

Approach: Team

Focus: Singing

Resources: Audio track on laptop computer, 4 song charts

Year: 4 & 8

Questions / instructions:

This activity uses the computer. Click on the **Birthday Echo** button.

In this activity, you're going to sing an echo song. I'll give you the words of the song and we'll read them through together so you get to know them.

Hand students song charts. Read through words together.

The children on the video will sing each line, then each of you will copy the line. [Student 4] will echo back the first line, [Student 3] will echo back the second line, [Student 2] will echo back the third line and [Student 1] will echo back the fourth line. You can all sing the echo for the chorus.

Show students the lines they individually need to echo.

We'll listen to the song first so that you get to know how it is sung. If you want, you can join in the singing.



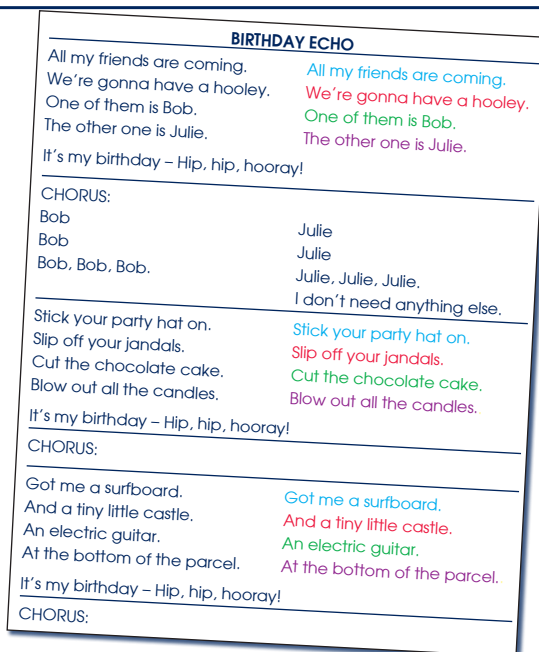
Click on **Song 1** button.

[Audio track only.]

Now it is your turn to echo your lines. The children on the video will lead the singing, and you will echo their lines. Stand up straight to help you do your best performance.

Click on **Song 2** button. Students echo the lines sung by children on the video.

[Audio track and video; on-screen instruction to echo lines sung by group in the video.]



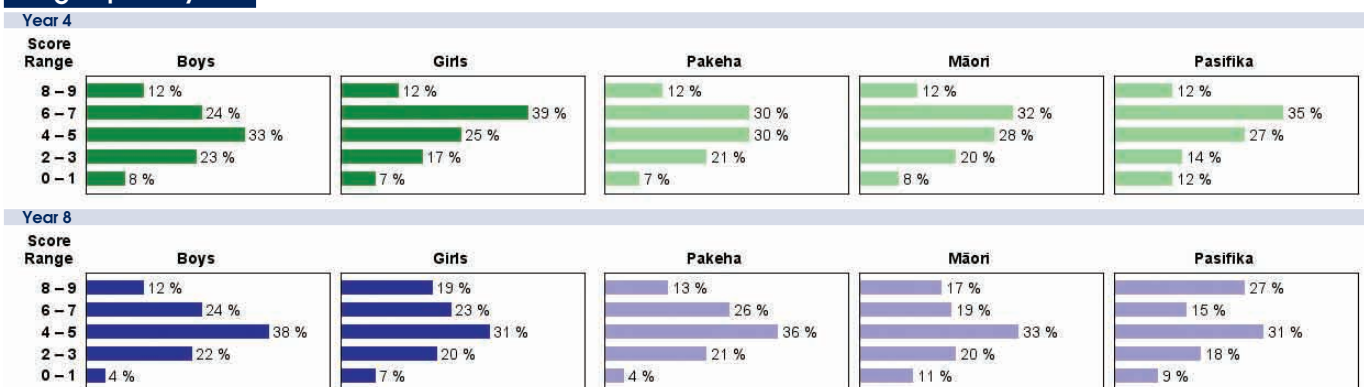
[Choruses were not marked.]

Singing in tune:	always	7 (11)	7 (6)
	mostly	24 (23)	17 (16)
	about half the time	22 (21)	16 (11)
	singing, but mostly out of tune	25 (20)	27 (33)
	speaking, not singing	15 (19)	28 (21)
	not attempted or incomplete	7 (6)	5 (13)

Rhythm/Timing/Tempo:

	% response 2008 ('04)	year 4	year 8
correct throughout		14 (25)	22 (28)
correct most of the time		32 (34)	37 (32)
correct about half of the time		25 (19)	20 (18)
mostly incorrect		22 (18)	16 (10)
not attempted or incomplete		7 (4)	5 (12)
Total score:			
8-9		12 (20)	15 (13)
6-7		31 (26)	24 (26)
4-5		29 (34)	35 (36)
2-3		21 (15)	20 (12)
0-1		7 (5)	6 (13)

Subgroup Analyses:



Commentary:

Although this is a team task, student performances were marked individually, allowing for subgroup analyses. As with earlier singing tasks, rhythmic aspects were distinctly stronger than pitch aspects (singing in tune). Year 4 and year 8 students performed similarly, and there was little change from 2004 to 2008.