**ORCHESTRAL PATHWAYS: Year 4 Term 1 Woodwind (Preparation) CM**

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| **Week** | **Learning Objective** **Pupils should learn…………..** | **Teaching activities** | **Resources** |
| 1 | Introduction Lesson  Keeping a steady beat  Echo back  Instruments of the woodwind family | **Warm up:** Begin ‘Boom Chikka Boom’ **Main Activities**  Intro me and this year’s project  Explain what will happen each term  Brief discussion on ‘Woodwind Family’ (what do they already know? Show recorders, flute, clarinet etc  Complete WCET Booklet 1 | Booklets |
| 2 | To keep a steady beat  To internalise a rhyme  To be able to understand the difference between beat/rhythm  Tempo/Ostinato | **Warm up** Repeat ‘Boom Chikka Boom’ with new ideas **Main Activities**  1) Play the name game (harder version)  2) Jubba this:   * Teach the rhyme and add the actions * Thinking voice * Play rhythm of the words on their instruments * Play the beat (half say, half play then swap) * Try at different tempi   Copycat rhythm patterns (clapping, then on instruments)  Introduce the word ‘ostinato’. Play ostinato from ‘name game’. Combine with Jubba rhyme. | Non-pitched percussion |
| 3 | To be able to maintain a part  To use instruments to create 2 contrasting timbres  To be able to create a rhythm | **Warm up** ‘Boom Chikka Boom’ with their ideas  **Main Activities**   1. Name game: names, then favourite foods 2. Jubba:  * recap and then ‘thinking voice’ * half on the beat/half on rhythm of words as last week. Swap over * recap ‘ostinato’ and create a new one to accompany ‘Jubba’ * Try in 3-parts (beat, rhythm, ostibato). Rotate.   3) Create 2 different timbre sounds on your instrument. Use these to play name game ostinato. Repeat name game as earlier, but with food rhythms on instruments. | Non-pitched percussion |
| 4 | To be able to maintain a part  To be able to recognise crotchet/quavers  Canon/ostinato/beat/rhythm | **Warm up** ‘Boom Chikka Boom’ with their ideas again  **Main Activities**   1. Name game: names, then favourite animals 2. Jubba:  * recap and then ‘thinking voice’ (eyes closed) * check understanding of beat, rhythm, ostinato and layer as last week * Introduce the word ‘canon’ (round) and try Jubba as a two part canon. * As last week create 2 different timbre sounds and repeat exercise, but with animal rhythms * Introduce crotchet/quavers (walk/jogging). Put rhythm of Jubba on the board. Did they recognise what it was? Use feet to step the rhyme whilst saying it and then repeat in ‘thinking voice’   3) Play ‘Don’t Clap this one back’ (link to walk/jogging). | Non-pitched instruments  White board/Pen  Crotchet/quaver flash cards |
| 5 | To be able to recognise, read and clap crotchets/quavers  To be able to create a basic rhythm grid using crotchet/quavers | **Warm up** Teach Soh/Mi. Soh/Mi copycat patterns leading to ‘Hello Song’  **Main Activities**   1. Recap walk/jogging and rhythm for Jubba 2. Put a 16 beat grid on the whiteboard  * Add walks and joggings then everyone to clap the grid whilst saying the rhythm, then in ‘thinking voice’. * When fluent try clapping the rhythm over track 15 (Red Hot Dots) * Divide into groups of 4. Create own 16 beat grid and begin practicing   3) Finish with a game of ‘Don’t Clap this one back’ | Non-pitched percussion  White board/pen/grid templates/pencils  Red Hot Dots/CD Player |
| 6 | To be able to rehearse and perform a piece using crotchets/quavers | **Warm up** ‘Hello song’ then leading into Soh/Mi copycats as last lesson.  **Main Activities**   1. Recap walk/jogging again and perform a sample 16 beat on the white board. Use track 15 again or other backing track. Make walks a clap, and joggings two clicks. 2. Back in last week’s groups, continue completing and practicing their grid pieces. If they can complete and clap the grid successfully, allow them to try it out with instruments. Extension: 2 different timbres to replace clap/click 3. Perform and record the grid pieces. Watch back in class during the week and evaluate? | Non-pitched percussion  White board/pen/grid templates/pencils  Red Hot Dots/CD Player  iPad |
| 7 | To be able to remember and perform a body percussion ostinato  To contribute to a class piece  To recognise and clap minim/semibreve | **Warm up** ‘Hello Song’. Add game version, where each child sings to another. Time how long it takes to get round the whole class. Soh/Mi copycats again.  **Main Activities**   1. Play ‘Hot Potato’ (one potato) 2. Teach ‘One Man Band’  * Compose a class version using 4 different body percussion sounds to replace the original ones. Practice and record. * Try the faster version   3) Introduce stride/glide (minim/semibreve). Copycat patterns then create some rhythms on the board to clap using walk/jogging/stride/glide | Potato!  Red Hot Dots/CD Player |
| 8 | To understand the meaning of ‘pitch’  To know the names of the different tuned percussion instruments  To be able to recognise High, middle, Low pitches (aural)  To be able to work out and perform a familiar song | **Warm up** ‘Hello Song’. Game version; can we beat last week’s time? Class competition between other year 4’s.  **Main Activities**   1. Hot Potato (two potatoes) 2. Introduce PITCH (do they know what it means?)  * intro chime bars (do they know the difference between these and xylophone/glockenspiel?) * High/Middle/Low (EDC). Use fingers to point sky/wall/floor depending which note I play. Then try with eyes shut * In pairs, take it in turns to repeat the exercise (one leads, one responds with finger actions) * Copycat patterns (teacher led) using E,D,C.  1. Hot Cross Buns  * Sing it, then work the pitches out in pairs on the chime bars. Write up the letters on the board * Hear some pairs * Play together as a class | Potato x2  Chime bar sets  White Board/pens |
| 9 | To be able to recognise high, middle, Low pitches (aural)  To be able to work out a simple rhythm  To understand the term ‘invert’ | **Warm up** ‘Hello song’. Game version again; can we beat last week’s times (across the year group)? **Main Activities**   1. Copycats using E,D and C (teacher led, then in pairs) 2. ‘Hot Cross Buns’  * revise/sing (using fingers to show pitch movement) * clap/step the rhythm using walk, stride, jogging (write on the board) * Practice time and play as a class * Explain how to ‘invert’ the melody * Work inverted version out as a pair and practice playing both versions   3) Hot Potato to finish (three/four potatoes) | Potatoes x4  Chime bar sets  White board/pens |
| 10 | To be able to copy back simple melodic phrases  To be able to work out the pitch direction of simple phrases and spot repetition/change  To understand ascend/descend | **Warm up** ‘Hello song’ competition again. Vocal copycats using Soh, Mi, Lah  **Main Activities**   1. Teach ‘Hi, Lo, Chikka Lo’ plus hand actions (set challenge of finding 3 people during the week to play the game with) 2. Copycats using E, D and C. Then add F and G. (teacher led, then in pairs) 3. Once a Man Fell in a Well  * Teach the song and sing together with hand showing pitch direction * Work out the pitch shape of the vocal lines/phrases (map on the board) * Learn to play on the Chime Bars in pairs * Hear some, then try together as a class (half sing, half play) | Chime bar sets  White board/pens |
| 11 | To be able to copy back simple phrases using C to G  To be able to work out the structure of a simple song and play each phrase  To recap the term ‘ostinato’  To be able to maintain a part | **Warm up** Vocal copycats again using Soh, Mi, Lah.  **Main Activities**   1. ‘Hi Lo, Chikka Lo’. Sing again together with hand actions in pairs. Did anyone complete the challenge set? Invert to become ‘Lo, Hi, Chikka Hi’ (link to Hot Cross buns) 2. Copycats using C to G 3. ‘Frere Jacques’  * Learn/recap the song * Explain how this uses the same 5 pitches C-G * Look at the shape of the song (4 lines, each repeated twice) * Write simplified version on the board * In pairs practice each line. Do as many as you are able (not necessarily all 4) * As a class, split into 4 parts, each taking one line. Layer the lines together (ostinato) | Chime bar sets  White board/pens |