

Title	Audition and individual and group vocal singing	Time	1 hour
Subject:		Twinkle, twinkle little star!	
Aims		<p>General competence: 2. Interpretation of children's songs, with age-specific means Specific competence: 1.4. Reception of songs with an ambitus between DO1-DO2, made up of simple and repeated rhythmic-melodic formulas Purpose of the activity: Learning some elements of vocal technique and breathing. Practicing the steps of learning a song by ear.</p>	
Key CS elements:		Decomposition; Pattern recognition; Algorithm design; Abstraction;	
Age group :		7-8 years/Clasa I (Romania)	
Learning situations:	classrooms	Activity type :	curricular
Resources :		<p>Video- proiector, calculator, boxe de amplificare, instrument muzical-orga, aplicația Virtual Piano, cântec model</p>	
Learning development:			
<p>Problem definition: Correct auditory learning of the song Twinkle, twinkle, little star! (The objectives of the lesson are announced, for the children to understand: the application of breathing and vocal training techniques in order to learn and interpret the song "Twinkle, twinkle little star!")</p> <p>I. Decomposition: Step1.Pre vocal exercises The students are suggested to imagine that they are outside on a field, then they will perform some breathing exercises: I recite the lyrics: „Spatele de scaun rezezmăm Pieptul înainte îl îndreptăm Trandafirul roșu cu drag mirosim, Și rostim:</p> <p style="text-align: right;">"The back of the chair we lean Chest forward we straighten The red rose with love we smell, And we say:</p>			

Ce frumos miroase floarea mea!"

How beautiful my flower smells!"

“ Balonul mare acum îl umflăm
Cu toții aer în el să suflăm!”

" The big balloon now we inflate
Let's all blow air into it!"

The aim is to achieve a wide, long and well-dosed breath;

Step 2. Diction exercises

Diction and breathing exercises through the game: "Repeat after me!"

“Trenul pleacă de la gară
Și străbate-ntreaga țară.
Tu, tu, tu, tu, tu, tu, tu, tu,
Tu, tu, tu, tu, tu, tu, tu, tu.”

"The train leaves the station
And crosses the whole country.
Tu, tu, tu, tu, tu, tu, tu, tu,
Tu, tu, tu, tu, tu, tu, tu, tu.”

“Toba bate: bum! bum! bum!
Hai copii cu toți la drum!”

"The drum goes: boom! boom! boom!
Let's go, children, with all of us!"

„Într-un lift, pe covoraș,
Un pui mic de iepuraș
Plânge că n-are curaj
Să se urce la etaj.”

"In an elevator, on the mat,
A little baby bunny
Is Crying because it hasn't the courage
To go upstairs."

Step 3. Vocal warm-up exercises:

step 3.1.: vocalizations using the vowels a, e, i, o, u;

step 3.2.: vocalizations on the sounds of the Do scale arpeggio with the help of the syllables ma, me, mi, mo, mu; (ta, te, ti, to, tu);

step 3.3.: it is explained, demonstrated, performed simultaneously with the students and the correctness of the exercises is monitored.

Step 4. Learning lyrics.

step 4.1.: the lines of the first stanza are learned

step 4.2.: the lines of the second stanza are learned

step 4.3.: the first and the second stanzas are repeated together

step 4.4.: the lines of the third stanza are learned
step 4.5.:the second and the third stanzas are repeated together
step 4.6.:all the three stanzas are repeated.

*Twinkle, twinkle, little star
How I wonder what you are!
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle, little star
How I wonder what you are!
When the blazing sun is gone
When he nothing shines upon
Then you show your little light
Twinkle, twinkle, all the night
Twinkle, twinkle, little star
How I wonder what you are!
Twinkle, twinkle, little star
How I wonder what you are!
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle, little star
How I wonder what you are!*

Step 5. : First, the score is read with the help of a musical instrument (organ). A video clip for the new song is shown and it is observed

The image shows a musical score for the song 'Twinkle Twinkle' in G major, 2/4 time. It consists of three systems of music. Each system has a vocal line on a treble clef staff and a piano accompaniment on a bass clef staff. The lyrics are: 'Twinkle twinkle, little star, How I wonder what you are. Up above the world so high, Like a diamond in the sky. Twinkle twinkle, little star, How I wonder what you are.' The chords are indicated above the vocal line: C, F, C, F, C, G7, C for the first system; C, F, C, G7, C, F, C, G7 for the second system; and C, F, C, F, C, G7, C for the third system.

whether the decoding was done correctly.

Audio suport: <https://drive.google.com/file/d/1x2VQVcigWoAq3V9vH71PfxXnKZD3E13J/view?usp=sharing>

II. Pattern Recognition:

Learning the song

- the first stanza is sung with the students, then alone

III. Algorithm design:

The actual singing

1. Following the model of the first stanza, proceed in the same way for the following stanzas

2. The interpretation is practiced until the learning is fixed, through group variants and in pairs
3. The elements of expressiveness will be applied only after the literary and musical text has been learned correctly.

IV. Abstraction.

For a better deepening of the melodic line, the students will "perform", with the help of the Virtual Piano application ,the song Twinkle, twinkle little star as shown in the video below. Practicing the steps of the song interpretation algorithm cultivates perseverance, reduces the number of errors, and increases the quality of song reception and performance.

[Twinkle Twinkle Little Star on Virtual Piano - #SUPEREASY - YouTube](#)

Assessment:	Monitoring the students' activity
Expected results:	Students can mentally create the correct algorithm for performing the song Twinkle, twinkle little star! , they can easily recognize the elements of musical language and make an interpretation algorithm for other songs as well.
Notes: The subject of the lesson will be repeated in future lessons until the students become independent following the preparation steps and vocal technique	