

Keyword(s): Morning Song, Gesture song, Silence, Imagination	Oracy				Literacy			Vocabulary	Language Awareness, Knowledge about Language	Intercultural Awareness	Language Learning Strategies
	Spoken interaction, Meditation	Spoken production, reading aloud	Pronunciation, articulation	Listening and Understanding	Perception and Differentiation	Reading and Understanding	Writing (creative)				
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1. Rhythmic vocalisation	Time: can be developed in short sequences of 5 minutes every day over a week Space: Free space to form a circle with the class with spread arms										Language level: Basic Music level: Basic
2. Singing	<div style="border: 2px solid blue; padding: 5px; display: inline-block;"> Morning has come (traditional Native American song) </div>										
3. Body percussion	Young learners will... learn a morning gymnastic exercise, move and stretch their bodies, sing at different pitches and with different sound-colours (syllables), combine gestures with the meaning of words, understand gestures as a powerful language, learn to articulate different syllables and sentences in English (or other languages)										
4. Playing instruments											
5. Dancing and moving											
6. Exploring, improvising, composing											
7. Listening to music											
8. Painting, writing, reading music	Standard procedure <ol style="list-style-type: none"> Teacher shows movements of the song without singing and talking. Pupils come to the circle and join in individually to the very slow and silent "Tai Chi" exercise <ol style="list-style-type: none"> Morning has come: draw your hands together to your chest, one hand on top of the other night is away: hands push the night away (palms outwards) – to full stretch in front of your chest rise with the sun: hands describe a sunrise (stretch up high) and welcome the day: make an arc with your hands from high to the sides of your body (... and restart) As soon as the movements are stable, the teacher starts humming the melody softly. Later on try singing with different syllabi like dü, oui, ja, no, su, ri etc. (if favoured, coming from a specific language) and on a different pitch (e.g. going higher step by step) After returning to humming, and finally to only moving, children guess the meaning of the song without knowing the lyrics (gestures, melody, situation) Teacher speaks the lyrics rhythmically along the gestures. Pupils imitate first by speaking, then later with the melody. 										
9. Using ICT											
10. Conducting - teaching music											

Other gestures songs:
 Je mets le pied (Boogie)
 Head and shoulders
 Zwei kleine Wölfe

Other morning songs:
 Le jour se lève
 Guten Morgen
 Ein heller Morgen
 Morning has broken
 Déjà le coq a chanté

Multimedia:
 see related video on the website
www.emportfolio.eu >
 materials)



Optional procedures
 Walking in the room, with humming, singing and moving.
 Singing and moving in separate groups.
 Speaking or singing as a soloist, while the class hums the melody.
 Moving without singing again, while representing text and/or melody in mind.

Extra procedures for further language learning
 Describing the movements with words.
 Drawing pictures describing the movement and comment on them.
 Creating lyrics in mother tongue or in a other foreign language:
 - (German) Der Tag beginnt / die Nacht entflieht / schau wie die Sonne am Himmel erblüht.
 - (German) Der Morgen kommt / die Nacht vergeht / steh mit der Sonne auf und sei hier wohlauf.
 - (French) Le jour s'eveille / la nuit s'en va / le soleil qui se lève deja.
 - (Greek) Ἦρθ' η αυγή / τ' ἀστρα σκορπά / βγαίνει ο ἥλιος και μας χαιρετά.
 - (Greek) Χέρια κλειστά / χέρια ανοικτά / πάνω τα χέρια και κάτω ξανά.
 - (Greek) Κάθε πρωί / κάνω ευχή / να είμαι πάντα καλό παιδί.

Extra procedures for further music learning
 Singing as a 2, 3, or 4-way canon.
 Singing one voice as a soloist while the class sings another voice.
 Writing the music in a individually created notation.

Notes
