

Musitrax Band: Term 2

Unit summary: In this unit students will consolidate the basics of producing sounds, particularly embouchure and breath control. They will learn how to respond to solfa hand signs with their instruments, and increase the range of notes they can play. They will learn how to play with control and confidence both individually and as part of an ensemble.

		Skill development in support of end of year goals Pupils will be taught to:
P e r f o r m i n g	Singing (technical skills)	Sing songs with a range of up to an octave with accuracy, fluency and control. To recognize all Kodaly hand signs, matching hand signs to real pitch.
	Playing (technical skills)	<ul style="list-style-type: none"> Assemble and disassemble instruments properly and safely Hold the instrument correctly in both rest and playing positions To use embouchure and breath control to play pitches accurately Increase range to a 5th (Do to So) Change dynamics using breath control
	Ensemble skills	<ul style="list-style-type: none"> Sing/play in time with conductor/leader Understand and follow conductor's signals for start and stop as an ensemble Change promptly between rest and playing position as an ensemble
	Expression	<ul style="list-style-type: none"> Understand the relation between technical skill and expressive possibilities Understand and respond to dynamic changes in music they play: forte/piano, crescendo/diminuendo Suggest dynamic changes for the music they create/perform Build up the connection between their singing voice and their instrument
Composing	Improvising (generating ideas)	<ul style="list-style-type: none"> Improvise 4 or 8 beat rhythmic and melodic patterns in context of 12-bar blues Improvise 4 or 8 beat rhythmic and melodic patterns in call and response pattern

Knowledge development in support of end of year goals. Pupils will be taught about the following terms/concepts:		
	Prior learning	New terms/concepts
Structure	Ostinato, call and response, phrase, round, partner songs, bar, question phrase, answer phrase, form, structure, repetition, contrast, musical sections (ABA)	Binary form, ternary form
Rhythm, metre and tempo	Pulse, beat, rhythm, quaver, crotchet, minim, semibreve, rest, time signatures (2, 3, 4), dotted crotchet, quaver rest, simple time, compound time, syncopation	
Pitch and melody	Pitch, high, low, solfa do to ti, pitch pattern, higher, lower, pitch names a-g, step, leap, sharp, flat, whole tone, semitone, scale	Solfa Do to do

	Composing (developing ideas)	<ul style="list-style-type: none"> • Compose short rhythms and/or melodic phrases using learned notes • Follow a set of simple rules to keep consistency and sense of form in their compositions, eg. Range of notes, rhythm patterns, number of beats
Listening and engaging critically with music	Listening and analysing	<ul style="list-style-type: none"> • To be introduced to different styles and musical traditions where relevant instruments are used • Identify key features of the music they engage with using terms/concepts listed below
	Evaluating and justifying	<ul style="list-style-type: none"> • Describe in simple terms how choices (pitch, tempo, dynamics, timbre) can create different moods in music using the given terms/concepts • Make more elaborate judgements about the success of performances, and give simple constructive feedback
	Aural development	<ul style="list-style-type: none"> • Learn rhythmic/melodic phrases and songs by ear • Sing and play simple phrases using solfa

Harmony and tonality	Drone, pentatonic scale, major (do-scale), minor (la-scale), chord progression	
Texture	Melody, accompaniment, unison, harmony	
Dynamics and articulation	Dynamics, loud, quiet, forte, piano, crescendo, diminuendo, staccato, legato, articulation, breath control	
Performing forces and playing techniques	A broader range of instruments, styles, ensembles from classical, world, folk and popular traditions	

Working with/from notation	Learn pitch notation from 2- and 3-line stave flash cards
----------------------------	---

Scheme of work

Lesson	Learning aims	Warm-up	Core Activity	Development	Plenary/review
1	To recap notes/techniques learned in term 1 To recap term 1 repertoire	Sing hello Practise solfa, matching pitch to hand signs	Revision of techniques Revision of ensemble playing	Improvising 8 beat solos in C-Jam and First Blues	What have we learned?

2	To learn new tune with increased range To start to learn notation	Sing hello Practise solfa, matching pitch to hand signs	Learn new tune – Bile ‘Em Cabbage Down Learn to recognise tune from pitch notation (2-line) flash cards	Learning to articulate repeated quavers as part of ensemble Learn tune from hand-signs first, then transfer to pitch notation	What have we learned?
3	To consolidate new range and technique To improve ensemble playing To continue to learn notation	Sing hello Sing solfa song, substituting actions for selected notes	Practise new tune Practise reading pitch notation	Work on articulation and ensemble Read new tune from pitch notation cards	What have we learned?
4	To consolidate range and technique To improve ensemble playing To continue to learn notation To learn a new tune	Sing Hello Sing Solfa song	Learn new tune – We Will Rock You	Work on articulation and ensemble Read new tune from pitch notation cards Add percussion to new tune	What have we learned? Which group did We Will Rock You?
5	To consolidate technique To complete learning new tune To improve ensemble playing	Sing Hello Solfa song	Learn second part of new tune – We Will Rock You	Work on technique of new section, esp. trombones slide technique Work on percussion keeping a good beat	
6	To learn a new note To learn new tune with increased range	Sing hello Sing solfa song, substituting actions for selected notes Body percussion	Learn new note – so Learn new tune – Once a Man Fell In a Well	Explain breathing/diaphragm for higher notes , esp.brass Explain concept of scale, with ref to new tune	What have we learned?
7	To consolidate new range and technique To continue to improve ensemble playing To extend reading of notation	Sing hello Sing solfa song, substituting actions for selected notes Body percussion	Practise new tune Learn new tune from notation	Work on breathing/diaphragm Extend notation reading to 3-line stave	What have we learned?

8	To learn about 12-bar blues To learn a new tune To consolidate technical skills	Sing hello Sing solfa song, substituting actions for selected notes Body percussion	Learn new tune over 12-bar blues – Dog & Bone	Practise different elements of new tune Play with backing track	What have we learned? Can you recognise where 12-bar blues ends/begins?
9	To consolidate elements of new tune To consolidate technical skills To improvise over 12-bar blues	Sing hello Sing solfa song, substituting actions for selected notes Body percussion	Learn second melody for Dog & Bone improvising	Put two melodies into ABA format Play two melodies together Improvise 2-bar phrases	
10	Performance		Performance		

Facilitating repertoire	Context and conventions	Application
Bile 'Em Cabbage Down	Traditional	
We Will Rock You	A tune that they will all know	Increasing range to Fa; adding percussion with bass drum and snare drum; ABA form
Once A Man Fell In A Well	Introducing concept of scales	
Dog and Bone	Very engaging tune written over 12-bar blues, with backing track and three further melodies to add	Can be played as ABA, or first two tunes together as counterpoint; two harmony parts that can be added to B tune by students/tutors; improvising over 12-bar blues

