

WESTERN MUSIC

Teacher's Guide: GRADE 8 - Week 5

Singing simple melodies

Competency: Competence in singing and instrument playing

Element: Sing or play simple melodies with accurate pitch and rhythm.

Performance Criteria

- Echo short melodic phrases with correct intonation.
- Perform simple melodies using voice.

Purpose of Activity

This activity aims to develop students' ability to sing short melodic phrases with accurate pitch and rhythm. It aims to build listening and vocal imitation skills through echo singing. The activity helps to strengthen aural awareness and confidence in vocal performance.

Learning Outcomes:

By the end of this lesson, students should be able to:

- Echo short melodic phrases with correct pitch and rhythm.
- Sing simple melodies confidently using their voice.
- Show increased aural awareness through listening and imitation.

Introduction

Singing is one of the most natural and enjoyable ways for children to engage with music. Through singing, students learn to listen carefully, control their voice and express themselves musically. In this lesson, students will explore short, simple melodies, practise echo singing, and perform basic tunes to develop their pitch accuracy and rhythm.

Activity 1

Echo Singing

- The teacher sings short, simple melodic phrases and students echo the melodies.
- Students listen attentively and echo the same melodic phrases using their voice.
- The focus is on maintaining accurate pitch and rhythm, and clear intonation.
- The activity may be repeated using different pitch or simple solfège syllables (e.g., do-re-mi).
- The teacher gives immediate, gentle feedback to help students improve vocal control and aural accuracy.

Example 1:



Example 2:



Example 3:



Example 4:



Activity 2**Echo Singing of the song 'Do, Ré, Mi'**

- The teacher sings short phrases from a well-known song.
- Students listen carefully and imitate each phrase using their voice.
- Emphasis is placed on notes accuracy, rhythm and melodic phrasing.

Song Do, Ré, Mi

DO, le do, il a bon dos

RE, rayon de soleil d'or

MI, c'est la moitié d'un tout

FA, c'est facile à chanter

SOL, la terre où vous marchez

LA, l'endroit où vous allez

SI, c'est siffler comme un merle

Et puis l'on revient à Do, Sol, Mi, Do



<https://www.youtube.com/watch?v=ndyM6VxeXlo>

Resources and Materials

- Audio playback equipment
- Metronome

Teaching Trajectories / Implementation Guidelines

Activity 1:

Students listen and repeat short melodic phrases sung by the teacher.

Focus on **accurate pitch, correct rhythm and clear intonation.**

Activity 2

Students echo short phrases of the **Song *Do, Ré, Mi*** sung by the teacher.

Focus: Accurate pitch, consistent rhythm, expressive melodic phrases.

Assessment

- Students consistently match the teacher's pitch.
- Students maintain the correct rhythm and beat.
- Student sings with clear, steady intonation and a pleasant tone.

WESTERN MUSIC

Teacher's Guide: GRADE 8 - Week 6

Vocal Performance

Competency: Competence in Communicating Ideas, Feelings and Experiences Through Music

Element: Communicate ideas creatively through solo and group performance

Performance Criteria

- Participate in solo and/or group performances using voice or instrument.

Purpose of Activity

This activity aims to develop students' ability to sing simple popular songs with accurate pitch and rhythm. It also aims to strengthen listening and vocal skills, enhance aural awareness and build confidence in vocal performance.

Learning Outcomes:

By the end of this lesson, students should be able to:

- Sing simple popular songs confidently.
- Demonstrate increased aural awareness through listening and singing.
- Participate in solo and/or group performances using voice.

Introduction

Singing is a fun and creative way to express yourself through music. It involves using your voice to produce musical sounds with melody and lyrics. Singing can be done solo or in a group. It helps improve listening skills, confidence, and breath control. Whether for fun or performance, singing is a wonderful way to explore music and enjoy making it with others.

Activity 1

- The teacher sings the song 'Over the rainbow' or any song of their choice.
- Students listen attentively and echo phrase by phrase.
- The focus is on maintaining **accurate pitch, rhythm, and clear intonation**.
- The teacher gives immediate, gentle feedback to help students improve vocal control and aural accuracy.

"Somewhere over the rainbow"

Ooh-ooh-ooh
Ooh-ooh-ooh-ooh
Ooh-ooh-ooh
Ooh-ooh-ooh-ooh
Ooh-ooh-ooh
Ooh-ooh-ooh

*Somewhere over the rainbow
Way up high
And the dreams that you dream of
Once in a lullaby, oh*

*Somewhere over the rainbow
Bluebirds fly
And the dreams that you dream of
Dreams really do come true-ooh-ooh
Someday I'll wish upon a star
Wake up where the clouds are far behind me
Where trouble melts like lemon drops
High above the chimney tops that's where
You'll find me, oh*

*Somewhere over the rainbow
Bluebirds fly
And the dream that you dare to
Oh why, oh why can't I? I*

*Someday I'll wish upon a star
Wake up where the clouds are far behind me
Where trouble melts like lemon drops
High above the chimney top that's where you'll find me
Oh, somewhere over the rainbow way up high
And the dream that you dare to
Why, oh why can't I? I*

Ooh-ooh-ooh
Ooh-ooh-ooh-ooh
Ooh-ooh
Ooh-ooh-ooh-ooh
Ooh-ah-ah-eh-ah
Ah-ah-ah-ah-ah-ah-ah



Resources and Materials

Audio/visual equipment, metronome.

Teaching Trajectories/Implementation guidelines

Activity 1: Students echo short phrases of the song “Somewhere over the Rainbow” sung by the teacher.

Focus: Accurate pitch, consistent rhythm, expressive melodic phrases.

Assessment

Observe and note the students’:

- vocal responses during the singing activity.
- ability to reproduce the rhythm of the song correctly.
- willingness to participate actively, either solo or in group, and confidence in vocal performances.