

TEACHING TIPS:

- Watch the rising pitch in the verses on the words 'together' and 'wherever' to make sure that everyone is using their listening skills to hit the right notes accurately.
- When learning the song add some claps during the rests in the chorus such as: 'But if I try (clap, clap) to compare myself with you (clap, clap)' and 'I'll never see (clap, clap)'. Then take the claps away and get the children to use their 'thinking voices' instead.
- There are some fantastic syncopated rhythms in both the verse and the chorus that sound great when sung crisply, especially when the chorus and verse are sung together at the end. Get the children to really accentuate those offbeat rhythms and use their bodies to get into the groove.

WHAT YOU NEED

Large space; untuned percussion instruments

SPOTLIGHT ON CALL & RESPONSE

When musicians respond to each other in music, it corresponds to the question-and-answer pattern in vocal communication. Sometimes answers are echoed and sometimes they include part of the 'question' in the 'answer' with a slight variation.

BRIGHT IDEA!

Get the children working in pairs to create their own call-and-response rhythms with their instruments to perform to the whole class.

WHAT'S ACHIEVABLE?

To begin to define and use a range of dynamics while playing instruments.
To play accurate rhythms in time as an ensemble.

RHYTHM

Pulse – the beat, or steady heartbeat of the music

Polyrhythm – the simultaneous use of two or more different rhythms

TEXTURE

Layers of rhythm and sound

DYNAMICS

Volume

Piano *p* – soft/quiet

Forte *f* – loud

STRUCTURE

Call and Response – a musical phrase in which the first melody or rhythm is responded to or echoed by another melody or rhythm

Notation

Improvise

Sing

Listen

Play

Compose

Genre/History/Musicians

ACTIVITY

AGES 7-11 

Use the lyrical phrases from *It's Good To Be Me!* to **play some call-and-response rhythms** on untuned percussion instruments.

Making sure each child has an instrument, divide them into two groups sitting opposite each other. Using the rhythms from each line of lyrics in the verse, play the instruments to create a rhythmic, call-and-response version of the song (so, group one plays 'It's good to be me' and group two responds with 'It's good to know you' etc.).

Sit the groups a fair distance apart and ask them to **play with different dynamics**. The 'response' group will have to listen carefully to determine whether the 'call' is quiet or loud and respond at a similar dynamic.

Finally, divide into three groups assigning group one the chorus rhythm, group two the verse rhythm and group three a **steady pulse**. Just like the part-singing section of the song, play altogether (first while speaking the lyrics to help with the rhythms, then without). How accurately can the groups play together?