

Hello

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Relaxed, with a swing ♩. round 80

D A D D A D

When we're all to - geth - er (When we're all to - geth - er)

5 A A A A

This is what we say (This is what we say) Hel -

9 D D A A

lo (Hel - lo) Hel - lo (Hel - lo) Hel -

13 D A D D A D

lo to ev - 'ry one (Hel - lo to ev 'ry one)

Call **When we're all together**
Response **When we're all together**
Call **This is what we say**
Response **This is what we say**
Call **Hello**
Response **Hello**
Call **Hello**
Response **Hello**
Call **Hello to ev'ryone**
Response **Hello to ev'ryone**

Everything in this song is sung twice and this gives a great opportunity for call and response work. Perhaps the leader might sing and the group sing back or two groups might call and respond across the teaching space.

Try and find different ways to say *hello* and replace this word in the original lyrics - for example *how d'you do* or *hi-ya*.

You might replace a whole phrase if someone in the group has a first language that's not English, or you might just replace *hello* with *bonjour*, *salaam* or a word of greeting in another language that someone in the group knows.

If it feels appropriate, try waving to greet each other as you sing.



Hello

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Response **When we're all together**
Call **This is what we say**
Response **This is what we say**
Call **Hello**
Response **Hello**
Call **Hello**
Response **Hello**
Call **Hello to ev'ryone**
Response **Hello to ev'ryone**

*Try replacing Hello with other words of greeting –
hi'ya or how d'you do?*

Or use a foreign language, for example

Bonjour or Salaam

Hello – (When we're all together)

Some suggestions on how to use this song

This song is very flexible and can successfully be used with groups or individuals. You can easily sing and sign the key words.

Since each line is repeated there is very little requirement for learning the words. So it also works well for singing the whole song in another language e.g.

Quand nous sommes ici
Nous disons comme ça
Bonjour
Bonjour
Bonjour a tout le monde

We often sing just the 'Hello' word in other languages, as on the CD. We also sometimes 'say' the 'hello' words using expressive sweeps of intonation.

Another way of using this song flexibly is to reflect different moods in the words and the way that you sing it e.g.

When I'm in a bad mood
This is what I say
Go away
Go away
Go away everyone.

When I see the Queen
This is what I say
Good morning, Your Majesty
Good morning, Your Majesty
And Good morning to everyone

AAC singers can choose what mood or subject to sing about by using symbols or voice output devices.

It is another of those songs that divides readily into 4 sections and so is really good for using with AAC overlays of 4 cells. If I am singing it with an AAC singer using one of these devices, then I usually omit the second 'Hello'.

Notes written by Shan Graebe

Speech & Language Therapist

Hello

The P levels are performance descriptions that outline early learning and attainment before Level 1 (KS1) in eight levels. These are used in the same way as the National Curriculum level descriptions and run alongside the Key stages 1 and 2.

Geography – KS 1&2

RE – KS1&2

Foreign Modern Languages

Science –

PLevel 4

- To make sounds using their own bodies, for example, tapping, singing, or vocalising, and imitate or copy sounds.

English - Speaking and Listening – KS1 &2

PLevel P1(i) – P3(ii)

- To show a simple reflex response
- To show emerging awareness of activities and experiences
- To communicate consistent preferences and affective responses, to communicate intentionally
- To use emerging conventional communication

P4 -5

- To respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations
- To follow requests and instructions containing at least two key words, signs or symbols.

Music –

KS 1 & 2

- Unit 1 Ongoing Skills
- Unit 4 Feel the Pulse and rhythm
- Unit 5 Taking Off – Exploring Pitch
- Unit 8 Ongoing Skills
- Unit 11 The Class orchestra – Exploring arrangements
- Unit 15 Ongoing Skills
- Unit 19 Songwriter – Exploring lyrics and melody
- Unit 21 Who Knows? – exploring musical processes

PLevel P1(i) – P3(ii)

- To show a simple reflex response i.e. sudden noises
- To show emerging awareness of activities and experiences, may give intermittent reactions.
- To communicate consistent preferences and affective responses, i.e. to relax to a piece of music but not others.
- To use emerging conventional communication, i.e. clapping hands to initiate a particular song or choosing a shaker to shake rhythmically in an activity.

PLevel P4-5

- To use single words, gestures, signs, objects, pictures to communicate about a familiar musical activity.
- To repeat, copy and imitate actions, sounds or words in songs.
- To take part in simple musical performances

PSHE-

Plevel P1(i) – P3(ii)

- As above for English

P4-5

- To engage in parallel activity with several others.
- To maintain interactions and take turns in small groups with some support