



# MusicPlayOnline

## Wednesday Webinar



April 23rd  
4.30pm UK GMT  
Led by Ruth McCartney

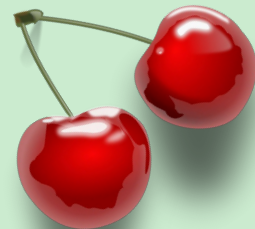
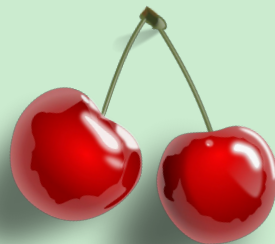
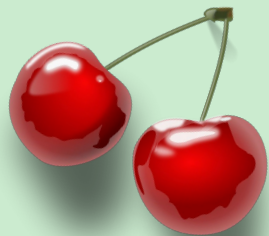
## Take A Song

Website <https://primarymusic.consulting>

Facebook <https://www.facebook.com/musiceducationYork> Twitter @RuthieMcC19

# Take A Song      Webinar Objectives

- To explore and develop musicianship using one song
- To show how one simple song can be used progressively and effectively throughout the whole primary age 5-11
- To explore composition and performance inspired by one simple song



# Teaching a song

## Was it taught?

Longer songs often need to be **taught**.

Know the song first.

Sing or play the whole song to let the children hear it.

Divide the song into manageable teaching ideas. (musical phrases)

Gesture to yourself if you are singing (they are listening)

Gesture to the children if they are singing (you are listening)

## Was it caught?

Let the children **catch** simple songs

You don't need to actively teach all songs.

Repeat the song several times for the children to pick it up naturally then join in.

Many songs are easy enough to learn by repetition alone.

# Hey Hey Look at Me FS & KS1 \* K-3

Catch the song

Feel the Beat

Follow the pitch  
direction - Bobo

Improvise a  
verse

Reading the  
language of  
notation

Beat & Rhythm Interactive



# Hey Hey Look At Me

## Early Years & Foundation Stage

### **Literacy:**

Encourage children to read from both the lyrics & the music

**Sing** the song &  
**Play** the game



**Pulse:** Children are encouraged to keep & **FEEL** a steady beat to different actions

**Young children** can learn the song and visually learn about **pitch** by echoing Bobo

**Pitch:** The teacher can encourage the children to pitch match by singing an 'Off We Go' to start the song

**Creativity:** Children can improvise and create new verses

**Self Confidence:** Children can model the song alone for the class to copy

**MusicPLAY** THEMES & VARIATION:

the bottom of the page called, 'Song Activities'.

Transitional/D. Gagné

Hey! Hey! Look at me. I am clap - ping you can see.

2. snapping  
3. tapping  
4. patting  
5. stamping

are measuring how fast or slow your heart is beating. An excellent illustration would be to show them a YouTube video of a heart beating. Another excellent illustration of steady beat is an old fashioned metronome or a metronome app. Whether the metronome's beat is fast or slow, it's always steady.

4. Play the game and review the song often, focusing on a different concept each time. Later in the year when your students are all able to maintain a steady beat, introduce the concept of rhythm. Tell the students that the rhythm in a song is "the way the words go." Have your students clap the rhythm of the song. Play beat/rhythm switch! Make two cards - one says beat, the other rhythm. When you hold up "beat" the students step or pat the beat. When you hold up "rhythm" the students clap the words. When they are successful at switching, divide your class into two groups and have one group step the beat while the other group claps the rhythm.

**Same or Different?** When students have done this many times, determine if your students can differentiate between beat and rhythm. Say the first line of the chant patting a beat. Then say it and pat the rhythm of the words. Ask if it was the same or different?

5. Later in the year, use the high-low, rhythm pointing page. If you continue to use this singing game as a warm-up activity throughout the year, later in the year you could use the second pointing page to introduce rhythm or high-low sounds.

## Did You Know?

Everything you see and use in the Song List on MusicplayOnline is available in a printed Teacher's Guide for each grade! This includes downloads of the performance and accompaniment tracks. The Digital Resources (sold separately) include song videos, PowerPoints, and Kids Demos. Teachers are permitted to embed both the audio and videos into their LMS of choice. Perfect for situations where Wi-Fi is unreliable. Free subscription time is included in the purchase of a Teacher's Guide and/or Digital Resources. Go to [www.musicplay.ca](http://www.musicplay.ca) for more information.

23. Hey! Hey! Look at Me



# Hey Hey Look At Me

## Primary

**Pitch:** Linking the pitch to kinaesthetic movement helps to make the rather tricky concept of pitch when related to singing and the voice helps prepare for pitched notation later

**Sing the song & Play the game**



**Beat & Rhythm:** The interactive supports identifying beat, rhythm and the relationship between the two concepts

**Creativity:** children can increase texture by using instruments

**Moving onto real note names:** Activities are available to relate the solfa to music the children are learning on other instruments

**Pitch:** The teacher or child can set and change the starting pitch by singing an 'Off We Go' to start the song

**Preparing solfa:** Once solfa has been learned there are exercises to develop, support and compose



# Take one song. Song of the week

Share it in the  
playground.

Song of the  
week

Encourage the  
children to  
create new  
ways to perform  
the song

Share skills  
with different  
year groups.

Share it at  
home - how did  
your family  
change the  
song?

Who learned  
to do  
something  
different with  
the song of  
the week?



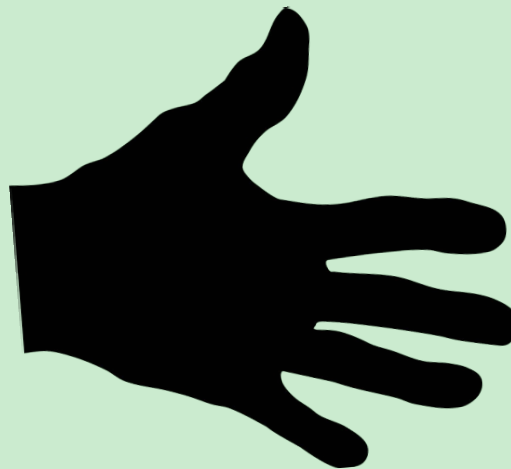
# Changing pitch for setting the 'off we go'

Hold out one hand, fingers separate. Use one finger from the other hand.

To change the pitch consciously.

Sing up the hand tapping each finger with the other hand singing 1 2 3 4 5 ascending. (This gives an option of different intervals)

Sing up to the number you prefer & use that pitch to sing your 'Off we Go'



5

4

3

2

1

# I, I, Me Oh My

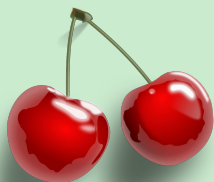
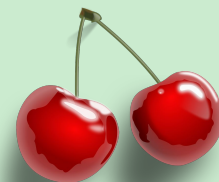
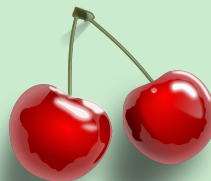
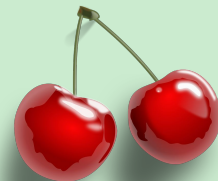
## Pitch & Singing Vocabulary

**Timbre** - what it sounds like, the colour of sound

**Type of Voice** - singing, whispering, humming, thinking

**Pitch** the height of a note – high and low

**Dynamics** the volume of the sound – loud and quiet



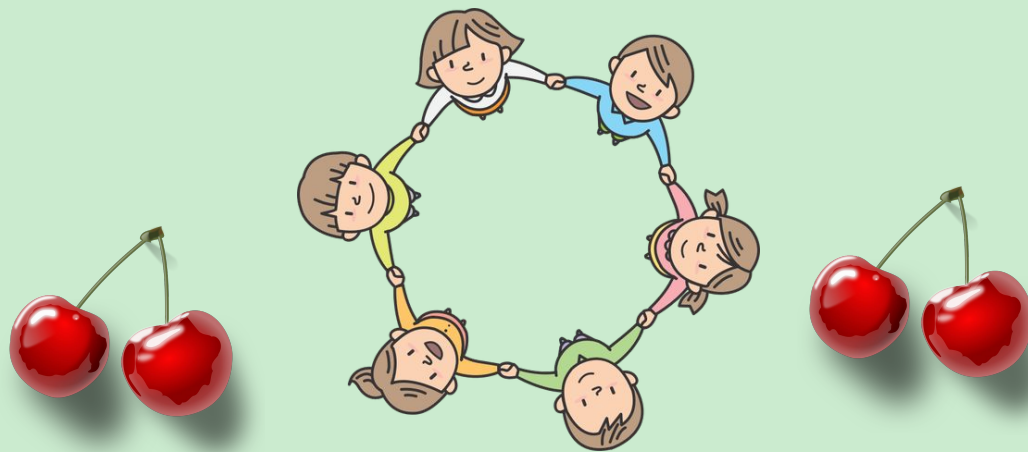
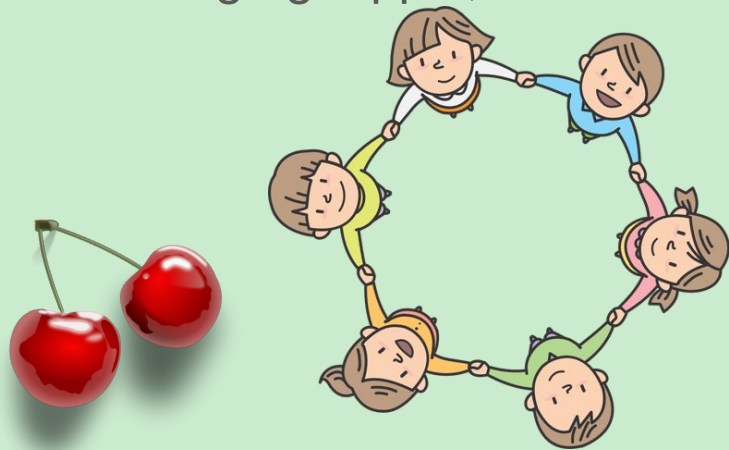
Pitch setting

Read - y stead - y off you go I, I, me oh my, how I like my cher - ry pie

# 5 Easy Ideas

**I I Me Oh My** introduce the song and play the game

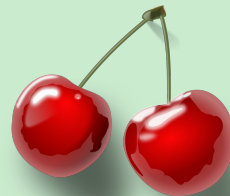
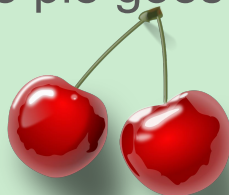
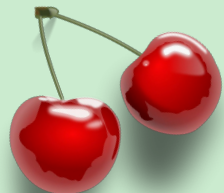
1. Sing the song a few times for the children to listen & 'catch' the song
2. Pass the '**cherry pie**' around the circle during the song. The child holding the pie at the end of the song chooses the next pie filling - a 2 syllable filling eg. apple, chicken.



# 5 Easy Ideas

**I I Me Oh My** introduce the song and play the game

3. Child with the pie sings the whole song **solo** first for everyone to copy at the same pitch.
4. Use the 'ready steady off you go' to set the pitch. Talk about everybody starting on the same note. Remember to let the children sing unsupported - try not sing along with them all the time.
5. Tap knees to the beat as the pie goes round



# What else can I put in the pie?

Does your pie filling have two sounds?

lemon

toffee

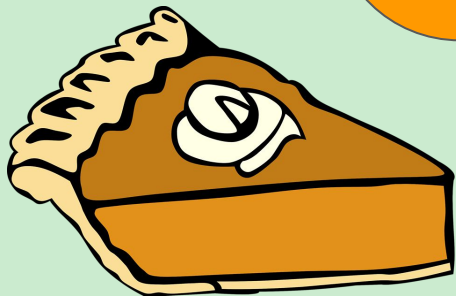
chicken

sausage

bacon

tofu

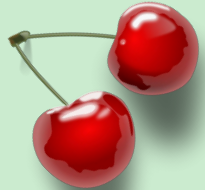
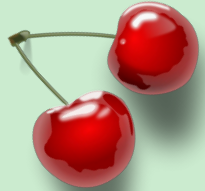
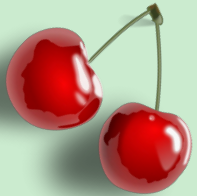
custard



# I, I, Me Oh My

## Checklist:

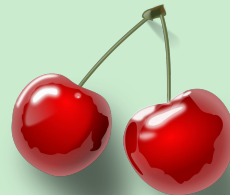
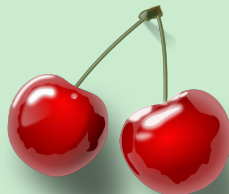
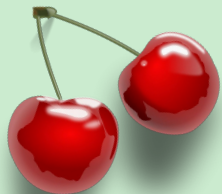
1. Is everyone able to engage and join in?
2. Can each child sing some/most/all of the song?
3. Who can remember to insert the new pie fillings?
4. Can any child sing the whole song as a solo?



# 5 Easy Ideas

## I I Me Oh My

1. Sing the song and draw each **phrase** like a rainbow in the air. A **phrase** is a musical sentence or idea. There are 2 **phrases** in this song.
2. **Hum** the song, and feel the buzz of the hum
3. Divide the class  $\frac{1}{2}$  sing the 1st phrase &  $\frac{1}{2}$  hum the 2nd phrase. Swap over.
4. Hum the song and show with large gesture if the note is high or low.
5. Sing only the high notes or sing only the low notes

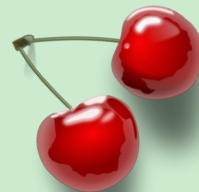
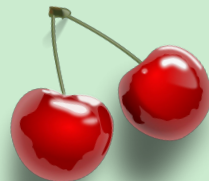
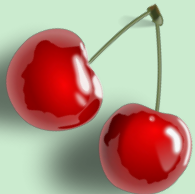




# I, I, Me Oh My

## Checklist:

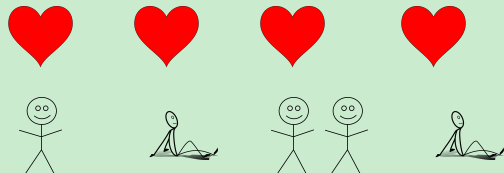
1. Are the children matching your **pitch** setting?
2. Are the children all starting the song together? (It really does help if you don't sing along)
3. Are the children drawing the **phrases** in the air correctly while singing the song?
4. Can the children identify which notes is the higher of the two?
5. Can the children focus on their own part when the class splits into 2?



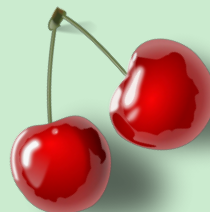
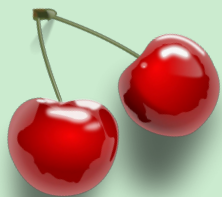
# I I Me Oh My

## 5 Easy Ideas

1. Sing the song and show the **pitch** with large gesture (high / low)
2. Position the children standing & sitting to visualise the **pitch**  
Then sing the song using the words ***high low high high low***



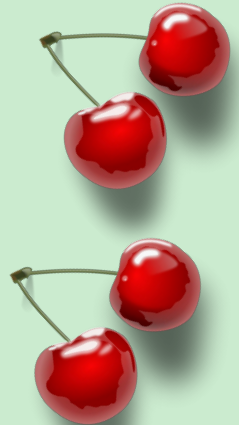
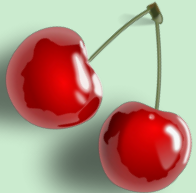
3. In groups **compose** & perform 4 note 'people melodies' to sing using **high & low**
4. Introduce **solfa** names soh & me (model soh pointing to shoulders, me pointing to hips)
5. Play an echo game of 4 notes using soh/me with large gesture eg. s m m s



# I, I, Me Oh My

## Checklist:

1. Are the children showing the **pitch** correctly with large gesture as they sing the song?
2. Are the children able to perform the melodic people patterns they compose?
3. Are the children singing the soh-me interval correctly?  
Check with chime bars use G&E or C&A

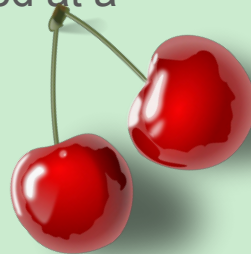
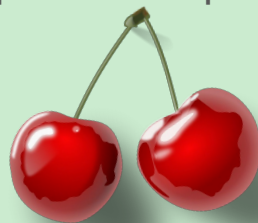
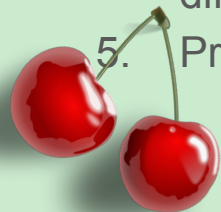


# 5 Easy Ideas

## **I I Me Oh My** pitch, structure and comparatives

Use comparatives loud/quiet fast/slow to create a performance of your piece with an introduction (beginning) and a coda (end)

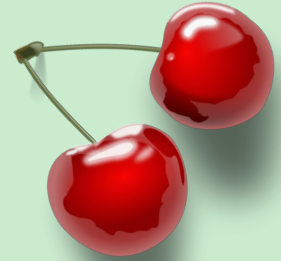
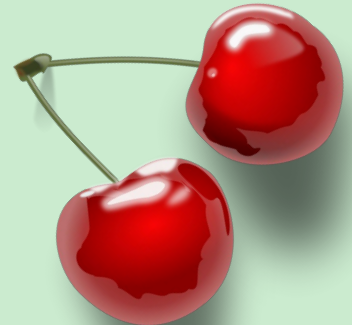
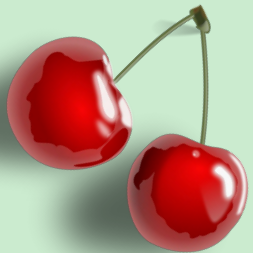
1. In groups sing the song a few times, child sets the pitch '**ready steady off you go**'
2. Decide on instruments or body percussion to use in the introduction and the coda - will they be the same or different? Will you use the same patterns during each repetition?
3. Decide and set the tempo for your piece. Try starting with 4 listening beats on the drum.
4. How many times will the song be performed? Will each repetition be performed at a different dynamic?
5. Practice & perform your own version of I, I, Me Oh My



# I, I, Me Oh My

## Checklist:

1. Is everyone involved?
2. Are the children listening to each other?
3. Are the children working well within the group?
4. Is the pitch maintained throughout? And the tempo?
5. Can the class identify the changes in comparatives?



# 5 Easy Ideas

## I I Me Oh My

### Rhythm, Pulse & Tempo Vocabulary

**Pulse** a steady beat, like a heartbeat or the ticking of a clock

**Tempo** the speed of the pulse - fast and slow

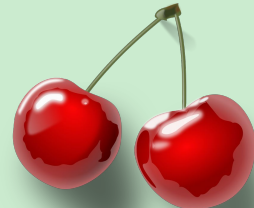
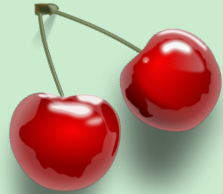
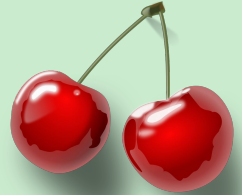
**Duration** how long or short a sound is, long, short, longer, shorter

**Rhythm** a pattern of long and short sounds

**Rhythm Time Names** ta crotchet      te-te quavers

**Duet** 2 parts at the same time

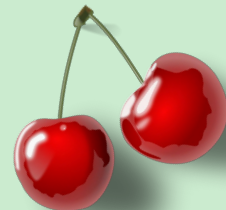
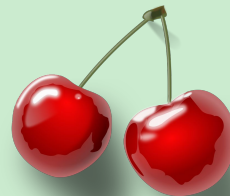
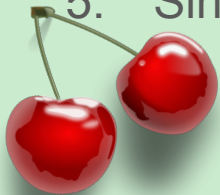
**Texture** layers of sound (how many parts are playing simultaneously)



# 5 Easy Ideas

## **I I Me Oh My** pulse & rhythm

1. Sing the song & use 2 **Rhythm-Tapping-Fingers** to tap the syllables of the song onto the palm of the other hand.....while walking the beat.
2. Write 4 different fillings onto cards and place them around the room. During the song tap the **beat** loudly for the children to march while singing the song.
3. Divide the class into 2 groups to sing the song - A-tap the **beat** on knees B-tap the **rhythm** with **rhythm tapping fingers** - Swap for each repetition
4. Create a **Steady Beat Band** using instruments to play the **beat** while the class sings
5. Sing the song in rhythm time names

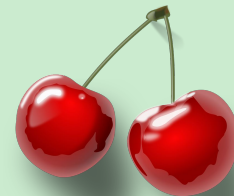
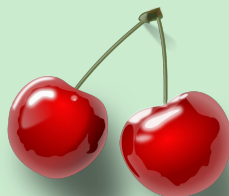
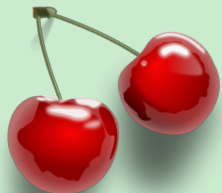




# 5 Easy Ideas

## **I I Me Oh My** pulse & rhythm

1. Use your pulse hearts sheet, sing the song & tap the **rhythm** onto each pulse heart.
2. Identify which **pulse heart beat** has 2 syllables in **phrase** 1 and in phrase 2
3. Identify and speak the rhythm of the song using the words long & short  
***long long short-short long, short-short short-short short-short long***
4. Tap the rhythm and sing the song using the words long & short  
***long long short-short long, short-short short-short short-sh***
5. Remind the children of rhythm time names, sing in **ta and te-te**



# 5 Easy Ideas

## **I I Me Oh My** instrument vocabulary

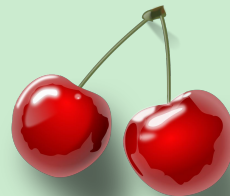
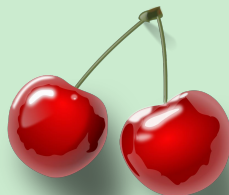
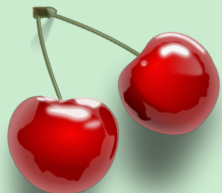
**Tap** drum claves wood block

**Scrape** guiro cabassa

**Shake** maracas egg shakers

**Timbre** how it sounds, the colour of the sound

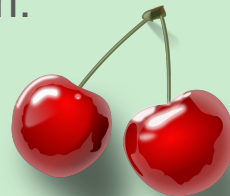
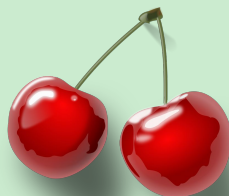
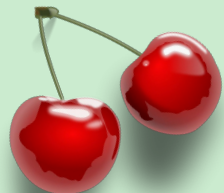
**Ostinato** a repeated pattern performed with the original theme or melody eg. cherry pie cherry pie cherry pie cherry pie



# 5 Easy Ideas

## I I Me Oh My instruments

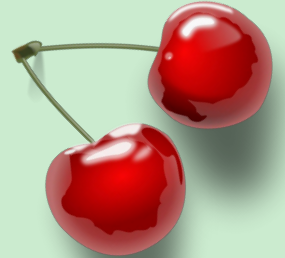
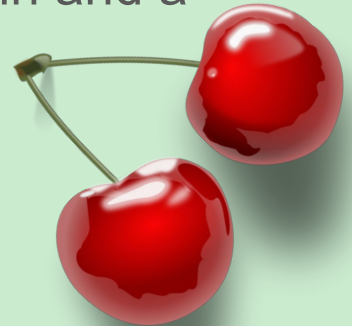
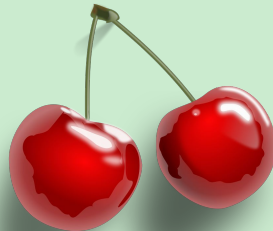
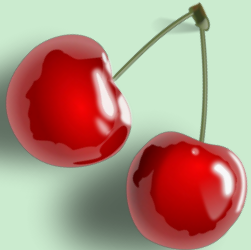
1. Divide the class into 3.  $\frac{1}{3}$  to sing  $\frac{1}{3}$  to play a **Tapping** instrument on the **pulse** &  $\frac{1}{3}$  to play a **Shaking** instrument on the **rhythm**. Swap over.
2. Divide the class - all sing & play.  $\frac{1}{2}$  play a **Tapping** instrument on the **pulse** &  $\frac{1}{2}$  play a **Shaking** instrument on the **rhythm**. Swap over.
3. In groups of 6 repeat the previous activity. Groups should choose their own **instruments**. Practice and perform remembering the 'ready steady off you go'
4. Try using the thinking voice when performing the song with **instruments**.
5. Compose a longer piece repeating the song. It should involve **instruments**, the singing voice, the thinking voice, **pulse** & **rhythm**. Practice and perform.



# I, I, Me Oh My

## Checklist:

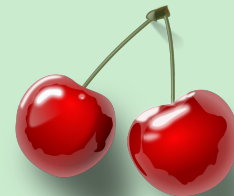
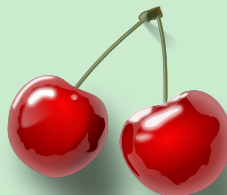
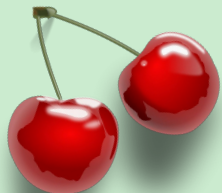
1. Is everyone engaged?
2. Are the children listening to each other?
3. Does the choice of **instrument** matter for pulse/rhythm?
4. Can the children sing and play simultaneously **in time** and **in tune**?
5. Can the children practice and perform the song with a thin and a thicker texture



# 5 Easy Ideas

## I I Me Oh My

1. Show the song rhythm written in stick notation on 6 different cards. Can the children identify each song **phrase**?
2. Notate the song in single beat rhythm cards. Can they write it on paper?
3. Make some flash cards of 4 **beats** patterns of different **rhythms** using ta and te-te to play find the rhythm.
4. Encourage the children to improvise their own rhythms for their group to copy. Can each group maintain the pulse - call & response with **4 beat rhythms**
5. **GAME: Guess the Mystery Number** Write a different 4 beat rhythm on 6 numbered cards, as below, tap 2 different rhythms for the children to identify the mystery number. Include the rhythm of each song phrase in your cards.



# Guess the Rhythm Game

1

ta ta ta ta

2

te-te te-te ta ta

3

ta ta te-te ta

4

ta te-te ta ta

5

ta ta ta te-te

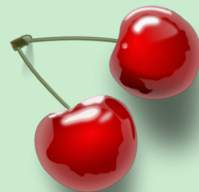
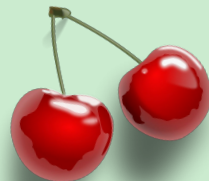
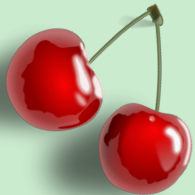
6

te-te te-te te-te ta

# I, I, Me Oh My

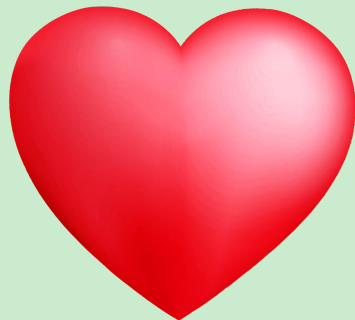
## Checklist:

1. Are the children speaking and tapping the rhythm of the song correctly?
2. Are the children identifying which notes are long and short?
3. Are the children identifying and reading the rhythms correctly?
4. Can the children notate the song?
5. Can the children improvise a 4 beat rhythm?





# Pulse Hearts



# 5 Easy Ideas

## I I Me Oh My composing

1. Talk about how to change the **Texture** of a piece. **Texture** in music describes the layers of sound ie. like a musical lasagne - how many parts are performing at once?

2. Can the class work in groups to compose and perform a complete piece?

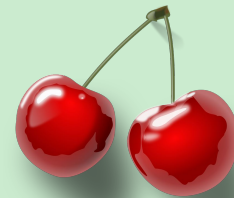
Start in unison & create a thin texture - 1 part only - unison singing.

Then create a thicker texture of 3 parts **singing** the song, **tapping the pulse** & **tapping the rhythm** simultaneously.

3. Add a rhythmic ostinato (Repeated rhythm eg te-te ta ta ta) for a 4th part - to thicken the texture. Discuss how the texture of the piece changed.

4. In small groups create different versions of the I, I, Me Oh My song. Each repetition must have a different texture How many ways can you perform I, I, Me Oh My?

5. Practice, evaluate & perform their final completed piece to the class

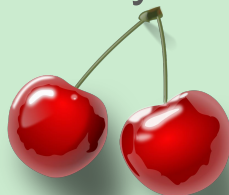
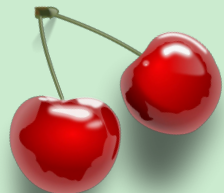


# 5 Easy Ideas










## I I Me Oh My

Development:

1. Sing as a canon after 1 beat, 2 beats etc.
2. Invert the melody
3. Sing in parts in canon with the original & inverted melody simultaneously.
4. Create on a graphic score or on the stave
5. Create a composition - start with a monophonic then homophonic texture.  
How many layers can you add to your piece AND be able to perform it.



# Graphic Score

Song	I	I	me oh	my	how I	like my	cher-ry	pie
Ost 1		sh		sh		sh		sh
	Pie							
Ost 2				 etc				
	Cher - ry	pie	Cher - ry	pie				
Ost 3				sh	etc			
	I	love	cher-ries					
Beat	