**String Termly Taster WEEK by WEEK**

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| **Week** | Learning Objective **Pupils should learn…………..** | **Teaching activities** | **Notes**  **Suggestions for support Possible assessment** | **Success**  **Criteria Assessment** |
| 1 | * *to develop their singing voices* * *about pulse (revise current knowledge)* * *about 4 beat patterns with emphasis on 1st beat* * *Violin hold* * *Plucking open strings* * *Sol fah hand signs* * *Play a simple piece in unison* | Starter Hello. TTCC ( Tap,Tap,Clap,Clap)- count beats, **Listening – String piece**  Rhythm -Introduce walk and jogging (step if possible)  **Main activities**  Introduce members of the string family Show violin and explain how it is made and how it works.  Teach rest position  1 violin between 2 pupils. Show how to stand and hold. Pupils to work in pairs to achieve good violin hold.  Teach how to pluck the strings  String names (show on body)  Copying patterns on each string  ‘Strumming’ - Abracadabra’  **Plenary:** revise care of instrument, string names andhold | Help with setting up room and unpacking instruments  Help to monitor violin holds and children working together sensibly. | Keep a steady pulse  Accurately pitch a simple 2 note interval  Children produce a sound - plucking |
| 2 | * *to develop their singing voices* * *to recognise changes in pitch* * *copy back simple rhythmic phrases* * *Play and recognise crotchet and quaver* | **Listening** – violin piece – Shooglenifty Starter Teach Hello Song; TTCC with names on beat 1 **Main activities**  Dalcroze – introduce signals Stand up, sit down ,find your own space, listen now  Intro movements for walk and jogging. Show notation cards for each.  Recap violin hold, learn Strumming.  Learn String names and sing E for Elephant song  Pairs – can you find each string on your violin – one holding the violin names a string, the other plucks it.  Sing E for elephants and pluck back on correct string.  **Plenary:** Hear some children echo you on their own - did they sound the same as me? |  | Children can identify the 1st beat  Children can differentiate between walk and jogging both physically and from notation.  Children can copy easy rhythmic patterns correctly  Children can show a good violin hold with good posture-standing tall, head straight, left hand fingers curved over strings ( like an umbrella) |
| 3 | * *simple structure* * *know the different strings* * *copy back simple rhythmic phrases* * *Create simple rhythmic pattern using 1 or 2 notes* | **Listening**  Cello piece – Bach suite  **Starter .**  Hello song – use individual names  Cobbler Cobbler - actions - which action moved like a walk/jogging? Revise soh me and sing with signs  **Main activities**  Recap walk/j/s clapping movts  Remind children of notation and begin flashcards  Sing E for elephants and body tap  Revise which is which string  Revise playing E for Elephants as echo phrases  Ext: children create on patterns for different animals.  **Plenary** – hear some children. Show w j symbols again and make rhythm for a for alligator in w j. | Check children are working sensibly, are clear about what they need to do. Check violin holds where possible | Children work co-operatively in small groups  Children can sing accurately and with a good sound  Children can maintain an instrumental part within an ensemble with awareness of pulse. |
| 4 | * *The word ostinato and what it means* * *Identify rhythms using notation* * *To recognise and play a crochet pulse and ostinato* * *to develop their inner ear and recognise changes in pitch* | **GET CLASS LIST FROM TA for assess soh mi**  **Listening**  Heifitz – find pulse as listen  **Starter**  Hello song – individuals  Revise Soh and Mi and teach lah  Listen to Rhythm Train – and clap back rhythms. Invite some to step. Can children work out the rhythm using w j? Find flashcards for each.  **Main activities**  Sing/teach ‘Great Big House’. Link to characters sml. Which part of the song doesn’t use sml? (ending)  Learn ‘Pie Ostinato’ and keep it going as I play song. Establish meaning of ostinato  Warm up drill and strumming  Show how to sing AD pulse for GBH with body taps.  Learn to play the ostinato on violins using D and A.  Half sing song half play – swap over  **Plenary:** Which pieces did we play the pulse? Rhythm? Ostinato? Establish children know the difference. | Help children settle  Join in supporting identified children  Take the pie ostinato part  Support the half singing the song | Children begin to maintain an ostinato and know what it means  Children can sing s m l accurately and show pitch with hands  Children can play steady pulse using AD |
| 5 | * *to be able to play an ostinato* * *to recognise changes in pitch* * *To recognise a rest* * *To understand the meaning of pulse/rhythm/ostinato* | **Listening**  Double Bass piece - Jez solo?  **GET CLASS LIST FROM TA for assess soh mi**  **Starter**  Hello song – individuals  Elevator Song – intro other Kodaly names  **Main activities**  Recap walk and jogging movts and introduce rest – some step some clap rhythms from GBH. Show flashcards for each rhythm – where is the rest? cards  Warm up drill and strumming  Teach/Revise ‘Great Big House’ and pluck pulse/sing AD body tap. SWAP  Revise term ‘ostinato’. Try out other ostinato using AD and patterns from GBH words as a class.  Paired activity - pluck/tap together own ostinatos and share  **PACK AWAY NOW**  **Plenary:** talk about pulse rhythm ostinato and identify difference. | Support class with listening  Join in  Clap rhythms with class/support individuals | Children talk about music they hear using musical language  Children can pluck an ostinato  Children can identify – rhythm/pulse ostinato |
| 6 | * *To learn a piece in ¾* * *To be able to do flying pizz* | **Listening** – String Quartet – what is the role of each player?  **Starter**  ‘Dippidu’ – 2, 3 time  **Main**  Remind children of ¾ patterns in Dipidu.  Paired work – create own ¾ pulse pattern. Perform as I play New Waltz.  Drill and introduce flying pizzicato.  Learn New Waltz and display on the board. All sing.  Half sing, half do pulse.  SWAP.  Paired work– play through NW using flying pizz  Share good examples.  **Plenary:** prepare for bow hold next week. Get out of case and explore different parts. Model bow hold and each pair tries to hold bow. | Support with body percussion patterns  Support as necessary | Children can tap pulse in 2 or 3 time  Children can demonstrate a flying pizz  Children are beginning to be able to play New Waltz |
| 7 | *To begin to develop a bow hold*  *To revise 4 beat rhythmic patterns* | Starter: Revise dipidu  **Main activities**  Spend time discussing the bow and talk about bow care and packing away etc.  Refine bow hold from previous week - point of balance bow hold  Model where to put bow on the string and practice bow circles.  Sing N Waltz and revise flying pizz  Model how to do bowing circles  **Practice time to make a sound on different strings with bow/play New Waltz if they can**  **Plenary** – Play to the children Copycat Blues – what do you notice about the bow? Establish up down bowing different to circles.4 beat pattern. Create own 4 beat pattern 1 and 3. | TA support behaviour |  |
| 8 | * *To develop bow hold and bowing technique* | **Starter :** Revise Elevator song and missing floors game  Relate to D A - which is lower? So which is do?  **Main activities:**  Get out bows – introduce james the mouse and space for a mouse.  Mouse in space story  See saw bow exercises – ie. Put your bow on G etc  Down up bowing practice  Sing/ Pluck / Bow Copy cat blues Revise dipidu and ¾ Revise New Waltz and bow circles  Plenary – which kind of bowing do you find easier? What are the differences? Longest sound? | Children will need a lot of support with bowing  Monitor children working together sensibly and bow holds. Check bendy thumbs and little finger | .  Children understand how to hold the bow  Children can produce a sound with the bow and know where to position it on the string |
| 9 | * To bow dotted stride * *To be able to cross strings* | SET UP PERFORMACE DATEStarter: Revise DipiduTeach bells in the steeple. Play the melody and ask children to keep body perc pattern. How many beats? **Main activities:**  Listen to In Flight. Show dotted stride with actions – scarves?  Sing through In flight using Body taps.  Get out bows and violins  See saws and aeroplanes  Model see saw and play to cross to different strings  Can anyone remember the strings from IN Flight?  Model how to play E A E A  Paired work - sing / play E A E A  Repeat A A D.  Practice whole phrase – make long notes last 3 beats – SLOW ARM!  Hear a few children.  **Plenary:**  Recap through pieces learnt so far – can children identify another that has 3 beats? (N Waltz, Dipidu)  Play New waltz | Help to organise cellos being played in turn | Children play violin or cello with confidence |
| 10 | * identify similarities and differences between string instruments * to revisit violin pieces and play confidently with bow | Starter: ¾ backing track and make body perc ¾ patterns i.e. www s www s. Show individual rhythm cards – can anyone make a picture of their pattern? **Main activities**  Listen to cello or watch clip.  Show cellos for some children to play. Learn string names, how to sit, plucking position  Re-visit Drunken Sailor.  Sing and tap  Sing and pluck cello or pluck/bow violin – child’s choice SWAP  Swap children on the cello and repeat for Copycat blues  **Plenary:** discuss differences between violin and cello and which the children prefer. |  |  |
| 11 | To revise dotted stride  To revise bow circles | **Starter:** Sing Dipidu song and actions. Make own ¾ patterns, Model how to put together jogging walk patterns in ¾ leading to one cup of tea New Waltz  **Main:**  Revise singing New Waltz and dotted stride claps.  Choose cello players. What do you know about playing the cello?  Demo flying pizz on cello and revise string names.  Violins get bows out and revise bow hold/bow circles – private practice cello pluck or bow circles.  Play New Waltz  **Plenary:** Choose players for performance | Violin –  Cello – | Children perform with confidence fluency and accuracy and can reflect upon their work |
| 12 | * To bow dotted stride * to rehearse improve and evaluate their work | Starter: Rehearsal lessonGive out scarves and set up in hall **Main activities**  Remind children about performance.  Outline plan (see to right)  Sing through In flight using Body taps.  Number 2 play In Flight  Number 1 wave scarves  Choose Cello players  Get out bows. Steps leading to bow Circles  Run New Waltz - Number 1 play  Number 2 sings letter names  SWAP  Steps leading to Down up bowing and see saws  Run Copycat Blues – Number 2 play  Number 1 sings letter names  SWAP Let’s all Play  Bows down – Number 1 Play  Number 2 sing words and stamp  **Plenary:** Choose announcers and run whole thing if time  . | Give out letters and encourage children to continue if they are interested  **Performance:**  First we learnt the names of each string and how to pluck the string. This is called pizzicato.  We are going to play ‘Lets all Play Pizzicato’  Drunken Sailor pizz  We are now going to play In Flight  In flight  We learnt how to hold the bow and do bow circles. This piece is called New Waltz  New Waltz  We learn to do Up Down bowing. This piece is called Copycat Blues  Copycat Blues |  |
| 13 |  | **Performance - Set up chairs day before**  **845 – quick tune up in class** |  |  |
| 14 | * Copy back melodic phrases ie sml | **Assessment lesson and give data to teacher. Collect Eval form and data about continuation**  **Starter :**  Revise hello song and give individuals hellos Assess.  Main:  Revise up down bowing and ‘find your limit’ - how much bow can you use before it goes wrong!  Composition activity based on copycat blues.  In pairs children create own 4 beat pattern – 4 walks or use a rhythm i.e. lets all play pizzicato or copycat blues sh. clap to your partner and sing the string you want them to play on - can they copy you and sing and clap back?  Model how to play on violin pluck or bow  Paired activity – play a pattern for partner to copy  **Plenary:**  Hear a few pairs – did the rhythm have 4 beats? Were they good copycats? |  |  |