WCET - Tuned Percussion Termly Overview

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| Week | Learning Objectives | Activities | Notes for class teacher Resources / Assessment |
| Meeting | Identify different instruments and how the sounds are produced.  To begin the Arts Award booklet. | **Intro:** Introduction of teacher and instruments we will be using (a selection from xylophone, metalophone, chime bars, glockenspiel, as available). This term is different from others as it uses pitched instruments.  **Main:** T explain the Arts Award booklet and how to fill it in. Ch fill in booklet, T talk to class teacher; see PT1 agreement if it is Autumn term, remind of requirements in subsequent terms. Short musical activity eg Joe and Button Factory.  **Plenary:** Revise names of instruments and the fact they are pitched. | Class teacher – please see the PT1 agreement, which the school has agreed to by buying in this project.  If Arts Award booklet not completed, could time be found in class? |
| 1 | To be able to say name in time to steady pulse.  To understand ascending and descending patterns.  To begin to play simple ascending and descending patterns. | **Intro:** Begin to play We All Have Different Names. Start by speaking names (own then person next to them, going round circle, in steady time).  **Main:** Revise A B CDE from year 3. (See below). Numbers song. Sing first letter names of bars 1-2, then play. Then sing letter names of bars 3-4. Play using 2 beaters. Use vocabulary ‘ascending’ ‘descending’.  **Plenary:** Revise letter names of notes. | We All Have Different Names (see Active Music Digital).  Numbers song. |
| 2 | To be able to say name in time to steady pulse.  To understand ascending and descending patterns.  To begin to play simple ascending and descending patterns. | **Intro:** Continue to play We All Have Different Names. Speaking or singing names (own then person next to them, going round circle).  **Main:** Numbers song. Sing a pair of bars, then play. Rehearsal time, especially for bars 3-4.  **Plenary:** Revise names of instruments. | Assessment opportunity – X is able to keep a steady pulse. |
| 3 | To be able to say name in time to steady pulse.  To understand ascending and descending patterns.  To begin to play simple ascending and descending patterns. | **Intro:** Continue to play We All Have Different Names. Speaking or singing names (own then person next to them, going round circle). Add in sung first line, as in Active Music.  **Main:** Numbers song, as before. Arrange in groups to make a longer interesting piece; xylophones only, metalophones only, higher notes, lower notes etc.  **Plenary:** Discuss instrumentation and how musicians rework material to make longer pieces. | Assessment opportunity – X is able to keep a steady pulse. |
| 4 | To be able to tap a steady pulse.  To know the notes of the C pentatonic scale.  To begin to improvise using 8 walks. | **Intro:** Learn to sing Fred Fred. Choose food with one syllable. Tap pulse.  **Main:** Begin to sing Pentatonic Melody. Explain notes in C pentatonic scale. Explain why it is important. Give rehearsal time to use pentatonic notes. Play Pentatonic Melody game – ch to improvise over 8 beats. (Revise ‘walk’ from last year).  **Plenary:** Revise walk and jogging from last year. | Fred Fred (see Active Music Digital).  Pentatonic Melody (Active Music Digital). |
| 5 | To be able to tap a steady pulse.  To know the notes of the C pentatonic scale, and why it is important.  To begin to improvise using a given rhythm. | **Intro:** Continue to sing Fred Fred. Choose food with two syllables (jogging). Tap jogging rhythms when chosen.  **Main:** Revise Pentatonic Melody game. Revise patterns that use both walk and jogging. Choose one and ask ch to improvise using this rhythm repeated twice. Give rehearsal time before playing in the song.  **Plenary:** What are the pentatonic notes? Why are they important? | Assessment opportunity – X is able to improvise short melodic patterns. |
| 6 | To be able to use walk, jogging, stride to improvise a pentatonic phrase. | **Intro:** Continue to sing Fred Fred. Choose several children to say food. Tap rhythms of food chosen.  **Main:** Revise Pentatonic Melody game. Revise patterns that use walk, jogging, stride. Ch to choose own rhythm and improvise using it.  To begin to learn the chant Trees are Green from Yonder Come Day. To begin to learn the chanted ostinato Walk That Road from Yonder Come Day.  **Plenary:** Revise ‘pentatonic’ and ‘improvise’. | Assessment opportunity – X is able to improvise short melodic patterns.  Yonder Come Day. |
| 7 | To know what an ostinato is.  To be able to combine a spoken ostinato and a chant. | **Intro:** Warm up voices using Cherry Pie. Begin to learn to sing Yonder Come Day melody line.  **Main:** Begin to learn to sing then play ‘yonder’ ostinato. Discuss what an ostinato is. Combine the chant Walk That Road with the spoken Trees are Green, in two groups. Swap. Do with different groupings.  **Plenary:** Revise ‘ostinato’. | Cherry Pie from Active Music Digital. |
| 8 | To know what an ostinato is.  To be able to combine a played ostinato with a sung melody. | **Intro:** Warm up voices using Cherry Pie. Continue to learn to sing Yonder Come Day melody line.  **Main:** Revise playing ‘yonder’ ostinato. Combine played ‘yonder’ ostinato with melody, Yonder Come Day. Revise spoken ostinato and chant from last week. Arrange material into longer piece by combining parts.  **Plenary:** Discuss how musicians make longer pieces by reworking material. |  |
| 9 | To be able to pitch with greater accuracy, and use hand signs.  To begin to play parts, that will be combined into an ensemble. | **Intro:** Warm up voices using soh, me, la, low doh handsigns. Begin to learn I’m Gonna Sing.  **Main:** Using top line of Balafon, first sing pitches using letter names. Then play on instruments. If time, sing and play bass line.  **Plenary:** Discuss which is most important part of the body when combining parts (ear listening). |  |
| 10 | To be able to pitch with greater accuracy, and use hand signs.  To begin to play parts, that will be combined into an ensemble. | **Intro:** Warm up voices using soh, me, la, low doh, re handsigns. (Pentatonic). Revise I ‘m Gonna Sing. Begin to learn Oh When the Saints (or Dons).  **Main:** Revise top line of Balafon; sing letter names, then play. Sing bass line, then play. Begin to combine the two parts. Discuss instrumentation (xylophones play one part, metalophones the other; higher one of the pair play one, lower one the other etc).  **Plenary:** Revise the importance of listening when combining parts. | I’m Gonna Sing  Oh When the Saints |
| 11 | To be able to internalise pentatonic pitches.  To begin to combine two partner songs.  To begin to combine two parts using instruments. | **Intro:** Warm up voices using handsigns as above. T to give starting note, but then give handsign only. Can children sing the four beat pattern? Revise Pentatonic. Begin to combine I’m Gonna Sing with Oh When the Saints.  **Main:** Revise top part and bass part of Balafon; singing letter names then playing. Begin middle line in same way. Combine any two parts.  **Plenary:** Revise partner song again. | Assessment opportunity – X is able to maintain a part accurately when singing in parts |
| 12 | To be able to internalise pitches.  To begin to combine two partner songs  To begin to combine three parts using instruments. | **Intro:** Warm up voices using handsigns as above. T to give starting note, but then give handsign only. Can ch sing the four beat pattern? Continue to combine I’m Gonna Sing with Oh When the Saints.  **Main:** Rehearse the three parts of Balafon separately, then combine any two. The combine three. Discuss instrumentation.  **Plenary:** Begin to discuss how a performance can be arranged. | Assessment opportunity – X is able to maintain a part accurately when singing in parts |
| 13 | To understand how to present a performance. | **Intro:** Remind behaviour expectations. Pieces to be played. Things to remember. Quick rehearsal.  **Main:** The performance.  **Plenary:** What went well, what to do better next time etc. Well done. |  |

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A B cd E F G A – These are the names of the notes we play.

Cherry pie

Fred Fred

Different names

Pentatonic melody

Walk that road – Yonder come day.

I’m Gonna Sing / Oh When the Saints

New Bradwell version :

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| 9 | To be able to pitch with greater accuracy, and use hand signs.  To begin to play parts, that will be combined into an ensemble. | **Intro:** Warm up voices using soh, me, la, low doh handsigns. Begin to learn I’m Gonna Sing.  **Main:** Using top line of Balafon, first sing pitches using letter names. Then play on instruments. If time, sing and play bass line.  **Plenary:** Discuss which is most important part of the body when combining parts (ear listening). |  |
| 10 | To be able to pitch with greater accuracy, and use hand signs.  To know what a pentatonic scale is.  To begin to play parts, that will be combined into an ensemble. | **Intro:** Warm up voices using soh, me, la, low doh, re handsigns. (Pentatonic). Revise I ‘m Gonna Sing. Begin to learn Oh When the Saints (or Dons).  **Main:** Revise top line of Balafon; sing letter names, then play. Sing bass line, then play. Begin to combine the two parts. Discuss instrumentation (xylophones play one part, metalophones the other; higher one of the pair play one, lower one the other etc). Show C pentatonic scale on instrument. Begin to sing Pentatonic Melody.  **Plenary:** Revise the importance of listening when combining parts. Revise C Pentatonic scale. | Pentatonic Melody (see Active Music Digital). |
| 11 | To be able to internalise pentatonic pitches.  To begin to combine two partner songs.  To improvise a pentatonic phrase.  To begin to combine two parts using instruments. | **Intro:** Warm up voices using handsigns as above. T to give starting note, but then give handsign only. Can children sing the four beat pattern? Revise Pentatonic. Begin to combine I’m Gonna Sing with Oh When the Saints.  **Main:** Revise top part and bass part of Balafon; singing letter names then playing. Begin middle line in same way. Combine any two parts. Play Pentatonic Melody game as in Active Digital, do over 8 beats. (Walks).  **Plenary:** Revise partner song again. | Assessment opportunity – X is able to maintain a part accurately when singing in parts |
| 12 | To be able to internalise pitches.  To begin to combine two partner songs.  To improvise a pentatonic phrase.  To begin to combine three parts using instruments. | **Intro:** Warm up voices using handsigns as above. T to give starting note, but then give handsign only. Can ch sing the four beat pattern? Continue to combine I’m Gonna Sing with Oh When the Saints.  **Main:** Rehearse the three parts of Balafon separately, then combine any two. The combine three. Discuss instrumentation. Continue to play Pentatonic Melody game. Ch improvise over  **Plenary:** Begin to discuss how a performance can be arranged. | Assessment opportunity – X is able to maintain a part accurately when singing in parts |
| 13 | To understand how to present a performance. | **Intro:** Remind behaviour expectations. Pieces to be played. Things to remember. Quick rehearsal.  **Main:** The performance.  **Plenary:** What went well, what to do better next time etc. Well done. |  |

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Tuned Percussion – Assessment sheet

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| Name | X can clap to a beat | X can improvise short melodic phrases | X can maintain a part when singing | Comment / other |
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