

Approach: Team

Year: 4 & 8

Focus: Singing a part song

Resources: 4 word charts, video recording on laptop computer

### Questions / instructions:

This activity uses the computer.

Click the *Canoe Song* button.

Hand out word charts.

You are going to sing a song about canoeing. The video will help you get to know the song. When the teacher on the video says it's your turn, you all join in the singing with the children on the video.



Click the *Whole Song* button.

The song is demonstrated once.

Next it is demonstrated and practised line by line twice — students join in.

Finally, song is sung through twice — students join in.

**Canoe Song**

**Part 1 (Whole Song)**  
 My paddle's keen and bright  
 Flashing with silver  
 Follow the wild goose flight  
 Dip, dip and swing

**Part 2 (Repeating Line)**  
 Dip, dip and swing  
 Dip, dip and swing  
 Dip, dip and swing  
 Dip, dip and swing  
 Dip, dip and swing  
 Dip, dip and swing

Now you are going to sing the song in two parts.

[Student 1] and [Student 2] will sing the whole song.

[Student 3] and [Student 4] will sing the last line only, and keep singing that line for the whole song.

**Show students what they will be singing on the word charts.**

I'll play the video which will show you how the two parts fit together. Join in with the children when the teacher on the video tells you to. Stand up straight to help you do your best performance.

Click the *Parts* button. Part singing is demonstrated once, then students join in part singing, two times through song.

### TWO PART PERFORMANCE:

		% responses	
		y4	y8
<b>Tunefulness</b> <i>(students singing whole song)</i>	strong	6	7
	moderate	37	36
	weak	57	57
<b>Rhythmic/timing accuracy</b> <i>(students singing whole song)</i>	strong	9	20
	moderate	58	59
	weak	33	21
<b>Tunefulness</b> <i>(students singing last line)</i>	strong	10	16
	moderate	55	43
	weak	35	41
<b>Rhythmic/timing accuracy</b> <i>(students singing last line)</i>	strong	24	25
	moderate	59	67
	weak	17	8
<b>Coherence of two part performance</b>	strong	4	11
	moderate	63	54
	weak	33	35
<b>Vitality/colour of two part performance</b>	strong	4	1
	moderate	49	42
	weak	47	57
<b>Total score:</b>	15–20	4	8
	12–14	9	12
	9–11	19	18
	6–8	27	19
	3–5	22	30
	0–2	19	13

### GROUP PERFORMANCE IN UNISON:

		% responses	
		y4	y8
<b>Coherence of group performance</b>	strong	8	11
	moderate	56	54
	weak	36	35
<b>Tunefulness</b> <i>(overall impression)</i>	strong	4	7
	moderate	36	36
	weak	60	57
<b>Rhythmic accuracy</b>	strong	10	17
	moderate	51	71
	weak	39	12
<b>Vitality/colour</b>	strong	5	0
	moderate	42	37
	weak	53	63

### Commentary:

Apart from a little greater strength on rhythmic accuracy and timing, year 8 students performed little better than year 4 students and, indeed, somewhat worse on the vitality and colour of their performances. Less than one third of the teams at both year levels averaged better than “moderate” across the ten criteria.