# **NEW WCET UNIT FOR STRINGS MTP AUTUMN TERM**

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| **Learning Objectives** | **Possible teaching activities** | **Points to note** |
| ***Pupils should learn***   * to extend knowledge of solfa and relevant handsigns.   d-l   * to understand and demonstrate pulse, rhythm and ostinato * to be able to clap/play w j s rhythms * to recognize symbols for w j s * to use natural movements to develop bodily awareness of pulse and rhythm * to begin to be aware of string repertoire and timbre * to improvise within a structure | Hello/Goodbye song  Apple Tree  Revise Elevator Song or Tony Chestnut  Pentatonic melody – involves playing TP  Hill and Gully Rider  Bounce High  Obwisana – use UTP/djembes  Cherry Pie  Juba Juba  Diddle Diddle Dumpling  Che Che Kule  Flashcards and Ipad beats diff every time and child to create groove  Identify your rhythm games  Dictation games  Dalcroze if possible or at least invite individuals to step and use hand movements  STOMP warm ups  Weekly listening tasks to string pieces  Play and demo on violin  Songs with space for improvised music using walks, joggings, strides. (crotchets, quavers, minims)  CD examples- suggestions for each attached.  Any songs above can be arranged for this purpose | May have already done Tony Chestnut, Chest Chest Knees Toes, Peas pudding, Once a Man, Elevator Song, Bounce High, Dipidu, One Man Band, Oliver Twist  Use Solfa (moveable doh)and handsigns to identify differences in pitch.  **Assess** *X can sing confidently in unison with others*  **Assess:** *X can sing and identify using handsigns the pitches of soh, me and lah.etc*  May have done  Double Double This This, John Kanaka  **Assess** *X can maintain a steady pulse in time with others*  *X can copy simple rhythm patterns (clap)*  **Assess** *X can clap and / or say a notated rhythm*  **Assess** *X can hear and identify the difference between walk and jogging (crotchets and quavers) when played, and demonstrate this using movement.*  Use body percussion and movement to help control, internalise and understand pulse  Use movement to demonstrate and internalise differences in basic rhythms.  ***Assess*** *X can improvise a short rhythm or body percussion sequence* |
| Assessment Social skills record **Ongoing skills** X can maintain a steady pulse in time with others; copy simple rhythm patterns (clap and play); sing confidently in unison with others.  **Specific focus** **X** can respond to a range of musical signals; hear and demonstrate the difference between walk and jogging; sing and use solfa and relevant handsigns. | | |

**NEW WCET UNIT FOR STRINGS – AUTUMN TERM - WEEK BY WEEK PLAN**

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| Week | Learning Objective  Pupils should learn… | Suggested Teaching Activities | | Success Criteria  Assessment | |
| 1 |  | Set up meeting with class teacher. Discuss contract and room space available. Need to do Dalcroze. Set behavior expectations and role of support staff. Complete booklets and outline arts award | |  | |
| 2 | To revise/learn sol fa signals  To use natural movements to encourage bodily awareness of rhythm.  To learn musical signals. | Starter:name game w jj wsh rhythmTap Tap Clap Clap (TTCC) – count beats/think beats Introduce Listen Now  **Main activity**  Introduce Stand up  Revise Tony Chestnut and link to sol fa –  You lead some sol fa sounds and hand signs they follow you  Introduce / Revise natural movements for - Walk and Jogging.  Show symbols and play end to end room game.  **Plenary**  Revise Musical Signals and recap on sol fa. Sing Goodbye song using diff ideas including soh me, la fa | |  | |
| 3 | To develop the singing voice.  To use develop natural movements for pulse and rhythm  To begin to learn /revise solfa and the relevant handsigns for these. | **Starter**  name game w jj wsh rhythm/  TTCC –and say different beats OR ball bouncing  **Main activities**  Follow hand signals – children sing back soh/me / lah as you move your hand.  Teach Song Great Big House in New Orleans using hand signs as you sing to them. Demonstrate beanbag passing and sing with pulse.  Revise natural movements- walk and jogging. Play end to end game again adding in Stride.  **Plenary**  Revise Soh and Me and the handsigns. Goodbye song. | | Can listen to and respond to musical signals. | |
| 4  30th sep | To keep a steady pulse.  To begin to step rhythms accurately  To combine rhythm and pulse | **Starter**  TTCC using ball to bounce on different beats i.e. 3 or 4  Revise elevator song  **Main activities**  Sing GBH and sing as a round.  Play game with passing tambourine – that child taps out own pie filling and sings solo.  Sing and clap rhythm. Divide into 2 groups -  Sitters clap rhythms – steppers step pulse. Swap.  Repeat but ask steppers to step rhythm and we clap pulse.  If time hand out UTP to sitters. Repeat game with sitters playing pulse or rhythm and combine in different ways  **Plenary** – make GBH rhythms with individual flashcards as a class. | | Can keep a steady pulse. | |
| 5 | *To be able to play an ostinato*  *To understand the difference between pulse and rhythm and ostinato* | **Warm up:** Introducec/Revise w j flashcards.  including GBH patterns  Revise elevator song  **Main activity:**  Revise GBH again and pass tambourine game / solo singing at end.  Revise term ostinato. In groups of 4, children choose 4 own pie fillings (one each) and begin making own ostinatos using different pie fillings. Say words and clap  Hear each group tap and say their ostinato 4 times.  Show UTP and ask children to select sounds for their group. Revise rules / rest position  More able – play pulse for their group  Short quiet practice time.  **Plenary:**  **Invite groups to play whilst we sing the song – can they maintain their own part?**  Show flashcards from starter – can they locate different lines from the song? | Help reluctant singers by joining in and modelling  TA or more able child could play the chime bars as you sing.  TA/T assess ability to sing at correct pitch  Supervise getting out and packing away instruments to help train children where to put them.  TA could assess ability to maintain repeated pattern (ostinato) | | *To be able to play an ostinato*  *To understand the difference between pulse and rhythm* | |
| 6 | *To be able to play an tuned ostinato*  *To understand the difference between pulse and rhythm and ostinato* | **Warm up:** Children come in and show their own pulse patterns to funky backing. Then clap some rhythms for them to copy.  Teach Fuzzy Wuzzy as a song using small fiifi bear..  Sing and tap rhythm.  Sing in thinking voice  Work out which sol fa characters used  **Main activity:**  Revise term ‘ostinatos’.  Ask children to tap out the rhythm of the words ‘was a bear’ . Can they repeat it 4 times? Sing to doh.  You sing song as they sing and tap the ostinato.  Ask ½ children to clap ostinato and ½ sing. SWAP signal.  Show TP and locate doh (C ). Revise rules / rest position  Player one ostinato player 2 listens/taps/sings  SWAP  Put together song with ostinato on D.  Ext: begin making own ostinatos using different words. These children can then use alternative instruments the following week to avoid repeating activity.  **Plenary:**  Show flashcards from starter – can they locate different lines from the song? | ASSESS pulse/rhythm ability  Help reluctant singers by joining in and modelling  TA or more able child could play the chime bars as you sing.  TA/T assess ability to sing at correct pitch  Supervise getting out and packing away instruments to help train children where to put them.  TA could assess ability to maintain repeated pattern (ostinato) | | *To be able to play an ostinato*  *To understand the difference between pulse and rhythm* | |
| 7 | To revise symbols for walk and jogging  To be able to create an ostinato using word rhythms | **Assessment lesson**  **Starter** – Sing hello song or solfa patterns to 4 confident individuals – invite listening children to suggest who is closest to matching the correct pitch.  Revise flashcards w j s z  **Main** –  Revise Fuzzy or teach new song that uses walk and jogging. Once children can sing song ask them to step pulse whilst singing. Then tap rhythm of the words.  Finally step pulse and tap rhythm.  In pairs/groups ask children to choose some of the words from the song to create an ostinato to go with the song i.e. fuzzy sh wuzzy sh  Practice time saying words and clapping ostinatos.  Place a few UTP / TP percussion instruments in the circle i.e. wood block, claves, doh and soh chimes, drum etc developing learning from previous week. Ask each group to choose which instruments they would like. Give out instruments and each group plays ostinato to the class.  Did they play together? Which words do you think they used?  **Plenary** – Ask each group to play their ostinatos at the same time while we sing the song. Evaluate success  Can anyone make a picture of the ostinato? | TA join in with children  TA support one half of class in the round  TA could play drum or help assess  Assess  x can identify walk and jogging stride rest (not necessarily all just those you have covered in the half term)  x can create an ostinato using word rhythms | | To revise symbols for walk and jogging  To be able to create an ostinato using word rhythms | |
| 8 | To introduce/revise lah and the handsign for this.  To be able to dictate simple rhythms using stepping and rhythm cards. | **Starter**  Bounce High Bounce Low (AMD)or similar ball bouncing game i.e. I like Coffee (SGR Middle Years)  **Main activities**  Teach Apple Tree- how many pitches? Introduce lah. Work out solfa.  Step the rhythm Apple Tree Apple Tree and Will your apples fall on me.  Show 2 picture cards and give to each half of the class. Can they clap at the correct time as you play the song?  Divide into groups of 6. Give out individual cards  Try playing other 4 beat jw rhythms on violin. Each group makes picture of the rhythm.  What do you notice about each picture you make? Has 4 cards. Establish that this is a 4 beat rhythm  **Plenary**  Invite individual children to play a 4 beat rhythm on UTP or TP – invite volunteers to make a picture of the rhythm | T help assess x can use notation for w j | | Identify changes in pitch and show with hand signs  Identify the difference between walk and jogging.  Use rhythmic notation w j | |
| 9  Fri 15th 4B and 4A | To sing solo with confidence  To be able to create rhythmic patterns | **Starter**  Bounce High as in previous week  **Main activities**  Froseth flashcards.  Identify where beats are by using individual cards to make same rhythm in hoops.  Call and response diff 4 beat patterns – children copy you  Call and response in pairs - children visualize 4 hoops and create own 4 beat pattern  Play patterns on UTP  **Plenary**  Share patterns – listeners count the beats and assess |  | | Identify the difference between walk and jogging. | |
| 10 | To learn about the pentatonic scale  To create melodic patterns | **Starter**  Remind children about how we have been learning about 4 beat patterns.  Call and response diff 4 beat patterns – children copy you  Call and response - children visualize 4 hoops and create own 4 beat pattern  **Main**  Show TP in circle  Introduce the pentatonic scale and sing to sol fa.  play starting on C and invite different children to play the 5 notes  Teach song Pentatonic Melody (AMD)  Clap rhythm and sing  Thinking voice and sing etc  Sing song again and play game - at end of song child with the beater goes to TP instrument and plays the words ‘Pentatonic Melody’ on any note from the scale  LA/SEN – one note word rhythm only  HA – play melody while another child plays pulse  Group work – create own pentatonic melody using C pentatonic scale  **Plenary**  Mini performance – sing song then hear groups playing patterns altogether 4 times whilst you accompany on your instrument.  Or share patterns and evaluate success and discuss how different pentatonic patterns fit together. | Assess x can maintain own part in an ensemble | | Can clap a rhythm using j w s sh  Some will create a 4 beat rhythm accurately  Children will identify the 5 notes of the C pentatonic scale  Children will be able to play the rhythm of pentatonic melody on one or more notes of the scale | |
| 11 | To create and notate 4 beat rhythmic patterns  To improvise a melody using pentatonic scale | **Starter**  Pentatonic melody song and game as in previous week. Give new rhythm card each time for composition.  **Main**  Begin composition activity in pairs. Recap on ideas we have explored this half term  Pentatonic melody  4 beat rhythms  call and response  We are going to put these ideas together to make a composition  Play some tunes we have learnt and children ‘name that tune’.  What do you notice? (lots of similar 4 beat rhythms/lots of repetition etc)  Establish repetition and simple 4 beat patterns is a good base for composition  Explain that today we are going to use call and response to create 4 different 4 beat rhythms.  Paired /group work - Create a 4 beat pattern and notate using composition sheet (up to 4 rhythms).  Clap each rhythm together (LA) /with one doing pulse (MA).  HA Ext – clap 2 rhythms simultaneously to create ostinato  **Plenary**  Invite pairs to share compositions and play with you/rest of class doing pulse on your instrument or TP | Assess x can create melodic or rhythmic phrases  Support children with listening  Support children as necessary | | Children will have more confidence to play a melody using the pentatonic scale  Children can create a 4 beat rhythm  Some children will be able to notate their rhythm accurately | |
| 12 |  | **Starter**  Pentatonic melody as in previous week. Give new 4 beat rhythm for them to improvise and assess.  **Main Activities**  Continue composition -  revise flowing patterns – model with one group others evaluate do they work together? Make suggestions for improvement.  5 mins practice edit and improve rhythms  Model adding pitch to the rhythm….recap on melodic shape – high to low, jumping around etc  Try ideas out using TP  **Plenary**  Share melodies and class to describe/show pitch with hands  Notate pitch on grids | Class teacher assist with stepping pulse and clapping rhythm. | | Singing confidently.  Able to use solfa and handsigns. | |
| 13 |  | **Starter**  Teach dipidu. Identify how many beats in each pattern  **Main activities**  Finish compositions  **Plenary**  Perform and record if possible | Class teacher to assist with group work. | | Begins to keep pulse in 3/4 time | |
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| 14 | To review learning from the unit | **Assessment lesson**  Revise games and songs from the unit and assess as necessary i.e  Flashcards starter and 4 beat rhythms - T help assess C  Make up a rhythm - play what’s in the parcel? In pairs children make up a word rhythm and fit to 4 beats.  Show rhythms as call and response in pairs round the circle D  Pentatonic Melody in small groups E |  | |  | |