

Phone Jingles

Approach: One to one

Level: Year 4 only

Resources: Video clip (1 minute); 2 tone woodblock and beater; word chart.

Questions/instructions

We'll start this activity by looking at a video clip.

Show video clip

Video Scenario: child dialing a number hears an answer phone — the message is clearly audible, and is set to a tune.

Hi there
I'm not here
Ring again
Or leave your name

Child hangs up. Dials another number.

Hears another answer phone message — this time, message is bland and without tune.

Ring ring
Goes the phone
Try again
When I'm at home

We've just heard two answer phone messages. The first one was tuneful, but the second one was dull and tuneless.

This is what the message said:

Show and read chart with answer phone message — without any rhythmic or melodic phrasing.

Ring ring
Goes the phone
Try again
When I'm at home

I'll read it again, and you read it with me.

Read message together, without any rhythmic or melodic phrasing.

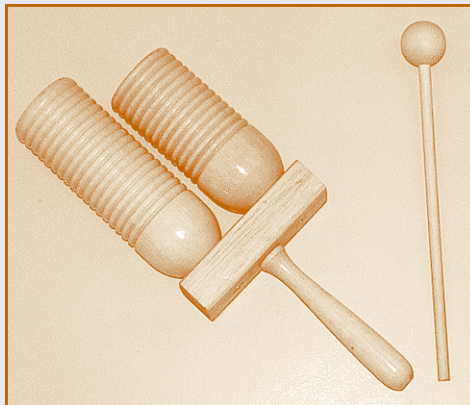
If we wanted to make the message sound much more fun and more lively, we could say it to music.

I would like you to try to make the message sound much better — with a rhythm or tune. You can use this 2-tone wood block to make sounds as you say the words.

See how you get on, and have some fun trying to work out a tune.

The student may feel more comfortable working at the task if the teacher withdraws while they prepare and practise.

Once the student has had time to experiment, ask them to read or sing the message with their music.



% responses
y4

Rhythmic pattern fits words

throughout	52
most of the time	27
some of the time	16
no	5

Effectiveness of message

(liveliness, musicality, phrasing)

very effective	18
moderately effective	63
not effective	19

Commentary:

This task was very similar in nature to *Answer Phone*, given to year 8 students, but the message used in that task was harder for students to respond to and the musical instrument offered more choice.