

**Approach:** One to one

**Level:** Year 4 and year 8

**Resources:** Video; word sheet.

*% responses*  
*year 4 year 8*

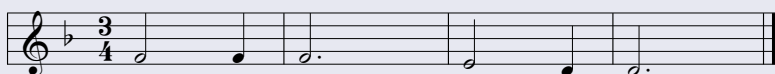
In this activity we will hear someone singing some short pieces of music.

Each piece of music will be sung two times.

I want you to listen carefully to it being sung both times and then have a go at singing each piece (after you have heard it sung). Sing loud enough so that you can be heard.

**Discontinue the task if the student clearly indicates the wish to stop at any point.**

1. Sticky glue every where.



mostly or fully in tune

42

46

mostly or fully in rhythm

82

82

not attempted

8

13

2. For goodness sake, I got the hippy hippy shake.



mostly or fully in tune

46

52

mostly or fully in rhythm

86

83

not attempted

7

12

3. They told him ‘don’t you ever come around here.’



mostly or fully in tune

24

34

mostly or fully in rhythm

70

77

not attempted

9

14

4. Grandad Murphy comes from Belfast. Nana comes from Sligo Bay.



% responses		
	year 4	year 8
mostly or fully in tune	13	22
mostly or fully in rhythm	56	72
not attempted	18	17

5. One a pecker, two a pecker, bright fine gold.



mostly or fully in tune	15	21
mostly or fully in rhythm	70	74
not attempted	14	17

6. Hey crocodile - cool crocodile



mostly or fully in tune	41	43
mostly or fully in rhythm	81	80
not attempted	14	18

7. Some-where o-ver the rain-bow, way up high



mostly or fully in tune	16	31
mostly or fully in rhythm	66	73
not attempted	15	19

*Commentary:*

This task is the only task used during 1995 or 1996 which had fewer students say they really enjoyed it than said they did not enjoy it. This applied at year 8 level only with 60 per cent saying they did not enjoy it. The high “not attempted” rate reflects the students’ reaction. Some of the words were difficult for some students, and the use of a treble singer as model proved difficult for some year 8 boys with deep voices.