**INFANT BRASS SUMMER TERM PLANNING**

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| **Week** | **Learning Objective****We are learning to…** | **Activities****(40-45 minute session)** | **Resources** | **Outcomes/Assessment** |
| 1 | **IN THESE WEEKS YOU WILL WANT TO PREPARE FOR THE INFANT ELFIN CELEBRATION CONCERT WHICH IS USUALLY IN THE MIDDLE OF MAY – WE USUALLY ACCOMPANY THE STRINGS IN 2 PIECES (ANNA LOU AND HOE DOWN) AND THEN PLAY OUR OWN PIECE E.G. BHANGRA BEAT BY KAY CHARLTON IS A LOVELY ONE TO DO – IN THE STYLE OF BOLLYWOOD AND JUST USES NOTES C & D** |
| 2 |
| 3 |
| 4 |
| 5 | Understand what the term ‘dynamics’ means and how this affects our playing.Understand what a slur is and how to play slurred notes.Improve our coordination. | Give out new practise logs.(No record of achievement for this term as we write short reports on the children instead for teacher’s to go with their end of year reports).Introduce the chant Double Double This This and show children the actions with a partner (clap hands on double, tap palms together on this, back of hands on that)Page 21 of Music Marvels – Play Shark Bait to the children. What notes did I use? Did anyone notice anything about the way in which I played the notes in the first part?Introduce the children to a slur and what it does.What happened to the volume as I played? (got louder).Talk about the story and the mood the music created in this piece.Say the rhythm.Clap the rhythm.What do you notice?Sing the notes.Sing and mime the notes.Play the notes.Practise this piece at home | Teacher’s trumpetStudents pocket trumpetsRecord of achievementsMusic marvels booklets[www.musicmarvels.co.uk](http://www.musicmarvels.co.uk)Practise logsDouble Double song | We are beginning to understand the term dynamics and how to play loud and softly.We are beginning to understand that a slur joins noted together and we are beginning to be able to play slurred notes.We can coordinate our bodies in a new chant. |
| 6 | Understand what the term ‘dynamics means’ and how this affects our playing.Understand what a slur is and how to play slurred notes.Improve our coordination. | Double Double This This – can children perform this more accurately and in front of others this week?Continue to work on Shark Bait paying close attention to the slurs and the dynamics. | Teacher’s trumpetStudents pocket trumpetsRecord of achievementsMusic marvels booklets[www.musicmarvels.co.uk](http://www.musicmarvels.co.uk)Practise logs Double Double Song  | We are beginning to understand the term dynamics and how to play loud and softly.We are beginning to understand that a slur joins noted together and we are beginning to be able to play slurred notes.We can coordinate our bodies in a new chant. |
| 7 | Play a new note G.Revise the word pitch. | Introduce the chant High Low, Chicka Low and show the class the actions with a partner. What are the actions showing? (the pitch).Children to have a go at this in pairs.Introduce the note G – play it to the children and ask them how this is similar and how is this different to one of the notes we know (C – same fingering, different pitch). What do we do with our lips when we are buzzing to produce a higher note? (tighten our lips). Play through the tone builder with the children – what do they notice? (the pitch is moving up and down a tone) Get children to show and sing this while you play and then they play. Practise G and the rhythms on G at home.  | Teacher’s trumpetStudents pocket trumpetsRecord of achievementsMusic marvels booklets[www.musicmarvels.co.uk](http://www.musicmarvels.co.uk)Practise logsHigh Low Chicka Low song | We can begin to play the note G accurately. We can recognise and talk about different pitches. |
| 8 | Revise the word pitch.Play a simple tune using our new note G. | Revise High Low, Chicka LowRevise the note GIntroduce Up She Rises to the children. – page 24.Say the rhythm.Clap the rhythm.Sing the notes.Sing and mime the notes.Play the notes.Practise this piece at home. | Teacher’s trumpetStudents pocket trumpetsRecord of achievementsMusic marvels booklets[www.musicmarvels.co.uk](http://www.musicmarvels.co.uk)Practise logs High Low Chicka Low song | We can recognise and talk about different pitches.We can play the note G with increasing accuracy and begin to play a new piece with G in.  |
| 9 | Understand the term ‘staccato’ and how to play in this style. | Children to choose favourite songs from this year to sing.Introduce Robots on the Dancefloor to the children. – page 28.Play it to the children – what do they notice about the way I am playing the notes? (short and separated) Explain this is called staccato and the dots underneath the notes tell us to play in this way.Say the rhythm.Clap the rhythm.Sing the notes.Sing and mime the notes.Play the notes.Remind the children of the rests and the repeat sign at the end.Children to practise at home. | Teacher’s trumpetStudents pocket trumpetsRecord of achievementsMusic marvels booklets[www.musicmarvels.co.uk](http://www.musicmarvels.co.uk)Practise logs | We are beginning to understand the term ‘staccato’ and how to play in this style. |
| 10 | What a composer is.To compose our own rhythms.To play our own composed rhythms.  | Page 20 - composition - Children to have a go at composing their own rhythms.Remind the children what a ‘bar’ is and how many beats it says there should be in each bar.Talk about the length of the different notes we know i.e.Walk = 1Jogging = 1Stride = 2Glide = 4And what we could use in each bar.Children to play their compositions.Congratulate them on their hard work and progress this year! | Teacher’s trumpetStudents pocket trumpetsRecord of achievementsMusic marvels booklets[www.musicmarvels.co.uk](http://www.musicmarvels.co.uk)Pencils | We understand what a composer is and can begin to create our own rhythms.Children can begin to play theirs and other’s compositions.  |

We look at Tempo in term 2 but if there is time in term 3 I do look at the piece on page 22 of Music Marvels Booklet: ‘Tempo Train Approaching’ with the children to learn how to change our speed when playing from fast to slow telling the story of the train slowing as it approaches the station.