**Singing – Vocal Vibrations**

“The Rattlin’ Bog”, traditional Irish Folk Song

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| **Learning Contexts:** Singing; Social sciences; English; Literacy |
| **YEAR/S:** 1-3 | **DURATION:** 6 – 8 sessions |
| **CURRICULUM LEVEL:** Level One - Two |

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| [***Values***](http://artsonline2.tki.org.nz/ecurriculum/curriculum/values.php) ***highlighted in this unit*** | ***How will these values be encouraged?*** |
| **Excellence** | Singing in tune and in time while also reflecting the mood and meaning of the song. |
| **Innovation, inquiry and curiosity** | Opportunities to pursue other lines of inquiry resulting from this song. E.g. folk ballads. |
| **Diversity** | Appreciation for different musical styles. Students of all backgrounds having the opportunity to sing together. |
| **Equity** | Equal opportunities for all children to perform and shine. |
| **Community and participation** | Full participation by all children and sharing of ideas. |
| **Care for the environment** | Recycling junk materials to create instruments. |
| **Integrity** | Sharing resources and ideas openly. Respecting others in their group. |

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| [***Key Competencies***](http://artsonline2.tki.org.nz/ecurriculum/curriculum/key_competencies.php) ***highlighted in this unit*** | ***How will these competencies be encouraged?*** |
| **Managing self** | Setting personal high standards. Remaining focused on the task. Controlling voice and coordinating with others’ voices and the soundtrack.  |
| **Relating to others** | Listening to others and accepting ideas. |
| **Participating and contributing** | Active participation in all activities. Willingness to contribute ideas. |
| **Thinking** | Focus on sequential nature of song to develop good use of memory skills. |
| **Using language, symbols and texts** | Good diction to communicate words and ideas.  |

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| [***Achievement Objectives***](http://artsonline2.tki.org.nz/ecurriculum/music/ao.php) ***highlighted in this unit*** |
| **Understanding Music – Sound Arts in Context (UC)** |
| **Developing Practical Knowledge in Music – Sound Arts (PK)** |
| **Communicating and Interpreting in Music – Sound Arts (CI)** |
| **Developing Ideas in Music – Sound Arts (DI)** |

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| **Learning Outcomes** |
| In this unit the children will develop the ability to:* Describe the features of folk music and its purpose in telling a story. (PK, UC)
* Identify and describe the instruments used in folk music. (UC, PK)
* Sing rhythmically with vitality and clear diction. (PK, CI)
* Create simple ostinati using rhythm patterns from “The Rattlin’ Bog”.

(PK, CI) |
| **Information for teachers** |
| This song is written in a catchy, [folk ballad style](http://www.infoplease.com/ce6/ent/A0856822.html) with colourful words and a lively accompaniment. It is performed by New Zealand band, [The Pioneer Pog ‘n’ Scroggin Bush Band](http://www.kiwifolk.com/pog/). The accompanying instruments are typical of a folk band. They include [mandolin](http://en.wikipedia.org/wiki/Mandolin), [tin whistle](http://en.wikipedia.org/wiki/Tin_whistle), [banjo,](http://en.wikipedia.org/wiki/Banjo) [lagerphone](http://www.apex.net.au/~keiths/Lagerphones/whatis.htm), [acoustic guitar](http://en.wikipedia.org/wiki/Acoustic_guitar) and [electric bass guitar](http://en.wikipedia.org/wiki/Bass_guitar). This song is a [cumulative song,](file:///C%3A%5CDocuments%20and%20Settings%5CAdministrator%5CLocal%20Settings%5CTemp%5CCumulative%20song%20-%20Wikipedia%2C%20the%20free%20encyclopedia) which is very good for supporting children’s sequential memory. |
| **Resources**  |
| • The Rattlin’ Bog • The Rattlin’ Bog backing track * YouTube clips of “The Rattlin’ Bog”:

 [The Fenians](http://www.youtube.com/watch?v=TTSO-edqI_0&feature=fvst) (audio with video clips)  [The Irish Rovers](http://www.youtube.com/watch?v=xnv9GB8xvrw&feature=related) (audio only)**The Rattlin’ Bog**Chorus*D G D A7*Hi, ho, the rattlin’ bog, the bog down in the valley-o.*D G A7 D*Hi, ho, the rattlin’ bog, the bog down in the valley-o.Verse 1*D G D G D A7*In that bog, there was a tree, a rare tree, a rattlin’ tree.*D G A7 D*Tree in the bog and the bog down in the valley-o.ChorusVerse 2On that tree, there was a branch, a rare branch, a rattlin’ branch.Branch on the tree and the tree in the bog and bog down in the valley-o.ChorusRemaining verses3. On that branch, there was a twig….4. On that twig, there was a nest…5. In that nest, there was an egg….6. In that egg, there was an elephant. |
| **Games and Starters** |
| **Stop/go game** Choose a familiar song such as a nursery rhyme. The teacher holds a stop/go sign (a large circle on a stick, painted green on one side and red on the other). When the green is turned to the front the children sing the words of the song out loud and when the red is turned to the front, they sing the song silently in their heads. Turn the sign to match phrases of the music or short sections.**From toe to head – scale songs** Using the notes of the major scale, have all children tap parts of their body 3 times and sing: toe (x3) knee (x3) hip (x3) tummy (x3) chest (x3) shoulder (x3) nose (x3) head (x3).[**Nonsense words**](http://www.speech-language-development.com/nonsense-words.html)**,** [**poems**](http://www.poetry4kids.com/) **and** [**tongue twisters**](http://www.uebersetzung.at/twister/en.htm)Rhymes such as these can be chanted, sung up and down a scale or spoken in interesting ways, such as in frightened, surprised, angry, happy or sleepy voices.**Panting dog and hissing snake** The children take a deep breath, open their throats and pant like a dog, feeling their tummies moving in and out. They can also pretend to be hissing snakes by taking a deep breath and hissing out slowly like a snake. |

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| **Learning Experiences** |
| * Set the scene for the song by telling the children the title and asking what they think it might be about.
* Explain that this song is played by a [bush band.](http://en.wikipedia.org/wiki/Bush_band) What instruments might they expect to hear?
* Listen to the song and talk about the instruments they do hear.
* Mime the playing of an accompanying instrument such as the whistle, the lagerphone, or the banjo in time to the music.
* Teach the song to the children encouraging them to say the words clearly to help tell the story and to sing with lots of energy and “bounce” in their voices.
* Play the [rhythms](http://artsonline2.tki.org.nz/ecurriculum/music/glossary.php) of some words from the song (for example, ‘rattlin’ bog”, “hi-ho”, “branch on the tree”) as an [ostinato](http://artsonline2.tki.org.nz/ecurriculum/music/glossary.php) on [untuned percussion](http://simple.wikipedia.org/wiki/Percussion_instrument) and then use these patterns to add a rhythmic accompaniment to the song.
* Buddy up with an older class to make lagerphones out of dowling and bottle tops.
* Talk about the [folk ballad](http://www.infoplease.com/ce6/ent/A0856822.html) style of the song and listen to some other folk ballads. Many folk ballads are fun to sing because they tell a story and have catchy words and tunes. Here are examples of [folk ballads](http://folksong.org.nz/index.html) that have been written about events in New Zealand’s history.
* Listen to other versions of this song (The Fenians and The Irish Rovers) and compare and contrast the way they are presented.
* Listen to and sing other cumulative songs such as [“The Green Grass Grew All Around”](http://www.rif.org/assets/Documents/readingplanet/ReadAloud_Stories/TheGreenGrassGrewAllAround.html), [“There Was an Old Woman Who Swallowed a Fly”](http://www.youtube.com/watch?v=altckbVlceM).
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| **Assessment** |
| Giving positive, specific feedback about a child’s progress in singing is the most effective way to develop a confident singer.Describe the features of folk music and its purpose in telling a story (UC, PK) * How well can the children discuss the features of the folk ballad style and its relevance?

Identify and describe the instruments used in folk music (PK)* Can the children identify, describe and mimic the playing of a range of folk music instruments?

Sing rhythmically with vitality and clear diction (PK, CI)* Do the children sing in time with the accompaniment?
* Are their words clear?
* Does their singing reflect the bright catchy style of this song?

Create simple ostinati using rhythm patterns from “The Rattlin’ Bog” (DI, CI)* Can the children keep in time as they play their ostinato?
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