

Legacy Project Grade 3 Music Syllabus and Lesson Guidelines

Lesson 1

Establish rows so everyone knows where to stand every week and instruct on posture so all are standing correctly, with a gap between each student. Ensure every student can see the conductor. Play some games that enforce 'eyes on the conductor'.

Vocalizing: Start with sounds and notes they can mimic. Sighs, slides, aah, ooh, eh, baba, mama, etc. Avoid using an instrument (piano/guitar) initially. Ensure everyone is copying and pitching accurately.

Unison singing: Sing simple phrases on me or moo, such as do, mi, so, mi do or do re, mi, re do, moving up and down a few steps.

Listening skills: Vocalize some phrases and get students to identify loud/soft, slow/fast, high/low, smooth/separate and mimic these.

Teach 'Doe a deer' line by line, including actions. Encourage the class teacher to participate in all aspects of the lesson.

Lesson 2

Recap all from Lesson 1 and sing 'Doe a deer' slowly, with actions. Ensure all students are singing in unison. Sing high notes touching back of head, and low notes, hand on chest, getting students to imitate each note you sing. Let students take turns singing their own note and all match. Show matching notes with your fingers to demonstrate that everyone is together.

Take time to correct students who are pitching inaccurately, singing close to their ear.

Sing simple sentences that everyone repeats, e.g. I am singing a high note; I can sing a low note; Singing is fun; We are singing together; I am singing by myself, etc. Teach 'Only one mouth'. End the class with 'Doe a deer' one more time.

Lesson 3

Start the lesson with simple musical phrases on an open vowel or 'ma' that students echo. Include dynamic, pitch and articulation variation that the students must observe and mimic. Add simple lyrics such as 'It's a lovely day' or 'I am glad to see you', etc.

Ensure students are engaging the head voice with sighs and glides in high pitches.

Teach 'Slippery Fish' with actions. Recap key nouns and ask class teacher to translate or show pictures if you have.

End the class with singing 'Doe a deer' and 'Only one mouth'.

Lesson 4

Start with 'Do super strong like a fist' using actions. Then recap 'Slippery Fish' and 'Only one mouth' correcting pronunciation and ensuring everyone is singing in unison. Teach 'I

sigh and cry' and choose students to name their favorite food or drink in the song. Sing call and response phrases like 'I listen with my ears', 'I sing with my mouth', 'my knees can bend like this', etc. Engage the class teacher in making up phrases too. End the class with 'Do a deer'

Lesson 5

Begin with 'Do super strong' and then the scale on 1, 1 2 1, 1 2 3 2 1, etc. If there are students struggling to pitch, encourage them with touching the back of the head with squeaking noises, and then pitched slides from high to low. Teach 'We have a band' with actions. End the lesson with a familiar song.

Lesson 6

Get a volunteer student to lead 'Do super strong' and another to lead the numbered scale with class teacher assisting. Use this opportunity to work closely with any students who are not in tune. Sing close to their ear and get them to place their hand on chest for low notes, moving up to chin, eyes and then head as the pitches go higher.

Recap 'We have a band' and end the lesson by letting a student choose one of the familiar songs for everyone to sing.

Lesson 7

Begin with the greeting song 'Good morning', ensuring good intonation, posture and tone. Sing 'Do a deer' followed by the Do re mi scale using hand signs. Keep this slow to give time for everyone to imitate the note and hand gesture. Play some call and response games singing short and simple sentences on the theme of body parts and clothing. End the lesson with 'We have a band' in canon. Use students and the teacher to help lead the 4 groups.

Lesson 8

Start the lesson with the scale (numbers or Do re mi) and recap 'We have a band'. Maintain a good tone and discourage shouting or competing with the various parts. Teach 'Walking and running' and 'Flower seller's song'.

Lesson 9

Begin with humming unison on one note, softly. Open to ooh, then ahh, practicing crescendo without changing pitch, following conductor to forte, returning to piano. Try this at a few different pitches. Sing the scale Do, do, re, do, etc. Teach 'What is a raisin' rap and 'Oscar is a hadeda'. End the lesson with a known song

Lesson 10

Warm up voices on Mama/Papa/Tata/Dada/Nana, 5 notes up and down the scale ensuring a nice relaxed jaw and tongue and good tone and posture. Choose one of the Tonic sol-fa exercises. This essential building block should be included each week to establish a good and secure foundation for all music making. Teach 'Stop streets' and 'Traffic Lights' and talk to

students about road safety. When asking questions ensure a full sentence answer e.g. 'What do you do when the traffic light is red?' Answer: 'When the traffic light is red I must wait'.

Once a student has answered the question, all students repeat the answer. End the class with 'Oscar is a hadeda'.

Lesson 11

Warm up voices and bodies with arpeggio's on eeya, bending knees and swinging arms. Sing the Tonic Sol-fa exercise. Learn 'Mole' and 'Horses'. Use some actions and explain all words. Recap some of the previously learnt songs as time allows. If they are uncertain in the melody, correct this using the Sol-fa with correct hand signs.

Lesson 12

Begin with the 'Avocado pears' poem, stretching with the words. Sing the Sol-fa exercise *staccato* and *piano* for variation. Learn 'Porcupine' and 'I love you Lord Jesus' songs. Divide the class in two and work on independent singing using the class teacher or a student to help lead the 2 groups. A great exercise to teach this is to ask the students to listen to you speak whilst listening to sounds outside. Also teach them to cup a hand behind one ear whilst singing, to better hear themselves. Ask them to sing whilst listening to their friend and then whilst listening to themselves, with and without cupping their hand behind an ear.

Lesson 13

Begin with a physical warm up with short English phrases that the students repeat, e.g. I am jumping/My arms swinging up and down/nod your head/tap your toe/snap your fingers, etc. Play some clapping rhythm games. Warm up voices with the Sol-fa. Recap last week's songs and work on 'Things that go bump in the night'.

STEERING COMMITTEE: M Mazibuko (KZN DoE), M Mokoena (KZN DoE), B Carter (Convenor)

TEL: +27(036)4681012 | +27(083)6040765 (Bill Carter)

EMAIL: billcarterkzn@gmail.com /

jjohnsen@iafrica.com

POST: PO Box 45, Dragon Peaks, 3331, KwaZulu-Natal, South Africa

WEB: <https://www.globalgiving.org/projects/choir-singing-to-improve-literacy-in-600-children/>

Lesson 14

Warm up with the 1, 1 2 1 exercise, gradually speeding up. Choose 2 or 3 songs for the school performance and rehearse them until every student knows all lyrics and parts. Take tricky sections slowly and repeat a few times. Work on independent singing for all Canon or part songs by reinforcing listening skills. Work on the diction exercise Buh Puh Tuh Ka, repeating and bouncing the abs. In African languages words end on vowels, so for example, 'heart' at the end of a line needs to be carefully taught with a strong 't', all students coming off together on the conductor's cue.

Lesson 15

Warm up voices with glissando exercises and do consonant exercise. Make sure students understand the lyrics and message of each song and are giving an emotionally engaged performance. Rehearse the 2 or 3 chosen songs for the performance, ensuring a good tone, unison of movement and clear consonants at the ends of words, coming off together with the conductor's gesture.

Lesson 16

In preparation for a performance at school, rehearse leading on and off stage in the correct order, and explain to students what is expected of them. Rehearse with students who are introducing songs on what they will say, how they will walk forward and stand and how to hold a microphone if one is being used. Rehearse conductor's bows and what is expected of students 'on stage'.

Recap all songs to ensure a polished and engaged performance.

NOTES:

The Tonic Sol-fa with hand signs helps students visualize the scale and hear the notes. Teaching harmonies becomes much easier. Make up games, with rounds, students taking it in turns to make up a tune, etc. To begin with, students should watch and sing, keeping their hands down. Semi-tones are problematic. Encourage good intonation, but semi-tones may need to be learnt over time.

Always insist on a good sound, no shouting or harsh tone allowed. Mimic their sound and then sing how you'd like them to sound.

Boys: Boys are frequently placed in the Alto section whether they are alto's or not or attempt to harmonize below the melody and try to sing very low. Explain that some boys are

soprano's and have high voices. Encourage boys to sing higher by having a competition "who can sing the highest". Ensure there are boys in the Soprano section.

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Unison singing: Encourage unison singing by matching their note and then asking them to match your note. Singing close to their ear may help, and I use my fingers to show that we're singing together. Also asking students to place their hands on their chest for low notes, and top of the head for high notes can help them feel where the notes sit. Glissandos are useful to encourage the use of the head voice.

Following the conductor's gestures: Students need to learn to start with the conductor, follow dynamics and tempo, and come off together. Make a game of 'eyes on the conductor' as well as following dynamic instructions.

Choreography: Attention to detail by working on moving right, left in unison, for example, is unfamiliar, and an excellent skill for these students to work on. Details like this have impacted discipline, focus and spatial awareness in the classroom, and of course, are essential for a well-presented performance.

Language Barrier

Use short sentences, tell them everything you're doing and then get them to repeat, for e.g. 'Phew, its hot today'; 'I need a drink of water'. When asking a question, help them to give a full sentence answer, e.g. 'What is your favourite fruit'? Wrong answer: 'A banana'. Correct answer: 'My favourite fruit is a banana'. Once one child has answered correctly, everyone repeats the answer. The chance for students to practice saying even the shortest sentences or phrases has a remarkable effect on their confidence to speak English in the classroom.

Simple rhythm games and action songs are effective. Teach phrase by phrase. Correct pronunciations are important and explain or translate difficult words.

JUDITH HAWTHORN
Choir Director
Legacy Project

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