**BRASS TASTER PROJECT WEEK by WEEK**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Learning Objective****Pupils should learn…………..** | **Teaching activities** | **Notes for class teacher****Suggestions for support etc** | **Success****Criteria Assessment****Children can…** |
| 1 | To respond to pulseTo respond to rhythm/time valuesTo learn a new chantTo read rhythmic notationTo understand tone production (breathing)To understand tone production (buzzing)To understand articulation (tonguing)To understand posture | **Introductory activity:** Armchair aerobics or movement to brass music (see resources)Moving, clapping or playing the time values walk, stride and glideTalk about the sound of the instruments-how they are played/the character of the music**Main activity:** Learn the first section of ‘Hakka’Clapping rhythms from note cards to include jogging and the one beat restLearn about breathing using exercises such asBeach ball/ho ho ho/flyingLearn about buzzing using such exercises asPip on the top lipBuzz on palm of handBuzz into mouthpiece‘t’ soundBuzz into mouthpiece onlyHave some sad, happy, or cross ‘conversations using the mouthpiece‘Woodpecker action’/ slicing up a sausage or baguetteMake a ‘t’ sound and then tongue into the mouthpieceHolding the instrumentHand position (F horn)Play an open note on the instrument and try copying strides and glides using that noteTry playing exercises from ‘Team Brass’ on C or F/G (Horn/Trumpet)**Plenary:** Revise how a sound is produced and how it is articulated. | Rondo from Mozart’s 4th Horn concertoThe Acrobat for TromboneMusic for brass by Susato/GabrielliRhythm cardsChildren do not need to breathe in between every note*How did I make my buzzing sound sad, cross or happy? (by making the pitch slide up and down/by tonguing quickly/by tonguing loudly)*Establish whereabouts the end of the tongue is (Behind the top teeth)Children should stand up straight and bring the instrument to them.They should stand up when playingSome children will naturally play a ‘Middle C’ and others an F (F horn) or G (Bb instruments)Team Brass has an accompanying CD | Keep and steady pulse .Follow changes in body movementsTo talk about recorded sound using musical languageCan children stand in a relaxed posture and produce a buzzing soundChildren learn that the column of air is constant Children articulate the sound using their tongues and not their lips or breathChildren stand tall with their heads straightChildren produce a sound using the instrument |
| 2 | To internalise rhythmic patternsTo create rhythmic patternsTo revise work on posture, breathing, sound production and articulation | **Introductory activi**ty: Revise ‘Hakka’Play, ‘Don’t clap this one back’Introduce ‘Put a pattern in Space’**Main activity:** revise work on posture, breathing, buzzing and articulation.Play, ‘Don’t play this one back just buzzing on the mouthpiece and then using one note‘Play a pattern in Space’ using one note**Plenary:** Learn ‘Once a Man Fell in a Well’ in unison | Include the name of the school and the title of the game *What are they clapping? (Rhythmic patterns)**Who can identify the rhythm of the title from a choice of three rhythm cards?*Children clap four beats and leave four one- beat rests. Over the rests they will each clap a rhythm in turnRepeat, ‘Put a pattern in Space’ using their first note (s)*Who can say the first line of the song in ‘walks’ and ‘joggings’?* | Children recognise and create four beat rhythmic phrasesChildren produce a sound and use correct articulation to play and create rhythmic patternsChildren apply their knowledge of rhythmic notation |
| 3 | To sing tunefully and accurately in one or two partsChildren create rhythmic patterns | **Introductory activity:** Sing, ‘Once a Man fell in a Well’ and follow the pitch as it ascends and descends.*How do we change the pitch on a brass instrument?***Main activity:** Try tightening and loosening the lips slightly as they buzz on the mouthpiece and then show them how to make their first open note go up/down.Use pages 2, 3 and 4 to provide practise activities on C, D and E*Can they identify from which tune these rhythms are taken?**Can they look at three rhythm cards and identify which card goes with which rhythm?*Play numbers 2 from page 2, 3 and 4*What do they notice about the rhythm? (It is the same)**Who can say it in walks, joggings, strides or glides?*In groups of four, make up a new food rhythm, play it on a chosen note and say the rhythm patterns using times names**Plenary:** Listen to each group and perform ‘Hakka’*What rhythm is ‘Fish and Chips?’* | Use hand signs to show the changes in pitchIf children are secure, try the song in canon and then try it in its inversionThe children will also need to blow more air through the instrument to go higherSome children will need to start on F (Horn) or G (Bb instruments)Super brass tutor page 2 (numbers 1 and 3), page 3, numbers (1 and 3) and page 4 (number 1) | Children follow changes in pitch using their handsChildren sing tunefully in one or two partsChildren change the pitch on their instrumentsChildren are able to read, say and play simple rhythmic patternsChildren work co-operatively in small groups |
| 4 | To understand structureTo respond to recorded or played music using musical language, understanding time, place and purposeChildren sing and chant in two or three partsTo respond to changes in pitch | **Introductory activity:** Listening ‘Fanfare for the Common Man’. Children to mime how to play each of the brass instruments*How could we tell the instruments apart (pitch, timbre)**For what purpose might the music have been composed?**Where might it be performed?**What is the character of the music?**What other instruments can they hear?***Main activity:** Sing, ‘Great Big House’ (Young Voice works)* Song
* Poem
* Pie ostinato

Buzz the rhythms from the pie ostinato and the poem and then play them on the notes the children have learnt using call and responsePut the Poem and Pie ostinato together using the same note/different notesOne group to sing the song in the key of C whilst the other group plays the ostinato on D (F# or low A) depending on embouchure**Plenary:** Children perform the Hakka to finish*Can they think of the name of a pie that might have the same rhythm as ‘Fish and chips’? e.g. Apple pie* | Show the children pictures of the trumpet, horn, trombone and tuba beforehand.The music was written in America in memory of all those who died in WW2 (civilians and soldiers)Teachers to add additional notes as children progress (HA/MA)LA to remain on one or to notesLA can keep an ostinato using, ‘Great big house-‘ or ‘Pie’ (walk or glide) | Children talk about music they hear using musical languageChildren maintain an independent part within a small group with awareness of pulse and ensembleChildren use the valves/slide/embouchure to change the pitch of the instrument following aural instructions  |
| 5 | To sing tunefully in two parts and to follow movement in pitchTo read staff notationTo move to changes in pitchTo create melodic phrasesTo play with a good sense of pitch and with fluencyTo sing tunefully and confidently | **Introductory activity:** Children sing, ‘Once a Man’ and follow the pitch with their hands. They identify which phrases are ascending/descendingThey listen to phrase played by the teacher that move by step, skip and leap e.g. Pease pudding Hot, Rain, rain go away and Hot Cross Buns, and decide how the pitch in ‘Once a Man’ moves.They sing the song in its inversion and repeat the activity**Main activity:** Identify how ascending and descending sounds are notated using the sheet stave or skipping ropesChildren buzz ascending and descending phrases according to how volunteers walk up or down the stave.Children are shown note cards of the notes they have learnt and volunteers find these on the ropes/sheetChildren respond to volunteers stepping on the lines and spaces using walks only.Children respond to volunteers stepping using walks, strides and glides.Teacher steps out ‘Feeling Down, Feeling Blue’ and the children play it using C and DRepeat his on the notes E and DTry the same using ‘Bangers and Mash’ on pages 5 and 6**Plenary:** Children learn, ‘Ebeneezer Sneezer’ (Young Voice works) and identify the shape of the melody |  |  Children can identify the movement of pitchThey understand how pitch can move by step, skip or leapChildren use the sheet stave, skipping ropes and note cards to ‘notate’ and create tunesChildren use their knowledge of musical notation to play tunes using two notesChildren follow the ascending notes of the C scale accurately |
| 6 | To clap and say rhythmic patternsTo identify and internalise rhythmic patternsTo play with good tone, posture and articulationChildren sing in two parts | **Introductory activity:** Warm up with ‘Hakka’ and then teach the children, ‘Coco Cola’ and play the games from ‘Singing Games and Rhymes for Middle Years’*Which fizzy drink has a different rhythm?***Main activity:** Children buzz the rhythms of fizzy drinks and say their time names.They play, ‘Don’t play this one back’ using the notes they know.They copy played phrases which move from one note to the next by step (LA)/skip (MA/HA)They play pieces on pages 10, 11 and 12 of the Superbrass tutor using CDE (FGA Horn)**Plenary:** Finish by singing ‘Once a Man’ in two parts, one in its normal form and the other in its inversion |  | Children can recognise and say rhythmic patterns using time namesChildren copy phrases that move by step or skip |
| 7 | Children sing a new songChildren listen attentively to played musicChildren learn a new noteThey relate changes to pitch to staff notationThey sing/chant in three parts | **Introductory activity:** Sing, ‘I’m alive, alert, awake, enthusiastic’ (60 Sizzling Songs) and note the changes in pace and pitchListen to ‘Hot Cross Buns’ and ‘Cold Cross Buns (p.16) and identify the difference.Introduce the new note F (C for Horn) and show the children where it sits on the stave**Main activity:** Children buzz the rhythm of ‘Hot Cross Buns’ on their mouthpieces and identify the rhythm using walks, strides and glides.They copy phrases using C,D, E and F.They follow phrase on these notes walked on the stave sheet or skipping ropesThey play the pieces on pages 15 and 16 of Superbrass.**Plenary:** Sing through ‘Great Big House’ and then add the poem and the pie ostinato.Ask the children in which order they should enter | The Superbrass tutor has downloadable backing tracks | Children notice changes in pitch and paceChildren can play the note F Children learn how to follow changes in pitch from the staveChildren maintain a part within a small group |
| 8 | Learn about call and response structureThey create and play new rhythmic patternsThey read rhythmic notation (including that for the crotchet rest)They set rhythmic phrases to two, three or four notes Children perform in small groups and as a class  | **Introductory activity:** Sing, ‘I’m alive, alert, awake..’ and then learn the call and response song, ‘Lemonade’Ask the children to suggest new fizzy drinks that end with the sound, ‘ade’ and clap and say the rhythm of each oneChoose new places to come from and clap and say their rhythms**Main activity:** Sing the first tune from the song, ‘Rabbits’ (Young Voice works) *Can they show the movement of pitch using their hands?(skip and step)*Now learn the ‘Veggie Chant’ and ask the children to identify the rhythm of the first phrase (‘Oats sh peas sh’)Warm up the lips by buzzing some of the rhythms form the chant and then do the same using the notes C, D, E and FTeach the children the question, ‘What do brass players like to eat?’Ask each child to clap an answer in turn and then ask the children to work in groups of four or five in order to decide upon a phrase. They should play it on one note to the class first.MA can revise their phrase by playing it on two or three notes that move by step.HA can play their rhythm on three or four notes that move by step or skip.Ask the children how they should set the words of the question e.g. all on C or using C, D and E?**Plenary:** Play the question on the notes decided as a class and then listen to each answer in turn. | e.g. cherryade (jogging walk)e.g. Milton Keynes ( jogging walk)Start by asking the children to sing the response only (‘Who told you so?’ etc.)Have rhythm cards with crotchet restsUse the crotchet rest in examples and make sure the children know how one is notatedLA can use a very simple rhythm e.g. fish and chipsMA might use a more complex rhythm like chocolate cakeHA might use a syncopated rhythm such as sweet potato or kebab and chips!Give the children the opportunity to note down the words of their chant and the letter names of the notes they used so that they can fill in a simple display sheet with their class teachers | Children can say, clap and play rhythmic patternsChildren can identify movement of pitch as by step, skip or leapChildren can read the notation for a crotchet restChildren play confidently and accurately and move from one note to the next fluentlyChildren perform their work confidently and accurately Children perform their work confidently and accurately |
| 9 | Children sing and chant in two partsChildren practice and decide upon their favourite piecesChildren identify the performance skills they will need and reflect upon what they have learnt | **Introductory activity:** Sing the ‘Lemonade song’ and then revise ‘Rabbits’. Try putting the Veggie chant with the first tune of the song.**Main activity:** Warm up using copying (buzzing, one note, two notes, three notes, four notes) and then play through a selection of pieces from pages 5-16 of Super brassChoose pieces to play in the concert next week and practise the songs/chants they will perform**Plenary:** talk about what skills they will need in order to perform next work and discuss the skills they have learnt so far* How to play brass instrument with good posture, tone and articulation
* How to say, clap, play and compose rhythmic patterns
* How to move to, read and compose melodic patterns
* How to sing in unison and two/three parts
* How to listen to music and talk about what they hear
 | The children might like to think of a programme for their concert e.g. Play, ‘Wake up!’, sing ‘I’m alive ,alert, awake’, play ‘Bangers and Mash’ and ‘Hot Cross Buns’, perform ‘Great big House’ or ‘Rabbits’, play their own ‘Radishing Rondo’ and then choose from ‘Rock Steady, ‘Heavy metal’ or ‘Samba party’. | Children maintain an independent partChildren play and read confidently and fluentlyChildren are able to identify the learning outcomes of the project |
| 10 | Children practice and perform to an audience | **Introductory activity:** Show the audience how the children can copy phrase on the mouthpiece and using the notes C-F on their instruments.**Main activity:** Play and sing items chosen from the project to an audience**Plenary:** reflect with the children in how well they sang and played | .Class teachers can encourage the children to design a programme for their parents/carers and to display the ‘Radishing Rhythms’ on the walls | .Children perform with confidence, fluency and accuracyThey are able to reflect upon their work |

**Accompanying notes**

Hakka in 4

1 2 3 4

tap clap click - (Fish and chips-)

tap clap click - (Fish and chips-)

tap clap click clap (I like eating)

tap clap click - ( Fish and chips)

xx xx X - (clap hands to the left of head) (I like beans on toast)

xx xx X - (to the right) (I like beans on toast)

xx X xx X (to left and then right) (Beans on toast, beans on toast)

tap clap click - (Taste real good)

lrclaprlclaprlclap rlclap tap tap x 2 (Alligator, alligator, alligator snap snap x 2)

tap clap click - (Fish and chips)

tap clap click - (Fish and chips)

tap clap click clap (I like eating)

tap clap click - (Fish and chips)

Play a pattern in Space

All: 1 2 3 4 1 2 3 4

 C C C C - - - -

Individuals: C C C C cc D E E

Switch: The leader makes a pattern (usually to fit a 4 beat pulse) using body percussion. When he or she changes the pattern, the other children must continue to perform the first until the leader says, ‘Switch’. They should fold their arms and say ‘Switch’ when they have run out of ideas. Try to encourage the children to make up more interesting rhythmic patterns rather than just marking out the pulse.

.