

## Mango, Mango

*Mango, mango, mango, mango, mango, mango, mango x2*  
*Kiwi, kiwi, kiwi, kiwi, kiwi, kiwi, kiwi, kiwi, kiwi, kiwi, kiwi, kiwi x2*  
*Pineapple, pineapple, pineapple, mango! x2*  
*Watermelon x2*

This is a fun, upbeat song about fruits. It's a great song to sing with your class or singing assembly.

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### 🎵 Starter Activity

- Funky Chicken is a great full body exercise to get the body and mind energised.
- You could vary this exercise by asking them to make chicken noises and actions at the end rather than the star jump.
- Another idea would be to count backwards from 8 or even in another language!

### 🔊 Useful Warmups

1. Airflow – why not experiment with breath using the sounds “ff/ss/ssh” but sounded to the rhythm of the lines from the song?
2. Vocal Range - in preparation for the watermelon section which can sound a little high, have fun singing the tune of *watermelon* to different sounds “doo/dah/dee.” Make sure to explore extremes of vocal range and then this will feel much easier in the context of the song. You can see an example of this in the video.
3. Articulation – we used a tongue twister in the video to get our mouths and tongues moving ready for the song.

### 🎵 Teaching Tips

1. This song is full of interesting rhythms and syncopations that add to the effect of the song. There are a couple of trickier rhythms so make sure to isolate these moments and check that everyone is singing the rhythm of the following correctly. Look in particular at:
  - a. Kiwi
  - b. Pineapple

### 👁️ Things To Look Out For

1. Singers will be really tempted to rush “kiwi”, so be mindful of that and show a strong pulse here. I would also suggest asking your singers to stamp the pulse with their feet to help them stay in time whilst singing that particular section.

## **Extension Activities / Cross Curricular Links**

1. This song is fantastic as a two, three or four-part round. Each group comes in after the group ahead of them has sung the “mango” section.
2. If you don’t feel confident leading the round you can split your students into two, three or four groups and give each of them a fruit that they sing on loop. Don’t feel that you have to use every fruit, two parts is absolutely fine and still creates lovely harmonies.
3. Why not ask your students to write alternative lyrics, they can think of different fruits to go with the original melodies or create new ones.
4. I would encourage you to get some student leaders out in front of each group to help you lead the round.

## **Musical Terms**

|             |                                                                                                                                                         |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rhythm      | Patterns of long and short sounds, many different rhythms can fit into one ‘beat’                                                                       |
| Pulse       | The basic beat or heartbeat of the music, see also ‘beat’                                                                                               |
| Syncopation | Occurs when a rhythmic pattern that typically occurs on strong beats or strong parts of the beat occurs instead on weak beats or weak parts of the beat |
| Round       | A round tends to have several different phrases, which are sung one after the other, and then stacked at different times to create harmony              |

