

Mosquitoes by Wendy Ireland

Teaching Notes

1. Start with some diction-base warm-ups eg.
 - (i) “The tip of the teeth, the mouth and the tongue” sung to each of the scale degrees.
 - (ii) Sing the *Grand Old Duke of York* concentrating on the consonants.
 - (iii) “Shark Bait, moo ha ha” warm ups
2. Body percussion warmups
 - (i) 6/8 rhythms: left step, clap, clap, right step, clap, clap
 - (ii) Same but left slap thigh etc.
3. Teacher should introduce the story behind the piece. “Did I tell you I hate mosquitos?” Ask them why they are so annoying?
4. Speak the words through together in rhythm.
5. Break the piece into sections and work on expression based on the directions on the score. Model the expression yourself and ask the choir to mirror it (use the first couple of phrases only otherwise it become laborious). You could ask individual students to model the expression for ideas too.
 - (i) Bars 1-20 Scherzando spirit (playfully with spirit) –
 - (ii) Bars 21-24 Agitato (agitated)
 - (iii) etc
6. Sing through in sections – without body percussion at first. Add this when they’re more familiar with the piece. Introduce the dynamics right from the start. (eg. p = soft, f = loud, cresc = getting louder).
7. Always ensure diction is clear and enunciated.
8. Add in the body percussion - Ask for suggestions for the body percussion – where on the body should this go etc.
9. Substitute or supplement the body percussion with percussion instruments.
10. Work on facial expressions to show and understanding of the text and match the expressive indications on the score. Again, ask for suggestions. Practice these by facing a partner and singing with the facial expressions, or put in a circle. The introduction is particularly important to set the tone of the piece – maybe they could all glare at you!
11. Note that the Practice recording is quite slow for rehearsal purposes. Once the piece is learnt, it should be sung at a slightly faster tempo.