

## Answer Phone

**Approach:** One to one

**Level:** Year 8 only

**Resources:** Video clip (1 minute); 4-octave electronic keyboard; 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.

Greetings to you Glad you rang  
I've gone to the zoo To see my fans.

Child hangs up. Dials another number.

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

Hi there I'm not here  
leave your number leave your name  
I'll call you back when I'm home again.

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.**

Hi there  
I'm not here  
Leave your number  
Leave your name  
I'll call you back  
When I'm home again

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

**Read message together, without any rhythmic or melodic phrasing.**

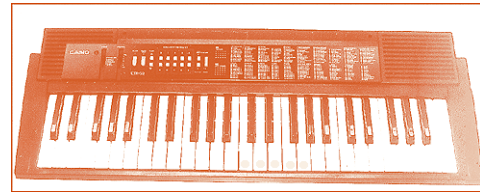
If we wanted to make the message sound much more fun and more lively, we could say it to music.

I would like you to try to make up some music that could go with the words. You can use the keyboard for playing your tune but I want you to use only 3 notes. You can choose any 3 from the 5 notes that have green dots on them.

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
	y8
<b>Rhythmic pattern fits with words</b>	
throughout	33
most of the time	41
some of the time	19
no	7
<b>Effectiveness of message</b>	
(liveliness, musicality, phrasing)	
very effective	12
moderately effective	55
not effective	33

### Commentary:

This task was very similar in nature to *Phone Jingles*, given to year 4 students, but the message used in that task was easier for students to respond to, and the musical instrument chosen offered less choice.