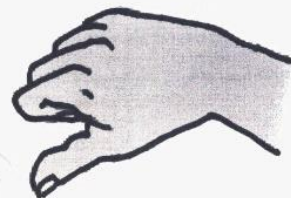
La



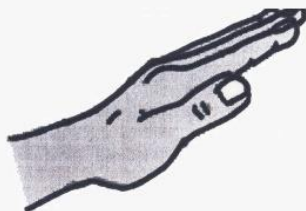
Sol



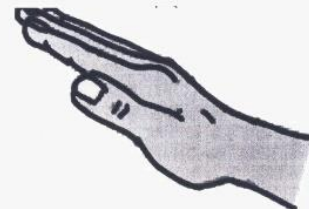
Fa



Mi



Re



Do

