

## Musitrax Play: Unit 1

Unit summary: Building on the skills/musicianship learned in MX Sing, this term will introduce the first of the three instruments that will be taught this year and will focus on ensemble skills.

		<b>Skill development in support of end of year goals</b> Pupils will be taught to:
<b>P e r f o r m i n g</b>	Singing (technical skills)	Sing songs with a range of up to an octave with accuracy, fluency and control. Perform actions confidently and in time to a range of songs.
	Playing (technical skills)	Hold the djembe correctly using correct posture and play simple rhythms that make use of bass, tone and muffled strokes.
	Ensemble skills	Maintain own part within an ensemble performance (2 different parts). Sing/play in time with a conductor/leader.
	Expression	Follow given dynamic markings. Suggest dynamics for the music they create/perform.
<b>C o m p o s i n g</b>	Improvising (generating ideas)	Improvise 1 or 2-bar response phrases to a given call (rhythm).
	Composing (developing ideas)	Compose short rhythms and/or melodic phrases making use of learnt techniques (e. g. body percussion or djembe). Contribute ideas to a whole class composition.
<b>L i s t e n i n g  a n d  e n g a g i n g  c r i t i c a l l y  w i t h  m u s i c</b>	Listening and analysing	Identify key features of the music they engage with using the given terms/concepts.
	Evaluating and justifying	Describe in simple terms how choices of pitch, tempo, dynamics and timbre create different moods in music using the given terms/concepts. Make simple judgements about the success of performances and peers and give simple constructive feedback.
	Aural development	Learn rhythmic/melodic phrases and songs by ear. Sing and play simple phrases using solfa.

<b>Knowledge development in support of end of year goals.</b> Pupils will be taught about the following terms/concepts:		
	<b>Prior learning</b>	<b>New terms/concepts</b>
<b>Structure</b>	Ostinato, call and response, phrase	Round, partner song, form
<b>Rhythm, metre and tempo</b>	Pulse, beat, rhythm, long, short, tempo, fast, slow, Kodaly rhythm syllables	Pair of quavers, crotchet, minim, crotchet rest, beat groupings (2, 3, 4)
<b>Pitch and melody</b>	Pitch, high, low, solfa (D, R, M, S, L), higher, lower	Step, leap
<b>Harmony and tonality</b>	[H] Drone. [T] Pentatonic scale	[T] Major: do-scale
<b>Texture</b>	Melody, accompaniment	Unison
<b>Dynamics and articulation</b>	Loud, quiet	Dynamics Heavy, light
<b>Performing forces and playing techniques</b>		A selection of instruments from classical, world, folk and popular traditions and basic playing techniques

Working with/from notation	Follow stick notation (grid notation?) and staff notation when performing and listening to music. Use stick notation and grid notation to represent rhythms and pitch shapes created and heard.
----------------------------	---

## Scheme of work

Lesson	Learning aims	Warm-up	Core Activity	Development	Plenary/review (Checking for understanding)
1	<p>Introduce routines/share project overview</p> <p>To learn to use their speaking, whispering, singing and thinking voice.</p> <p>To learn a body percussion pattern using 'bass and tone' strokes.</p> <p>To transfer body percussion pattern to djembe</p>	<p>Sing 'hello'</p> <p>Name game</p> <p>'Copy cat' using body percussion</p> <p>Sing musical instructions (stand up - sit down)</p>	<p>Give brief project overview</p> <p>Sing Queen Caroline (listen/copy) and introduce speaking, whisper and singing voice.</p> <p>Clap rhythm, walk rhythm as helpful. [Thinking voice]</p>	<p>Teach body percussion pattern (that links to Queen Caroline) using 'tone and bass' sounds.</p> <p>Transfer body percussion rhythm to djembe, ensuring correct hold/playing technique.</p>	<p>What voice am I using?</p> <p>Show me a bass sound</p> <p>How much have you enjoyed?</p>
2	<p>To learn a new song with increased range, and recognising structure</p> <p>To learn a new rhythm with body percussion</p> <p>To transfer body percussion rhythm to djembe using learned strokes</p>	<p>Sing 'hello'</p> <p>Name game</p> <p>'Copy cat' using body percussion</p> <p>Sing musical instructions (stand up – sit down)</p> <p>Wellbeing: Heartbeat, breathing</p>	<p>Recap Queen Caroline – speaking, whisper, singing voice</p> <p>Sing Senwa Dedende (listen/copy)</p> <p>Body percussion: establish bass/tone on knees/legs and learn Nyabinghi rhythm</p> <p>Djembe: recap correct holding/playing technique</p>	<p>Senwa Dedende: understand pitch, range and structure</p> <p>Djembe: transfer Nyabinghi rhythm from body percussion to djembe</p>	<p>Teacher claps Senwa Dedende rhythm – who recognises it?</p>
3	<p>To learn singing song in two parts</p> <p>To play different rhythms in two groups on body percussion and djembe</p>	<p>Sing Hello</p> <p>Wellbeing; heartbeat, breathing</p> <p>Solfa – solo singing</p> <p>Body percussion – I Like Toast</p>	<p>Song ; Senwa Dedende</p> <p>Song – Little Bird</p> <p>Djembe - Nyabinghi</p>	<p>Senwa Dedende – sing in two parts as a round</p> <p>Nyabinghi – divide into two groups with one group playing the pulse alongside the rhythm – use adults or confident children as group leaders</p>	<p>Can you play Nyabinghi rhythm without a leader?</p> <p>Can you recognise Little Bird just from hand signs?</p>

4	<p>To learn to read rhythm notation</p> <p>To learn a third sound on djembe</p> <p>To learn to play djembe with different dynamics</p>	<p>Sing Hello – class, solo</p> <p>Body percussion – I Lilke Toast</p> <p>Senwa Dedende – sing as round</p>	<p>Read rhythm notation – 4 beat flashcards</p> <p>Djembe – Nyabinghi</p>	<p>Queen Caroline – learn to recognise from rhythm flashcards</p> <p>Nyabinghi – introduce muffled tone, introduce dynamics</p>	<p>Can you demonstrate the three djembe sounds?</p> <p>Can you recognise Queen Caroline from teacher clapping/playing the rhythm?</p>
5	<p>To learn diatonic scale</p> <p>To improvise with body percussion and djembe</p>	<p>Sing hello – class, solo</p>	<p>Song – 1, 1-2-1, 1-2-3-2-1...</p> <p>Body percussion – improvise 4- or 8-beat rhythms using Nyabinghi as call, children improvise solo response</p>	<p>1, 1-2-1, etc. – introduce Do scale; start with pentatonic scale, fill in the gaps</p> <p>Body percussion – move rhythmic improv to djembe</p>	<p>What is a scale?</p> <p>Would anyone like to sing the scale with numbers?</p>
6	<p>To continue learning Do scale</p> <p>To practise reading notation</p> <p>To practise improvising</p>	<p>Sing hello – class, solo</p> <p>Sing 1, 1-2-1, 1-2-3-2-1... - replace chosen numbers with thinking voice or actions</p>	<p>Notation – reading rhythm flashcards</p> <p>Djembe and body percussion – consolidate Nyabinghi rhythm in 1 and 2 parts</p> <p>Continue improvising 4- and 8-beat rhythms</p>	<p>Increased familiarity with Do scale and coordinating different actions</p> <p>Practise improvising in ensemble context</p>	<p>What have you enjoyed today?</p> <p>Can you show me the Nyabinghi rhythm on body percussion?</p>
7	<p>To learn a new song with quaver rest on downbeat</p> <p>To learn about rests</p> <p>To learn new djembe technique</p>	<p>Sing hello</p> <p>Sing 1, 1-2-1... - sing in unison then as a round</p>	<p>Song – Who Stole My Chicken and my Hens</p> <p>Song – Good News</p> <p>Djembe – new rhythm Kuku</p>	<p>Who Stole My Chickens – once secure this song can be played as a game, promoting solo singing and use of thinking voice</p> <p>Good News: introducing quaver rest, ask children to choose different actions for the rest</p> <p>Kuku – leave hands in same place, practise by separating them</p>	<p>What have you learned today?</p> <p>Who can tell me what a rest is?</p> <p>Can you show me Kuku rhythm on your knees/legs?</p>
8	<p>To continue to learn about rests, in an ensemble context</p> <p>To put new song in ensemble context with djembes</p> <p>To learn about heavy/light articulation</p>	<p>Sing hello – class, solo</p> <p>Sing 1, 1-2-1... - in unison then as a round, replace numbers with actions</p>	<p>Song – Good News</p> <p>Djembe – learn accompaniment for Good News</p>	<p>Good News – use actions instead of quaver rests, ask children to choose actions</p> <p>Djembe – play accompaniment to song – melody and accompaniment have rests in different places</p> <p>Introduce heavy and light articulation</p>	<p>Play rhythm on legs with heavy articulation</p> <p>Play rhythm with light articulation</p>

9	To learn new song To introduce triple time To reinforce concept of heavy and light	Sing hello – class, solo Sing 1, 1-2-1.... Choose notes to replace with actions Sing Who Stole My Chickens	Song – Bells in the Steeple	Bells in the Steeple – sing with words (listen, sing), then with solfa and hand signs Introduce triple time Use learnt concept of heavy and light	How many beats [eg triple time] am I conducting?
10	To consolidate new concepts – triple time etc To add djembe part	Sing hello 1, 1-2-1..... Who Stole My Chickens and my Hens	Song – Bells in the Steeple (listen, sing, solfa, handsigns) Body percussion – learn rhythmic accompaniment to song	Bells in the Steeple – reinforce triple time and solfa/handsigns Djembe – transfer body percussion rhythm to djembes	

#### Tips for teaching:

- from the unconscious to the conscious: this matches the children's prior experience
- teach a song, rhyme, or rhythm until it is secure
- once secure, use it to teach a musical concept (solfa names, hand signs, thinking voice, rhythm, dynamics etc)
- make sure to use a variety of songs to use

#### Facilitating repertoire

Facilitating repertoire	Application			Context and conventions	
Song title / Rhyme	Tone set	Time signature Rhythm set	Structure	Origin, composer, source	Additional comments
Name songs/games Echo games	S, L, M M, R, D				Teacher starts to learn children's names Echo / copycat games: melodic or rhythmic Encourage solo work straight away
Queen Caroline	Rhyme Sing on one note	4/4 ta ta te-te ta te-te te-te te-te ta	Rhythm: ABBA	Nursery rhyme LMS Mx Play manual	What is turpentine? Is it a good idea to put it in your hair?
Little Bird	M, R	4/4	irregular	J Vinten LMS Mx Play manual	
Good news	M, R, D	4/4 Sh-te ta te-te te-te Te-te te-te ta Z	Rhythm: AAAB	Traditional LMS Mx Play manual (OneDrive)	This song has a challenging djembe part that lets you practice light (upbeat) and heavy (downbeat).
Senwa Dedende	D, R, M, F, S, L, T, D	4/4 Te ta te / syn-co-pa	AABA'	Traditional from Ghana How can I keep from singing! <i>bka</i>	This song offers an easy and joyful way of introducing and practicing syncopation (unconsciously at this stage) Can be sung in round 2 or 4 parts

Who stole my chickens and my hens	D, R, M, F, S L, D	4/4	Rhythm: AABA	Traditional How can I keep from singing! <i>bka</i>	Once the children know this song well, play some fun games, working on the rests.
Bells in the steeple	D, M, S	3/4	2 phrases	Traditional	Work on 3-time
I like toast	Rhyme Body percussion	4/4	2 different parts		
Nyabinghi		4/4	2 different parts	LMS Mx Play manual	
Kuku		4/4	2 different parts		
Rhythm cards		4/4		LMS OneDrive	