

**Supplementary Manual
to teach
Western Music
in English Medium**

A Support to improve English



Bilingual Education and Trilingual Programmes Branch

Ministry of Education

Isurupaya

Battaramulla.

2018

Grade - 06

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FOREWORD

With the view to improving English language skills of students learning in the general education system of Sri Lanka, measures have been taken to provide with opportunity for the students to learn some selected subjects in English medium for the last two decades.

However, from recent times, there has been a renewed interest among many Sri Lankans for the study of more English and studying in English medium. Thus, the present government is keen on opening up new vistas to get ready the students for global village in the 21st century, improving the English education more than ever before while allocating a considerable amount of provisions to improve English language of students those who are carrying out their education in the general education system.

In this context of increasingly complex and rapidly-changing societies, everybody's cultural level and capacity to learn have to be enhanced. The teacher's task is therefore more important than ever before. However, while the key place occupied by teachers is coming to be re-emphasized, their status and professional standards are still to be developed by providing teacher supportive materials.

While developing teacher proficiency and competence that would enable and empower the teachers those who are teaching subjects in English medium to meet the requirements of the profession and face the challenges therein, supplementary materials that upsurge their quality of teaching as well as providing more opportunities and exposure to their respective subjects would definitely benefit the student achievement by supporting student learning, significantly.

In this respect, this supporting material developed by the Bilingual Education and Trilingual Programmes Branch of the Ministry of Education will no doubt increase the quality of learning – teaching process where the subjects are taught in English medium which would ultimately form an effective way of experiencing a more practical manner of acquiring English language through real application in the subject contents learn in English medium.

I take this opportunity to extend my gratitude to all those who committed towards this worthy and timely task of importance. Also, I wish that the teachers who get this supplementary material would utilize it in its real sense enabling the students to reap the maximum benefits out of this.

R M M Rathnayake

Additional Secretary

(Education Quality Development)

Ministry of Education

PREFACE AND ACKNOWLEDGEMENT

Typically, the term ‘supplementary teaching materials’ is a generic term used to describe the resources that teachers use to deliver instruction which can support student learning and increase student success. Ideally, the supplementary teaching materials will be tailored to the content in which they’re being used, to the students in whose class they are being used, and the teacher. Such materials come in many shapes and sizes, but they all have in common the ability to support student learning.

As stated above, the typical supplementary teaching materials are tailored to impart the knowledge of subject content whereas this ‘*Supplementary Manual*’ provides required guidance and exemplars on how the subject content is delivered while improving the language which uses as the medium of instruction i.e. English. As such, this manual helps to apply the ‘*Content and Language Integrated Learning (CLIL) Approach*’ which has become the umbrella term describing both learning another subject content such as Science or Geography through the medium of a foreign or second language and learning a foreign or second language by studying a content-based subject.

In this phenomenon, the ‘*Supplementary Manual*’ which consists of both content references to the Teacher’s Guide compiled by the National Institute of Education and the Text Book written by Educational Publications Department and the language related skills embedded in respective contents would enrich teaching in the relevant subject content, engage students in multi-dimensional learning, and build students’ abilities to apply their knowledge.

Therefore, my sincere and profound thanks is extended to the Hon Minister of Education for giving the required policy directions, Secretary of Education and the Additional Secretary (Education Quality Development) for their guidance and directions in carrying out this task. This supplementary manual involved considerable effort, energy and expertise from the panel of writers who have worked with us, the panel of evaluators representing the respective subject from the National Institute of Education, the Ministry of Education and the Educational Publications Department and the panel of editors by their prompt editing and inspirational encouragement towards this task. This manual would not exist without them.

Further, I am grateful to Mrs Nirmala Piyaseeli, Commissioner of Educational Publications for giving her support by detailing her staff to design this manual. Finally, I convey my sincere thanks to my officers of the staff for their endless support to make this effort, a reality.

I hope that this would be an effective product to be utilized by teachers those who are teaching in English medium in order to enhance the performance and achievements of their students.

B D C Biyanwila

Director of Education (Bilingual Education)

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Ministry of Education

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Key to use this manual

- ✦ All the lessons in this book are related to the competencies and competency levels given in the Western Music Teachers' Guide (TG) Grade 6 second print 2016 produced by the NIE and published by the EPD in order to guide the teacher targeting the existing curriculum.
- ✦ The lesson highlighted by each unit is named based on the activities given in the TG.

Example:

Sri Lankan drums

Competency 2.0	Ability to exhibit, value and respect the cultural heritage of Sri Lanka
Competency Level 2.1	Identifies, discusses and names Sri Lankan drums on seeing
Activity 2.1.1	Learning to play Getaberaya

- ✦ The book consists of selected set of lessons from the TG. These activities will help in developing knowledge of the language while improving the subject knowledge.
- ✦ Be noticed that some lessons which can help in highlighting the language skills are selected.
- ✦ There are some instances where one whole unit is selected to highlight language skills, as language (tense, words/phrases etc.) used therein is common.
Example : Unit 4 Recorder playing
- ✦ The language is highlighted based on the four language skills and the following symbols are used to represent them. Grammar and vocabulary are included in the activities.
- ✦ The learning outcomes are extracted from the TG without any alteration. The language skills are introduced as;



Example:

learning outcomes

TG Pg 7

- a. Defines and describes Sri Lankan drums
- b. Identifies different drums in Sri Lanka on seeing
- c. Identifies on hearing
- d. Appreciates indigenous instruments
- e. Develops an interest in making music with the use of Sri Lankan drums

language related skills



- a. Describes the way of playing the drums by showing pictures.
Eg; Player uses both hands when playing Getaberaya.



- b. Writes sentences based on a picture.
Eg; Getaberaya is played at cultural events in Sri Lanka.

→ The activities given, target to achieve the language related skills as well as learning outcomes. **The teachers may handle the lesson while including the activity introduced here.**

Example:

Activity 2

When are the drums used? Use the following pattern to write sentences. (Write the relevant drum¹ in the first blank and the occasion² in the second blank)

Example: Getaberaya¹ is played at some Sri Lankan weddings²

↗
drum

↖
occasion

→ The “**Words /Phrases to highlight**” focuses on the words or phrases that would be useful for the pupil, when learning the subject.

Words /Phrases to emphasize

- | | | | |
|-----------|--|--------------|-------------------------|
| Bach | - Air on G string | Scott Joplin | - Entertainer |
| Beethoven | - Pastoral symphony | Piano | - A keyboard instrument |
| Orchestra | - A group of instruments played together | | |

Unit 1 - Environmental and man - made sounds

Competency : 1.0	Ability to appreciate, value and reproduce creatively sounds in the environment
Competency Level 1.1:	Identifies and names and reproduce various sounds heard in the environment
Activity 1.1.	Identifying various sounds heard in the school and home environment


At the end of the lesson, the student will be able to achieve





learning outcomes

- TG Pg 3
- Awareness of sounds when taking a walk around the school, home or any other surrounding
 - Identifies pleasant and unpleasant sounds in the school and home environment
 - Imitates sounds heard
 - Experiences and appreciates sounds, reproduces them using the body percussion or making use of improvised instruments

language related skills

- Uses '**verb + ing**' to describe sounds of animals and things and sources of sounds


Teacher - What are the sounds that you hear in the environment?
 Students - singing /talking /shouting /chirping etc
- Writes the names of animals and environmental sounds using correct spelling.


Eg; Barking of a dog
 Rustling of the leaves
- Listens to the teacher before pronouncing emphasized words /phrases


Words /Phrases to emphasize

Dogs	-	bark	/ Bombs	-	blast
Leaves	-	rustle	/ Cats	-	meow
Frogs	-	Croak	/ Crows	-	caw
Door	-	creaks	/ Birds	-	chirp

Instructions to the teacher.

Activity 1

- a. Get the students listen to the teacher and repeat the words
- b. Read out the phrases and get the students to match the correct sound

Activity 1

- a. Listen and repeat .
Bark, meow, rustle, blast, creak, chirp, croak,caw
- b. Listen and respond.
Barks, meows, rustle, blasts, creaks, chirp, croaks,caws

THE TEACHER

- Eg; "The dog"
"The cat"
"The frog"
"The leaves"
"The door"
"The bomb"
"The birds"
"The crow"

PUPIL

- "barks"
.....
.....
.....
.....
.....
.....
.....
.....

Activity 2

Explain the sounds that you hear in the environment using the following mannar.

Eg; I can hear the **barking** of a **dog**.

.....

Unit 2 - Music used in social functions

Competency 1.0

Ability to appreciate value and reproduce creatively sounds in the environment

Competency Level 1.2

Recognizes the music of different social events and demonstrate with actions

Activity 1.2.1

Learning about music used in social functions

At the end of the lesson, the student will be able to achieve



learning outcomes

- Defines and describes customs and traditions of other cultures
- Identifies music used in social functions

language related skills



- Uses the past tense and write the sentences as follows.

Eg; I danced /I sang songs



- Uses past tense in speaking about the activities they have observed at a wedding, birthday party they have attended.

Eg; danced/sang/observed /marched/heard

Words /Phrases to emphasize

quick march, wedding march, hymns, bridal chorus, marching parade, national anthem, school song, birthday parties , weddings, chanting of 'pirith', marching bands, recorded tracks, opening ceremony, prize giving, sportsmeet, get-together parties, procession ('perahera')

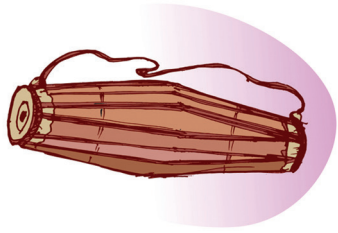
Activity

Describe what you saw /did at a function you attended

Unit 3 - Sri Lankan drums

Competency 2.0	Ability to exhibit, value and respect the cultural heritage of Sri Lanka
Competency Level 2.1	Identifies, discusses and names Sri Lankan drums on seeing
Activity 2.1.1	Learning to play Getaberaya



At the end of the lesson, the student will be able to achieve



learning outcomes

language related skills

- TG Pg 7
- a. Defines and describes Sri Lankan drums
 - b. Identifies different drums in Sri Lanka on seeing
 - c. Identifies on hearing
 - d. Appreciates indigenous instruments
 - e. Develops an interest in making music with the use of Sri Lankan drums

- a) Describes the way of playing the drums by showing pictures
Eg; Player uses both hands when playing Getaberaya

- b) Writes sentences based on a picture
Eg; Getaberaya is played at cultural events in Sri Lanka


Words /Phrases to emphasize Names of drums

Getaberaya /Yakberaya/ Thammettama / Dawula/
Udekkiya /Bummediya

Rabana ; Ath rabana /Banku Rabana

Kadippu ; Sticks used to play oriental drums

Unit 4 - Old and new music, and songs

Competency 3.0

Ability to identify the characteristics of different periods in the history of music and the types and styles of different periods

Competency Level 3.1

Listens to music and states whether it is music of the past or the present

Activity 3.1.1

Appreciating old and new songs

At the end of the lesson, the student will be able to achieve



learning outcomes

TG Pg 11

- Increases awareness of appreciation
- Enjoys singing
- Appreciates good singing
- Appreciates others performances
- Appreciates music of the past and the present

language related skills



- Students will be able to pronounce the following words
Crazy, Scene, Swell, Alligator, Groovy

- Students will be able to identify the words that are divided into syllables in irregular manner

Eg; To - gether, com - bine,
swin - ging, ev - ery,
grea - ter, no - thing,
a - way, al - ways.



- Students will be able to listen to music and identify accented syllables in words with more than one syllable

Activity

- Display the following words and make the students clap the syllables.
to - gether, com - bine, swin - ging, al - ways, ev - ery, grea - ter, no - thing,
a - way, al - ways
- Make the pupils repeat the following words after the teacher.
crazy, scene, swell, alligator, groovy
- Get the students sing the song- "Let's Get Together"

Unit 5 - Enjoying music of the past and the present

Competency 3.0

Ability to identify the characteristics of different periods in the history of music and the types and styles of different periods

Competency Level 3.1

Listens to music of the past and the present

Activity 3.1.2

Enjoying music of the past and the present

At the end of the lesson, the student will be able to achieve



learning outcomes

TG Pg 14

- Enjoys listening to music of the present day
- Identifies and differentiates between past and the present music
- Develops awareness and appreciation
- Identifies prescribed music

language related skills

- Compares and contrasts using adjectives.

Eg; calm /peaceful /graceful



- Pronounces and writes the names of the composers and compositions correctly.

J.S.Bach - Air on G string

Beethoven - Pastoral symphony

Scott Joplin - Entertainer

Words /Phrases to emphasize

Bach - Air on G string

Beethoven - Pastoral symphony

Scott Joplin - Entertainer

Piano - A keyboard instrument

Orchestra - A group of instruments played together

Activity (TG Page 14 step I)

- Get the pupils to compare the two music extracts played, by using the following adjectives. fast, slow, sad, happy, jolly, calm, loud, soft, graceful, peaceful, exciting, pensive, regular, irregular.
- Get the pupils to listen and pronounce and write the names of the composers and compositions correctly.

J.S.Bach - Air on G string

Beethoven - Pastoral symphony

Scott Joplin - Entertainer

Unit 6 - March and Waltz

Competency 3.0

Identifies the characteristics of different periods in the history of music and the types and styles of different periods

Competency Level 3.2

Identifies the difference between a Waltz and a March

Activity 3.2.1

Reacting to music in different ways

At the end of the lesson, the student will be able to achieve



learning outcomes

language related skills

TG Pg 16

- Appreciates a Waltz
- Identifies the difference between a Waltz and a March
- Enjoys dancing
- Demonstrates the March and Waltz through movements



- Listens to the words related to Waltz and March



- Pronounces the words related to Waltz and March



- Writes the features of March and Waltz in simple present tense.
Eg; Waltz is a dance in triple time
March is in duple or quadruple time

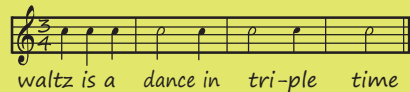
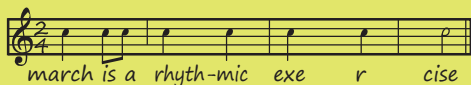
Words /Phrases to emphasize

- Waltz - a dance in triple time
March - a rhythmic exercise used for processional purpose, Duple, Triple, quadruple, dance, Rhythmic exercises, quick, slow
- Military March / Blue Danube Waltz (CD)

Activity 1

Make the pupils follow the teacher when she/he demonstrates a March and Waltz. While engaging in the following activity, mention that there are slow marches and quick marches.

Study, listen and follow.



Unit 7 - Learning to play the recorder

Competency 4.0	Ability to perform music on recorder and piano using proper technique
Competency Level 4.1	Playing tunes using notes specified on recorder G, A, B
Activities 4.1.1 4.1.2 / 4.1.3	[common for 3 lessons]

At the end of the lesson, the student will be able to achieve



learning outcomes

language related skills

TG Pg 18

- Plays notes in the correct pitch on the Recorder
- Plays the notes G,A,B on the recorder
- Develops co-ordination of eye, hand and ear
- Develops the techniques of playing notes in different moods
- Derives satisfaction and enjoyment of playing an instrument



- Listens and follows instructions.
 - How to hold the recorder.
 - Say 'tu' 'tu' into the mouthpiece.



- Reads the words of the song 'Mary had a little lamb'
- Names the fingers.

Words /Phrases to emphasize

- Time names , Rests , Mouth piece , holes
- Staccato - play detached
Legato - play smoothly

Activity

- Make the pupils follow the actions given below.
Hold, blow, place the fingers correctly, closing the holes (Reference TG Pg. 21)
- Listen to the teacher and follow instructions on how to play the recorder.
- Make the pupils name the fingers after listening to the teacher thumb, fore finger, middle finger, ring finger, little finger.

Unit 8 - Orchestra

Competency 5.0	Ability to exhibit awareness of the structure, sound production and tone quality of musical instruments
Competency Level 5.1	Identifies, observes and names four sections of the orchestra
Activity 5.1.1	Exploring the Tone Colour in Music

At the end of the lesson, the student will be able to achieve



learning outcomes

TG Pg 31

- Explains the concept of an orchestra
- Identifies the main features of the sections of the orchestra visually and aurally
- Develops an interest in and appreciates orchestral music
- Influences the students to learn to play an orchestral instrument

language related skills



- Labels the orchestra using numbered pictures and clues of instruments
Eg ; Name of the instrument (violin, clarinet)



- Pronounces the following words correctly.
orchestra, conductor, baton, violin, flute, clarinet, trumpet, timpani etc.

Words /Phrases to emphasize

- String instruments, woodwind instruments, Brass wind instruments, Percussion instruments
- Conductor, baton

Activity 1

Match the picture of the instrument with the name.



Trumpet



Bass drum



Violin



Flute

Activity 2

Pronounce the following words correctly

Orchestra, conductor, baton, violin, flute, clarinet, trumpet, timpani, cello

Unit 9 - Maintenance of the recorder and the melodica

Competency 5.0

Ability to exhibit awareness of the structure, sound production and tone quality

Competency Level 5.2

Maintenance of the Recorder and Melodica

Activity 5.2.1

“Let us care for our instruments”

At the end of the lesson, the student will be able to achieve



learning outcomes

language related skills

TG Pg 33

- Demonstrates the correct method of assembling and dismantling the recorder
- Explains the importance of storing the instrument under correct conditions
- Demonstrates the methods of caring and maintaining the instruments
- Demonstrates the hygienic practices
- Develops the practice of caring for the instrument as a musician



Selects what is wrong and right when maintaining instruments, using picture clues.

Eg : correct and incorrect positions of holding the instruments.

Activity

Use pictures to illustrate the following with reference to the melodica and recorder.
wash, wipe, hold, clean, dry

Words /Phrases to emphasize

wash , wipe ,hold , clean , dry

Unit 10 - High and low sounds

Competency 5.0

Ability to exhibit awareness of the structure, sound production and tone quality of musical instrument

Competency Level 5.3

Identifies and reproduces high and low sounds

Activity 5.3.1

Singing high and low sounds

At the end of the lesson, the student will be able to achieve



learning outcomes

TG Pg 35

- Identifies the pitch of a musical note as high or low on hearing
- Sings a high or low note as required
- Plays a high or low note as required
- Develops inner hearing
- Develops auditory perception

language related skills



- Pronounces the words related to TG Pg. 35. Step 1



- Writes adjectives related to text using the comparative form of the adjectives.
high/ low
higher/ lower

Activity

Teacher plays two notes on the piano and gets the students to identify whether they are high or low in relation to the first note using comparative form of the adjectives and get them to say what it is orally.

Eg. high, low, lower, higher

Unit 11 - Keyboard, signs and symbols, and great staff

Competency 6.0

Ability to apply theoretical and practical aspects of the rudiments of music

Competency Level 6.2

Identifies and names the signs and symbols used in music

Activity 6.2.1

Identifying signs and symbols used in music

At the end of the lesson, the student will be able to achieve



learning outcomes

language related skills

TG Pg 39

- Names the signs and symbols used in music
- Names the signs and symbols in musical score



- Describes some road signs and relates them to music signs and also be able to pronounce musical terms related to signs and symbols accurately



Don't turn to the right hand side



Play with the Left



- Writes correct spelling of note values
Eg: semibreve/ minim/
crotchet/ quaver

Words /Phrases to emphasize

Rests (silence in music)

Clefs (signs to indicate the pitch of a note)

Notes (signs to indicate the pitch and value)

Bar lines (Lines that divide the music into bars) stave (Five lines and four spaces where music is written on)

Time signature (Number and kind of beats in a bar) key signature (Sharps or flats written between the clef and the time sign)

Activity 1

Write the terms related to signs and symbols on the board and get the students to repeat after the teacher.

Activity 2

- Prepare some cards for the terms given in TG Pg. 40
- Get the pupils work in groups.
- Show a term card and make the pupils say the word aloud.

Unit 12 - Learning the Great staff

Competency 6.0

Ability to apply theoretical and practical aspects of the rudiments of music

Competency Level 6.2

Identifies and names the signs and symbols used in music

Activity 6.2.2

Learning the Great staff

At the end of the lesson, the student will be able to achieve



learning outcomes

TG Pg 42

- Identifies the great staff
- Understands that the notes on the staff are related to the notes on the key board
- Names the lines and the spaces of the great staff
- Identifies the middle C on the great staff

language related skills



- Listens to ordinal numbers.
Eg. first/ second (fingers of both hands)

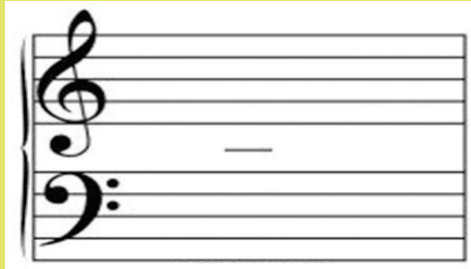


- Names the lines and spaces of great staff using ordinal numbers.
Eg. first line/ second space
- Uses prepositions (in / on, above/ below) appropriately when describing the position of the notes

Words /Phrases to emphasize

- G Clef - Treble clef ,
- F Clef - Bass clef
- Great staff - Combination of Treble and Bass staves

Activity



1. Display/Draw the great staff on the board. Number the lines using ordinal numbers. (first to eleventh)

- Introduce lines using ordinals first. Get the pupils to call out the lines.

Eg: First line, second line etc.

Do the same with the spaces.

- Use cardinal numbers to name lines and spaces.

Eg: stave has 5 lines and 4 spaces.

2. Get the pupils to draw the great staff and name the lines using ordinal numbers.
3. Draw a Great staff and write the notes according to the instructions given as semibreves.

Unit 13 - Stave and Clefs

Competency 6.0	Ability to apply theoretical and practical aspects of the rudiments of music
Competency Level 6.2	Identifies and names the signs and the symbols used in music
Activity 6.2.3	Exploring different clefs in the stave

At the end of the lesson, the student will be able to achieve



learning outcomes

TG Pg 45

- Identifies the clefs
- Writes in a musical score (the Treble clef and Bass clef)
- Writes notes correctly on lines and in spaces

language related skills

- Listens and draws the following.
G clef/ F clef/ staff
- Listens and writes the following correctly.
On the line/ in the space



Words /Phrases to emphasize

On the line/ in the space/ G clef/ F clef/ staff

Activity 1

- Make the students listen and draw.
G clef/ F clef/ staff
- Make the students listen and write the following correctly.
On the line/ in the space

Unit 14 - Interpret, create and react to music

Competency 7.0	Ability to interpret what is heard, to create and react to music
Competency Level 7.1	Responds by clapping and using movement to music of different rhythms
Activity 7.1.1	Responding to music of different rhythms

At the end of the lesson, the student will be able to achieve



learning outcomes

TG Pg 71

- Responds to music in different rhythms.
- Enjoys performing music.

language related skills



- Listens to the words; clap, stamp feet, snap fingers, slap sides.



- Pronounces the words clap, beat, stamp, snap, and slap



- Writes the words duple, triple, and quadruple

Words /Phrases to emphasize

Duple (two beats in a bar)
Triple (three beats in a bar)
Quadruple (four beats in a bar)

Activity 1 **Quadruple time**

Divide the class into 4 groups and name them as ABCD

Group A	Clap the first beat
Group B	Snap fingers on second beat
Group C	Stamp feet on third beat
Group D	Slap sides on fourth beat
All	Now write "Quadruple time" in your book

Activity 2 **Triple time**

Group A/B	Clap the first beat
Group C	Stamp the second beat
Group D	Slap sides on third beat
All	Now write "Triple time" in your book.

Activity 3 **Duple time**

Group A/B	Clap the first beat
Group C/D	Stamp on second beat
All	Now write "Duple time" in your book.

Unit 15 - Improvised Instruments

Competency 7.0

Ability to interpret what is heard, to create and react to music

Competency Level 7.1

Makes improvised instruments

Activity 7.2.1

Making your own instruments

At the end of the lesson, the student will be able to achieve



learning outcomes

language related skills

TG Pg 74

- Selects the correct material for the instrument to be made.
- Gets the required sound effect from the instrument.
- Learns to have patience when turning out instruments
- Collectively works together, respecting the opinions of the others.
- Makes aware of materials in the environment that could be put to use when making instruments.
- Reproduces an instrument as good as the original.

- Uses sequence markers when explaining the process of making a musical instrument using raw material.



- Identifies and uses related words and talks about improvised instruments.

Words /Phrases to emphasize

Triangle, maracas, side drum, shakers, cymbal, clappers (percussion indefinite pitch instruments)

Raw material - seeds, pods, wooden sticks, sand, empty tins, coconut shells, bamboo

first , then , next, after that, finally

shaking, plucking, stripping, clashing

Activity - Read and reorder the given set of instructions on “How to make an instrument”.

- Next, find the necessary material to make the instrument.
- First get into groups of three.
- Finally, get together as a group and make the instrument.
- Secondly, decide the instrument you are going to make.
- After finding the material, check the capability of producing the required sound.

Unit 16 - National Anthem

Competency 8.0

Ability to present satisfactory performances using vocal techniques respecting other cultures

Competency Level 8.1

Sings the National Anthem and school anthem. Responds by clapping and using movement to music of different rhythms

Activity 8.1.1

Learning to sing the National Anthem

At the end of the lesson, the student will be able to achieve



learning outcomes

language related skills

TG Pg 78

- a) Sings the National Anthem, with proper technique and with dignity.
- b) Sings the School song



- Listens and pronounces the difficult words found in the School song if it is in English.
- Listens and pronounces the following words correctly. Dignity, expression, respect, attention,

Words /Phrases to emphasize

Dignity, expression
(loud/soft/crescendo/decrescendo),
respect, attention

Activity 1

Match your response given under B with the action given under A when singing the national anthem.

A

B

Sung with expressions

Feeling proud when singing the national anthem

Sung with dignity

Getting ready when playing the introduction of the song

Attention

Softness and loudness of music

Sung with respect

Action shown by standing straight while singing the national anthem

Unit 17 - Singing in a group with feeling

Competency 8.0	Ability to present satisfactory performances using vocal techniques and respecting other cultures
Competency Level 8.2	Learns Sinhala, Tamil and English songs
Activity 8.2.1	Singing in a group

At the end of the lesson, the student will be able to achieve



learning outcomes

TG Pg 80

- Sings with correct technique
- Responds to music
- Develops musical memory
- Appreciates group singing

language related skills



a) Listens and pronounces the words of the English song correctly.



b) Uses the past form of the given words correctly.
laugh - laughed, go - went,
take - took, say - said

Words /Phrases to emphasize

Piano, accompaniment, confidence, melody, action

Activity 1

Make the pupils say the lyrics aloud after teacher.

Get the pupils sing the song “A frog went a courting’ and...”

Highlight the verbs given while getting the meaning.

Activity 2

Find the past form of the words given below.

Laugh Go Take Say Ride

