



One man went to mow

Traditional - [from the Sing Up Song Bank](#)

This is a fun, light-hearted song with cumulative verses. With each verse one more man is added, but it is in fact a counting backwards activity!

YEAR GROUP	YEAR 3
PARTS	UNISON
SONG STYLE	TRADITIONAL SONG / SINGING GAME
RANGE	SMALL - WITHIN A FIFTH
MUSICAL ELEMENTS	UNISON
CURRICULUM	PERFORMING SKILLS, AURAL MEMORY, MATHEMATICS LINKS



Getting started

- Invite the children to hold up their fingers for the appropriate number as they listen. You might like to devise an action or make the sound for the dog as well!
- Some children may not understand the word 'mow' — you might need to explain what it means, perhaps in relation to mowing/cutting the grass.

Learning the song

- Practise saying some of the phrases in rhythm e.g. 'Went to mow a meadow'. Set a steady beat of four — use this as an introduction, then repeat the phrase four times. Reset the steady beat at a faster pulse, always having an introductory bar, and repeat the phrase four more times with this quicker pulse.
- Do the same with another phrase e.g. 'One man and his dog'. Really focus on getting the children to work their mouths and facial muscles.
- Make sure everybody articulates the dotted rhythm each time it happens.
- When you get to number 3, take care with the three-beat bar (14) with the words 'One man and his dog' and be ready for the 'Went to mow a meadow'.

Developing music making

- Notice how in the performance track the choir injects character in the crescendo during the final verse, starting very softly on 'ten men' and getting louder as they count down. You could experiment with dynamics to add your own style.
- Once the children are familiar with the tune and with counting backwards, introduce some percussion instruments. You could have a different instrument each time a different number is introduced — play only on 'one man' or 'two men' and sing the rest of the phrase. This way you could eventually have the whole class playing. Try woodblocks (one), bells (two), tambourines (three) and so on. The children play their instrument each time they sing their number.



Check out this song on the Sing Up Song Bank and register for free as a Sing Up Friend to download all your classroom extras:

- Performance track, backing tracks & echo tracks
- Lyrics, Whiteboard mode, sheet music, accompaniment & melody/harmony lines
- Curriculum-linked activities, tailor-made teaching resources & SEN resources.



One man went to mow

Moderately ♩ = 108

Traditional

MELODY

F B^badd F B^o F/C C⁷ F F

1. ONE man went to mow,

4 B^b C Gm⁷ C Gm⁷ C⁷ F

Went to mow a mea - dow. ONE man and his dog Went to mow a mea - dow.

7 F B^b C

2. TWO men went to mow, Went to mow a mea - dow.

9 Gm⁷ C Gm⁷ C⁷ F

TWO men, ONE man and his dog Went to mow a mea - dow.

11 F B^b C Gm⁷ repeat as necessary

3. THREE men went to mow, Went to mow a mea - dow. THREE men, TWO men,

D.S. as desired last time

Gm⁷ C⁷ F Gm⁷ C⁷ F

ONE man and his dog Went to mow a mea - dow. Went to mow a mea - dow.

Traditional

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Aberra Chane a farmer from Delanta, Ethiopia, in his beautiful field of wheat
Crispin Hughes/Oxfam



Learn Can you beat the system?

Aim:	To introduce the idea of a global food system and for pupils to understand the range of challenges facing small farmers.
Time:	1-1.5hrs
Resources:	Introductory PowerPoint; Crop templates and Group scenarios; 1 example; completed crop; 1 pencil per student; 4 sheets of A4 paper, 2 pairs of scissors, 2 colouring pencils and 1 crop template per group; a snapshot of the broken food system in India film.
Find the resources	here and here

Explain to the class that a meadow is a field where grass grows. Ask the class what other things they can think of that could grow in a field e.g. flowers, wheat, rice. Explain that if you grow food then you would not 'mow' your land, but you would 'harvest' it.

Show pupils the crop template. Ask them if any of them know what sort of food it is? Explain that it is called *maize*, and it is a crop which is grown across the world on many farms. Ask if any have eaten it? Some pupils will have, but many may not realise that they have.

Highlight that sweetcorn is a type of maize. Ask if any have eaten *tortillas*? Explain that maize is also used for this. Ask if any eat beef? Explain that maize is also used as feed for cows, so by eating the beef they are indirectly eating the maize. Challenge pupils to think about whether they are therefore *connected* to the farmers who grow maize.

Use this idea to introduce the idea of a *global food system*, in which there are connections between people who grow and people who buy food.

Main activity

Explain that they are now going to consider what the other end of the system is like, that for farmers *growing* things like maize.

Split the class into groups of 4 and give out the materials. Explain that they are now farmers, living in a less economically developed country, making a living by growing food (maize) to sell at a local market. Each group must create as many completed 'crops' as they can in 10 minutes (although you can extend this – see below), using the materials provided.

The group who produces the most crops wins the game. However they may have to cope with a change in circumstances.



Options

If you have less time, you can stop the game after 5-10 minutes and give each group one of the 4 possible scenario sheets (see resource link for sheet). Give time to read the scenarios and do what they say, then restart the game for a further 5-10 minutes. Then finish.

Alternatively if you have more time you can give each group one of the scenarios first, run the game for a further 5-10 minutes, then give them an additional scenario and run it again for 5-10 more minutes. You can repeat this so groups can experience more than 1 scenario.

At the end, declare a winning team (this should be the group who experienced scenario 4!).

Think Discussion

First give pupils some time to talk about what it was like being a small farmer as part of this global food system. What was challenging? Why? How did they have to work to be successful?

As a class, discuss the following:

- What was it like being a small farmer in the global system?
- How did each group manage after the scenarios were introduced?
- How did this make them feel?
- What was fair about the game, and what was unfair?

Explain that the game illustrates some of the challenges and inequalities small farmers face within the global food system.

Draw out the different experience when small farmers were either supported (by the government) and not supported (other scenarios).

What would the impact of these things be on the *wider global food system* of farmers

- Being supported?
- Not being supported?

Try to draw links to how much food would be available globally, and what might happen to the cost of food. Also use the idea of *fairness*. Would the system be fairer if small farmers were supported?

Explore ideas of power in the Power-shift activity. This will to give pupils an interactive understanding of how the different actors within the global food system can help make it fairer, and consider the actions they can take.

[Teachers Guide](#)

[Activity Sheets](#)

[Power point presentation](#)



Act

Supporting farmers

Based on the discussion the class had following the game, each student can create an information leaflet based on what it is like being a small farmer, if it is fair and why the student feels the farmers should be supported. Select some to photocopy to produce a leaflet that can be handed out and provide information for others to take away.



Organise a sing-a-thon as a way as making a class campaign about small-scale farmers. In an assembly or after-school event, the class can perform *One man went to mow* for as many verses as possible! They can also give out the leaflets they have created to the audience to explain why they are doing the sing-a-thon (to show their support for farmers).

In the build up to the assembly, you could encourage the school and parents to guess how many verses they think the class could manage. Nominate a member of the class to be in charge of writing people's guesses down. Use a relay system in the class if you want to make sure it keeps going for longer. Maybe join forces with another class for extra support!

Option: If you have less time you could challenge the class to reach a certain number of verses (e.g. 30). You could then give a performance to another class and share the leaflets within the classroom for them to take home.

Extension: Use a webcam to record your performance and share it online!

[You can also use the action planning resource to decide with the class what they feel is the best action to take.](#)