# **NEW WCET 2018-19 UNIT FOR STRINGS MTP SPRING TERM**

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| **Learning Objectives** | **Possible teaching activities** | **Points to note** |
| ***Pupils should learn***   * to develop basic violin and bow hold * to be able to pluck and bow w j s rhythms * to be able to name each string correctly * to be able to prepare for a performance * to extend knowledge of solfa and relevant handsigns.   d-l   * to be able to play from notation or from memory * to be able to play in metre of 2, 3, or 4 * to improvise within a structure (4 beat rhythm) | Hello/Goodbye song  Down by the Ocean  Dipidu  Diddle Diddle Dumpling  Fred Fred (improvise food rhythms)  Flashcards and Ipad beats diff every time and child to create groove  Identify your rhythm games    Weekly listening tasks to string pieces  Play and demo on violin  New Waltz (ESM)  E for Elephants (FTS)  Copycat Blues (FTS)  Cowboy Chorus (ESM)  Rhythm Train – children create new verses (FTS)  ESM – The Essential String Method  FTS – Fiddle Time Starters | Use Solfa (moveable doh)and handsigns to identify differences in pitch.  **Assess:** *X can sing and identify using handsigns the pitches of soh, me and lah.etc*  **Assess** *X can use notation to play simple tunes*  **Assess** *X can play in metre of 2, 3, or 4*  ***Asses X*** *can pluck or bow simple rhytthms*  ***Assess X*** *can hold the violin adequately*  ***Assess X*** *can hold the bow adequately to produce a reasonable sound*  ***Assess*** *X can improvise a short rhythm on violin*  ***Assess X*** *can make improvements to own work to prepare for a performance* |
| 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 2018-19 UNIT FOR STRINGS – SPRING TERM - WEEK BY WEEK PLAN**

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| Week | Learning Objective  Pupils should learn… | Suggested Teaching Activities | Notes for Class Teacher  Suggestions for support etc | Success Criteria  Assessment |
| 1 | **To** | Warm up – Hello Song  **Class teacher to choose pairs for sharing to last all term.** Sit in pairs and have numbers for every week 1 and 2. Number 1 always gets violin out, number 2 always puts away.  CT make list of violin numbers on assessment sheet  **Any bringing own violin be paired up first.**  Revise signals and teach 54321 for swap  Model parts of the violin and teach rest position/ care/rules. They practice in pairs, naming parts, taking out and packing away and rest position.  If time show basic hold and try plucking strings Have meeting with class teacher.Set behavior expectations and role of support staff. |  |  |
| 2 | * *to be able to clap a 3 beat pattern* * *to be able to show rest position* * *to begin to understand how to hold the violin* * *to name the 4 open strings* | Starter: **‘**Warm up – dipdu. Introduce 3 time metre  Revise signals Listen Now and stand up etc  **Main activity**  Revise parts of the violin and revise care/rules.  NO BOWS TODAY!  Teach/revise rest position  Do violin hold drill. Pupils to work in pairs to achieve good violin hold.  Lead into ‘Strumming’ - Abracadabra’  Teach song E for Elephants – children to tap each string as you sing.  Teach how to pluck the strings.  Paired task – pluck each word rhythm on correct string.  SHARE  **Plenary**  revise care of instrument, string names andhold | Help with setting up room and unpacking instruments  VIOLIN PLAYERS  Help with hold and how to pluck strings  Help to monitor violin holds and children working together sensibly. | Clap 3 /4 patterns  Children produce a sound - plucking  Children can name the 4 strings |
| 3 | To develop basic violin hold  To be able to pluck simple rhythmic patterns | **Starter**  Revise Dipidu and ask children to create own 3 beat and 2 beat patterns with partner  **Main activities**  Remind children of notation j w s and do flashcards w j only  Sing E for elephants and body tap – link animal rhythms to j w rhythm cards  GET VIOLINS – REMEMBER WHICH CASE CAME FROM!  HALF SIZES ON TABLE TOGETHER.  Drill to beats. Revise which is which string  Revise playing E for Elephants as echo phrases  Continue with composition of own animal rhythms or start this activity. Children create own patterns for different animals and pluck on correct string.  **Plenary** – hear some children. Show w j symbols again and ask volunteers to make picture of the rhythm we just heard. | Class teacher- support with behaviour and violin hold. | Can pluck simple word rhythms  Can identify w j symbols and use them to make a picture of word rhythm  Can show a basic violin hold |
| 4 | To keep a steady pulse.  To pluck word rhythms accurately  To improve violin hold  MISS THIS LESSONS OUT FOR ABLE CLASSES | **Starter**  Revise flashcards – clap. How many beats? Can you and your partner create a 4 beat pattern using body percussion.  **Main activities**  Violin drill – sit on collarbone and stand well focus.  Play E for Elephants SWAP and repeat piece.  Discuss technique and how to get good sound when plucking.  Continue with composing own word rhythms.  Play your word rhythms as your partner says them – are you together?  Now revise 4 beat pattern from starter? Can you do the pattern as your partner plays the word rhythm?  Ext – work out how to say your rhythm using j w etc.  **Plenary**  Do a go around and hear number 1’s from each pair as we all keep pulse. | Class teacher - Please support instrumental teacher by helping with names.  Class teacher to join in playing and support with instruments | Can keep a steady pulse.  Can pluck word rhythms with more accuracy |
| 5  27TH JAN 2020  Miss Marlows class do this lesson  3rd Feb | *To be able to play contrasting pieces using pizzicato*  *To understand the difference between pulse and rhythm* | **Warm up:** Listening as they come in to ‘Pizzicato polka’  Teach Fred Fred song. All clap rhythms of the food they suggest.  **Main activity:**  Listen to ‘Let’s all play pizzicato’ and join in singing 2nd time around. TUNE PART FOR ADVANCED VIOLINS  Introduce body actions for each string.  Sing and body tap.  What do you notice about the piece? (no rhythm all walks)  Play Lets all play and notice who is using correct strings.  Listen to Rhythm Train and clap back patterns.  Sing and tap Rhythm Train patterns  Play Rhythm Train patterns. MA – Improvise using train rhythms and D pentatonic scale  **Plenary:**  Can you remember a rhythm we used in today’s lesson? Which piece just used walks? Which string didn’t we use today? | Help reluctant singers by joining in and modelling  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 flying pizzicato*  *To introduce the bow* | **Warm up:** Fred Fred game – how do we group beats in this song? (invite those not had a go to choose foods)  **Main activity:**  Sing Drunken Sailor – violin groups play their part as others sing  Practice plucking pulse using D and G in pairs  Perform with sway and strum music to get ready  Repeat for number 2.  Remind children of ¾ patterns in Dipidu.  Perform ¾ pattern as I play New Waltz.  Introduce dotted stride and show notation. Explain this is like clapping on beat one only to keep the pulse.  Model flying pizzicato on one string like strumming.  Learn New Waltz 1st half and display on the board.  Check all moving to the pulse dotted stride  Ext – learn second half of New Waltz from letter notation on board.  **Plenary:**  Try out bows exploration and make a sound | 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 dotted stride pulse | *To be able to play an ostinato*  *To understand the difference between pulse and rhythm* |
| 7 | *To begin to develop a bow hold*  *To revise 3 beat rhythmic patterns* | Starter: Revise ¾ patterns - invite 5 volunteers to bounce balls on beat 1. Others use scarves.  **Main activities**  Spend time discussing the bow and talk about bow care and packing away etc.  Show basic point of balance bow hold on pencil. Do rainbows exercise (Abracadabra violin book 1).  Paired activity - rainbows in pairs. SWAP so each has a go at leading. Leader uses pencil, follower uses bow. Time for you to walk around and adjust bow holds.  Model where to put bow on the string and drawing it across to produce bow circles.  **Practice time to make a sound on different strings with bow.**  **Plenary** – Sing N Waltz and revise flying pizz. Play with bows | TA join in with children  TA support with bowing activities  More able – learn  harmonic version or tetratunes melody | To be able to demonstrate beat 1 in ¾ pattern  Are able to tell you where they should hold the bow and where to play on the violin |
| 8 | To introduce high doh and revise soh lah  To revise bow circles and play within a structure (New Waltz)  To be able to play on correct string | **Starter**  Revise ¾ patterns - invite 5 volunteers to bounce balls on beat 1. Others use body actions.  **Main activities**  ¾ patterns as we sing New Waltz - display on board  Flying pizz play New Waltz  Model Bow circles - ask children to create checklist.  Introduce ella the mouse and mouse house  Paired time to practice bow circles. You walk round and adjust bow holds. Give out some mice so children can check their mouse house  Model playing 4 D and 4 A bow circles from NW.  Paired time – play one line each and swap  If time perform New Waltz  **Plenary**  Play to the children Track 8 violin star – how is it different to New Waltz? Discuss style of music and how bow is used. | Support class  Help children improve bow holds  Support children to place bow on one string – Ashton/Juhan/Daniel | Can sing using a higher range  Can demonstrate ¾ patterns  Can improve bow hold to include ‘space for a mouse’  revise a known piece and pluck correct string |
| 9 | To be able to play up and down bows  To be able to bow on all 4 strings | **Starter**  Down by the Ocean – introduce High Doh (HD S L S HD S L etc) (Eventually this leads on to using fingers low d high d / low doh, high doh)  **Main activities**  Introduce Violin Star Blues track 8 and ask children to sing following body taps.  Get out bows and violins and do Rainbows  See saw bow exercises – ie. Put your bow on G etc  Down up bowing practice i.e. D D D D (see saw in rest)  Play V star blues  **Plenary** :  Establish up down bowing different to circles and we played a 4 beat pattern today. Create own 4 beat pattern. | Assess x can produce a sound with the bow  DDDD  AAAA  DDDD  AAAA  DDDD  AAAA  DDDD  AAAA  DDDD | Can sing confidently with others.  Can sing following the solfa and handsigns.  Can produce a tone using the bow |
| 10 | To be able to play up and down bows  To be able to bow on all 4 strings | **Starter**  Down by the Ocean – revise High Doh and play ‘follow my hand’ with sol fa signs as in previous week. Play solo singing game  **Main activities**  Listen to Copycat Blues and ask children to sing back.  Get out bows and violins and do See Saws and aeroplanes  See saw bow exercises – ie. See Saw to G etc  Down up bowing practice i.e. D D D D (see saw in rest)  Bow Copycat Blues parts 1 and 2  Paired work – create own response to my call. Plan own phrases – one tap and sing one bow  i.e. me DDDD pupils GG DD  Hear a few pairs  **Plenary** : what have you improved today to help you become better at bowing? | Assess x can produce a sound with the bow  More able work on their solos from previous week – add into copycat blues | Can sing confidently with others.  Can sing following the solfa and handsigns.  Can bow 4 walks using down and up bows  Is beginning to bow across different strings with accuracy |
| 11 | Bow rhythms | **Starter**  Diddle Diddle Dumpling chant –  They tap pulse as you chant  Teach each line with action  Chant all through  Play missing words game - what happened when words were taken out? (heard rhythms)  **Main**  Listen to Rhythm train – say and clap back  Repeat say and clap w j  Bow hold / over shoulder bowing – bow long short - say up down  Use violins – try rhythm train patterns in pairs on A or D.  See saws - play rhythm train piece |  |  |
| 12 | Bow rhythms | **Starter**  See saws/ rainbows  Stroke the Horse  **Main**  Revise E for elephants. Model how to bow each pattern.  Paired work practice bowing each pattern on correct string.  Boogie Band  Isten and sing  Air bow over shoulder saying ups and downs  Oractice pattern on one string  Se swa to different strings and play that attern  Play piece |  |  |
| 13 | To able to perform pieces on the violin  To be able to play from notation or from memory | **Starter**  Revise games from the unit/call and response/bowing exercises as appropriate for your performance  i.e. seesaws and aeroplanes  **Main**  Performance lesson – invite parents in?  Revise E for elephants. Model how to bow each pattern.  Paired work practice bowing each pattern on correct string.  Revise Let’s all Play pizzicato – sing and body tap  Repeat as above for this piece.  Copycat Blues - revise long and short bows for w j  Repeat as above  **Plenary**  Mini performance of all pieces practiced today | Assess x can maintain own part in an ensemble | Can perform learnt pieces with confidence  Can memorise short phrases and perform them |