

Keyword(s): passing game, body percussion, singing	Oracy					Literacy			Vocabulary	Language Awareness, Knowledge about Language	Intercultural Awareness	Language Learning Strategies
	Spoken interaction, Mediation	Spoken production, reading aloud	Pronunciation, articulation	Listening and Understanding	Perception and Differentiation	Reading and Understanding	Writing (creative)	Writing (reproductive)				
	***	***	**								**	
1. Rhythmic vocalisation	*	Time: Approximately 10+ minutes Space: Children sitting or kneeling in a circle										Language level: Basic Music level: Basic
2. Singing	*	<div style="border: 2px solid blue; padding: 5px; display: inline-block;"> Bombella (traditional from Ghana) </div>										
3. Body percussion	*	Young learners will... learn a morning gymnastic exercise, move and stretch their body, sing on different pitches and with different sound-colours (syllables), combine gestures with meaning of words, understand gestures as a powerful language, learn to articulate different syllables and sentences in English (or other languages)										
4. Playing instruments	*	Standard procedure										
5. Dancing and moving	*	<ol style="list-style-type: none"> Sit the children in a circle, tap knees to a repeating count of 4 (4/4 time). Tap own knees twice and right hand neighbour's twice (repeat until smooth). When knee tapping smooth teacher/leader sings the Bombella song against the tapped accompaniment. Teacher tells children about stone passing games in school playgrounds in Ghana and gives a stone to each child (choose different kinds/sizes/colours of stone). Holding the stone in the left hand sing song to the accompaniment of stone tapping on floor in front of each child (on beats 1 and 3). Whilst singing song, tap beat 1 in front and beat 3 in front of right hand neighbour, eventually leading to.... Leaving the stone in front of right hand neighbour (on the third beat) for them to pick up and pass to their right hand neighbour and so on (teacher should talk about the importance of placing the stone carefully and in time in front of their neighbour). Practice stone passing until smooth. Song ends when each stone has returned to its original owner. 										
6. Exploring, improvising, composing	*	<div style="text-align: center;"> <h2>Bombella</h2> <p>Passed on by Julian Raphael</p> </div>										
7. Listening to music	*											
8. Painting, writing, reading music	*											
9. Using ICT	*											
10. Conducting - teaching music	*											

Materials: Stones
(pebbles, etc. of assorted
colour and size)

Related videos:
traditional Jamaican
childhood game
[www.jambalayah.com/nod-
e/931](http://www.jambalayah.com/nod-e/931)

[http://doudoudoudoum.free.fr/
index.php?page=chant
&id=69](http://doudoudoudoum.free.fr/index.php?page=chant&id=69)

Optional procedures

Teacher teaches the song in two halves and group sings with tapped accompaniment until confident.
Observe how many times the song has to be repeated until everyone has his/her own stone. Is it depended of the number of participants? How exactly?
Play the stone passing game with closed eyes.

**Extra procedures
for further language learning**

Tell children to get to know their stone (name it, imagine being a tiny-tiny insect crawling across it etc.) and describe it.
Pass other things like pencils, cups, sticks, and so on.
Pass mixed things and everyone has to name it correctly.

**Extra procedures
for further music learning**

Explore the sound of the different stones. Do children recognise their stone by his sound?
Invent other accompaniments, more complex ones, changing directions and so on.

Notes

