## Infant Strings Project **WEEK by WEEK SUMMARY – Autumn Term**

The first term should focus on posture, plucking open strings and pitch matching vocally

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| Week | Learning Objective **Pupils should learn…………..** | Summary of Teaching activities Key – Singing/Kodaly, Dalcroze, Instrumental | **Notes** |
| 1 | *What a violin and cello are*  *To sing simple pitches moving by step or easy intervals*  *Rhythm - walk and jogging*  *To listen and respond musically* | **Suggest all lessons start with ‘circle time’**  **Circle**  Hello song  TTCC (Tap Tap Clap Clap) learn the pattern and count the beats 1-4  **Dalcroze**  Learn musical signals – stand up, sit down etc  Move to walk and jogging - starting and stopping  **Instrumental**  Listen to violin/cello piece (played by teachers)  Pupils have a go on the instruments and choose which one they would like to play | Setting behavioural expectations  Learning how to best use the space – where you sit - where you can do activities  Getting to know the pupils  Learning names  Give out letters that explain infant strings to parents |
| 2 | *The notation for walk and jogging*  *Pitch matching for So and Mi* | **Circle**  Hello song  TTCC – identify beats  say names on first beat  Songs – ‘Cobbler Cobbler’  **Dalcroze** Musical signals  Move to walk and jogging and show notation Children hold a walk card or a jogging card and move when appropriate.  **Technique**  Size instruments for children and give out forms |
| 3 | *about pulse*  *improved co-ordination*  *hand signs for So and Mi*  *String names- show on body*  *Instrument hold* | Hello song  TTCC – how many children can keep the pattern and say their name correctly  ‘Cobbler Cobbler’ use hand signs - showing higher and lower note and Kodaly hand signs  Cherry Pie  Walk and Jogging with cards, also starting and stopping at the correct time  Issue instruments and talk about unpacking them, caring for them.  Violin teacher to show violinists hold and posture etc  Cello teacher to show cello players  Learn string names e.g. (Greedy Dragons Always Explode, Cats Go Down Alleys). Also show pitches on body |
| 4 | *Rhythm and Pulse - what’s the difference*  *High and low*  *String names* | Hello song  TTCC as before  Soh mi songs e.g. ‘Cobbler Cobbler’, ‘Cherry Pie’  Use these songs to explore pulse and rhythm  Swap between pulse and rhythm - e.g. ‘Slowly Slowly Moves the Snail’  Walk, jogging - put cards in corner of room – children have to move to the right card using either walk or jogging as appropriate  Instruments out and tuned.  Check instrument hold and posture  Strumming – ‘Abracadabra’  Check children’s knowledge of open strings and use words high and low with explanation.  Play ‘At the Zoo’ – (E for Elephant) alternatively Sing ‘Chocolate Treats’ use words, Do and So and then string names. Step the rhythm too.  Play ‘Chocolate Treats’ using call and response  Other choices for 1st piece could be ‘Anna Lou’ or ‘Let’s All Play Pizzicato’ (Starters) |
| 5 | *Stride*  *Playing a piece with singing and playing and doing this at the correct time* | Hello  TTCC  Sing ‘Hot Potato’/ ‘Starlight’/ ‘Cherry Pie’ add pulse and explain meaning of word  Keep pulse with bean bag round the circle.  Move to walk and jogging. Introduce Stride and show notation  Instruments out and tuned.  Physical warm ups including ‘Strumming’ call and response with open strings revise piece already learnt and add another if appropriate - ‘Chocolate Treats’, ‘Anna Lou’, Let’s All Play Pizzicato’ |
| 6 | *Rest*  *Consolidating rhythms learnt and string names* | **Hello** TTCC  Song with pulse around the circle – add more bean bags if possible  Move to walk, jogging and stride. Introduce rest. Choose some children to model doing this well. Ensure children are moving well and using the space well.  Introduce note getting stuck and ask children what they think they should do (i.e. walk or jog on the spot)  Check for good listening and response  Instruments out and tuned  Posture and hold checked  Warm ups – physical and instrument specific  Call and response on open strings  Chocolate Treats Let’s all Play Pizzicato and  Anna Lou  Children work together in pairs or small groups to improve performances |
| 7 | *Vocalising rhythms/ aural recognition* | **Hello** TTCC  Play a rhythm and ask children to say what it is using walk jogging etc. Do this with 2 separate rhythms.  Put one rhythm in one corner of the room and the other in a second corner. Divide children into 2 groups. They move when they hear their rhythm.  Start work on Hoe Down – play initial rhythm to children and ask them to say what the rhythm is ( in terms of walk and Jogging)  Step the notation  Instruments out  warm ups  Play previously learnt pieces and start first part of Hoe Down. |  |
| 8 | *3 beats* | **Hello** TCC  Sing ‘Bells in the Steeple’  Step – step clap clap  Instrument hold  Warm ups  Play ‘Sway and Strum’- Starters  Play Flying Around’ or ‘New Waltz’ for flying Pizz  Play previously learned pieces  Revise start of Hoe Down and step  Learn the second part of Hoe Down |  |
| 9 |  | Sing Dippidu as Hello Song and talk about 2 time and 3 time  Bells in the Steeple  Rain Rain – introduce La  Continue work on Hoe Down  Continue work on 1st beat of 3- flying pizz etc |  |
| 10 |  | **Hello** TCC  Step all of Hoe Down  Warm ups  Play Hoe Down all through using call and response  Revise previous pieces |  |
| 11 | *How to perform and improve performances* | Hello  TTCC or TCC – count the beats, or say name on 3rd beat of 4  Use balls to bounce on first beat of 3 or first beat of 4  Sing favourite songs from the term  Start early bow hold with pencil using James the Mouse Story and/or Zoom, Zoom ,Zoom,  Talk about performance skills for next weeks’ performance and choose repertoire |  |
| 12 |  | **Do a performance for the school and parents if possible or use this week to prepare for a performance next week.****Try to find time to discuss and review the performance** |  |

Notes.

* Please refer to ‘Infant String Activities’ information
* Any appropriate pieces or activities can be used to achieve the same outcomes but they should be based on Kodaly and Dalcroze principles