

Two different conversations between "owls" to act as models for students speaking "owl". Owls only respond to other owl language --so students are encouraged to use their high - singing voice. A fun exercise to encourage voice exploration.

human voices

timbre, warm-up, voices, owls, Grade 1

## Hooting





**Assessment for learning in Grade One** music includes determining if students are able to use their "singing voices." Both the "hooting conversations", and the next song "I'm Gonna Be a ..." offer opportunities to hear student voices as they sing alone. Beginning to make notes about student participation at this time will ensure you have information for reporting to parents. Keep a music class list as you check off who has had an opportunity to try the various music activities, and their success or learning needs.

**Singing Voice**

- sings pitch accurately
- sings pitch sometimes
- uses a singing voice
- still finding a singing voice

**Participation in Group Music**

- pays attention and participates eagerly
- pays attention and participates timidly
- sometimes pays attention and participates
- working at group participation

**Timbre**

**1 Conducting Starts and Stops/Making or Echoing Sounds**

"Imagine that you are out on Halloween night. Open your ears, what do you hear? (take several ideas) Now its your turn to make the sounds of Halloween. When my hand is open, make cat noises. When my hand closes, then the sounds need to stop right away. A music conductor uses their hands to show musicians when to play or sing. Ready --watch my hand. (Repeat with several other sounds e.g. owls, doors creaking, wind howling, ghosts moaning. The last time, invite students to make any Halloween sound which will result in an interesting cacophony.)



conductor

music leader

Hold your hand out in front with the fingers together and thumb lower (imagine working a sock puppet). Students have followed your hand on "roller coaster" rides, now they need to watch for when the hand is open as a starting signal, and when the hand is closed as a stopping signal.

**2 Hooting Conversations**

To encourage children to use their "singing" voices, I have an owl that only responds to musical "hooooooo" questions/conversation. Anything that helps young children to move into their high, head voice works e.g. a whale that makes whale song, ghosts that converse in moans, etc.

I model a conversation using my stuffed owl and myself. When my owl isn't handy, my hands are ---they talk to each other regularly (just pretend they are in sock puppets to give them mouths that open and close). The conversation doesn't have recognizable words but simply songs that follow the cadence of language. Try to keep the sounds light and in the higher pitches.

My "owl", or one of my hands, asks a question. A students answers. The conversation continues from there.

If this is as clear as mud, check out the DVD for a short "hooting conversation," AND don't be surprised if later in the day you discover students having nonsense conversations using sounds --it's part of the fun.



