

Approach: Team

Focus: Singing

Resources: Video on laptop computer, special performance card

Year: 4 & 8

Questions / instructions:

This activity uses the computer.

In this activity your team is going to make up a piece of music using body percussion and vocal sounds. You will need to base your music around the word 'banana'. You can only use the word or parts of the word 'banana' in your music.

First listen to this group of children performing a piece of music to the words 'cup of tea'.

Click the *Banana* button.



DESCRIPTION:
Using the words "cuppa tea, cuppa tea, cup, cup-a tea", group maintains the chant in unison, accompanied by body percussion; progressively take turns to add individual vocal and percussion variations over the top of the base chant.

Take some time now to try out different sounds to make up a piece of music using body percussion and vocal sounds. Make sure your piece has an interesting, catchy rhythm and a variety of different sounds. Think about using loud and soft sounds, long and short sounds, high and low sounds.

Give students 10 minutes.

Now it's time to do your best performance of your piece of music. Stand up straight so that you do a really good performance.

Wave 'Special Performance' card.

% response
2008 ('04)
year 4 year 8

Range of sounds used:

(loud/soft, long/short, high/low pitch, vocal/body)

| | | |
|------------|---------|---------|
| high | 1 (0) | 1 (5) |
| quite high | 15 (16) | 25 (21) |
| moderate | 48 (41) | 47 (49) |
| low | 36 (43) | 27 (25) |

Rhythmic qualities:

(asked for an interesting, catchy rhythm)

| | | |
|----------|---------|---------|
| strong | 5 (5) | 16 (23) |
| moderate | 41 (48) | 50 (45) |
| weak | 54 (47) | 34 (32) |

Overall vitality/colour of performance:

| | | |
|----------|---------|---------|
| strong | 7 (7) | 9 (12) |
| moderate | 44 (34) | 47 (46) |
| weak | 49 (59) | 44 (42) |

Delivery:

(co-ordination & presentation)

| | | |
|----------|---------|---------|
| strong | 6 (7) | 15 (16) |
| moderate | 51 (41) | 50 (44) |
| weak | 43 (52) | 35 (40) |

| | | | |
|---------------------|-----|---------|---------|
| Total score: | 7-9 | 5 (3) | 11 (12) |
| | 5-6 | 13 (14) | 21 (18) |
| | 3-4 | 29 (28) | 29 (30) |
| | 1-2 | 30 (27) | 18 (23) |
| | 0 | 23 (28) | 21 (17) |

Commentary:

About 10% more year 8 than year 4 teams performed strongly in terms of the range of sounds used, the rhythmic qualities of their performance and the co-ordination of their delivery. However, the two year levels performed similarly in the vitality/colour of their performance. There was little change in performance from 2004 to 2008.