**Whole Class Orchestral Pathway Brass Term 1**

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| **Week** | **LO** | **Activity** | **Resources** | **Success Criteria** |
| 1 | Complete arts award booklets and meet teacher | | | |
| 2 | To revise/learn soh and mi and pitch match these accurately.  To revise/be able to keep a steady beat.  To begin to move to walk and jogging accurately. | Starter:  Hello song using soh and mi  Main activity:  TTCC (tap tap clap clap) name game keeping the beat.  Introduce and move to walk and jogging.  Play piece on trumpet and discuss instrument  Plenary:  Goodbye song with soh and mi. | Trumpet and music  Walk and jogging cards | Children can begin to pitch match to soh and mi.  Children can begin to keep a steady beat.  Children can begin to move to walk and jogging. |
| 3 | To develop the singing voice (including pitch matching soh and mi).  To be able to internalise beats.  To recognise walk and jogging and stride.  To keep a steady beat. | Starter:  Hello song  TTCC – use bat to internalise certain beats  Main:  Children hold walk and jogging card and move when appropriate. Introduce stride.  Sing Cobbler Cobbler using soh and mi and then sing tapping the pulse.  Plenary:  Goodbye song | Walk and jogging cards – multiples  Red and green table tennis bats | Children can pitch match soh and mi.  Children can internalise beats.  Children can recognise and move to walk and jogging.  Children can keep a steady beat. |
| 4 | To be able to keep a steady beat.  To begin to understand the difference between pulse and rhythm and what the differences are.  To play rhythms accurately. | Starter:  I’ve got the little car with soh and mi  TTCC – ball bouncing on different beats  Main:  Juba this Juba that tapping pulse and then playing on untuned instruments.  Then play rhythm – tapping and then instruments.  Plenary:  Revise difference between pulse and rhythm, play don’t clap this one back and sing goodbye song. | Balls  Toy car  Froseth backing track  Untuned instruments | Children can keep a steady beat.  Children can copy back a rhythm.  Children can play simple rhythms accurately.  Children understand the difference between pulse and rhythm. |
| 5 | To begin to sing doh as well as soh and mi.  To understand the difference between pulse, rhythm and ostinato. | Starter:  Sing Hello with children leading  Main:  Teach Fuzzy Wuzzy, learn song with pulse and the hand signs.  Revise the term ‘ostinato’.  Ask children to tap out the rhythm of the words ‘was a bear’. Can they repeat it 4 times? Sing to doh.  Teacher sings song while children tap ostinato. ½ children clap ostinato and half sing then swap.  Show tuned percussion and locate doh (C ).  Player one ostinato, player 2 listens/taps/sings, swap.  Put together song with ostinato on D.  Plenary:  Show flashcards – can they locate different rhythms from the song?  **(Could use My name is Pinocchio for this lesson on ostinato if preferred).** | Flashcards | Children can pitch match doh as well as soh and mi.  Children can play an ostinato and understand the difference between pulse, rhythm and ostinato. |
| 6 | To revise symbols for walk, jogging and stride.  To be able to create an ostinato using word rhythms | **Starter** – Sing hello and to confident individuals  Revise flashcards w j s  **Main** –  Teach Apple Tree song or similar song that uses walk and jogging. (Active Music D). Once children can sing song ask them to tap pulse whilst singing. Then tap rhythm of the words.  In groups ask children to choose some of the words to create an ostinato to go with the song i.e. fall on me OW or Apple Apple.  Place a few percussion instruments in the circle i.e. wood block, claves, C chimes, drum etc. Ask each group to choose which instrument they would like. Give out instruments and each group plays ostinato to the class. Finally perform the song 5 times passing the ostinato from group to group whilst the rest sing.  **Plenary** :  All tap the rhythm of the words Apple Tree Apple Tree – can anyone make a picture of this rhythm using the walk and jogging cards? How do you know which symbol is which? Discuss one stalk one sound, two stalks two sounds etc. | Untuned instruments | To revise symbols for walk, jogging and stride.  To be able to create an ostinato using word rhythms |
| 7 | To begin to sing lah accurately.  To be able to play a simple pitched accompaniment. | Starter:  Rain Rain introducing lah  Main:  Play a pitched ostinato to London’s Burning. – See Exploring Percussion and recorders planning Spring term.  Plenary:  Revise solfa known so far – soh, mi, doh and lah | Tuned percussion | Children can pitch match lah.  Children can play a simple pitched accompaniment on tuned percussion. |
| 8 | To be able to play different parts. | London’s Burning continued with different parts – see Exploring Percussion and Recorders planning Spring term | Tuned Percussion | Children can play different parts within a group. |
| 9 | 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:  We all have different names  Main:  Number song on tuned percussion  Plenary: Revise letter names of notes | Tuned Percussion | Children can keep a steady beat.  Children can begin to play ascending and descending patterns. |
| 10 | 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:  We all have different names  Main:  Number song  Plenary: | Tuned Percussion | Children can keep a steady beat.  Children can begin to play ascending and descending patterns. |
| 11 | 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. | Tuned Percussion | Children can keep a steady beat.  Children can sing soh and mi accurately.  Children can recognise the notes of the pentatonic scale and begin to use them in their own improvisation.  Children can recognise walk and jogging. |
| 12 | 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? | Tuned Percussion | Children can keep a steady beat.  Children can sing soh and mi accurately.  Children can recognise the notes of the pentatonic scale and begin to use them in their own improvisation.  Children can recognise walk and jogging. |
| 13 | 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.  **Plenary:** Revise ‘pentatonic’ and ‘improvise’. | Tuned Percussion | Children can keep a steady beat.  Children can sing soh and mi accurately.  Children can recognise the notes of the pentatonic scale and begin to use them in their own improvisation.  Children can recognise walk and jogging. |

**Term 2: See brass termly taster planning**