

Musitrax Play: Unit 2

Unit summary: Building on the skills/musicianship learned in the first term, this term will introduce the second of the three instruments that will be taught this year. The focus will be on learning basic instrumental skills with precision and accuracy, as well as on ensemble playing and singing.

		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. Perform actions confidently and in time to a range of songs.
	Playing (technical skills)	Hold a recorder correctly and play music with a range of up to a sixth with an awareness of soft sound and articulation. Hold the djembe correctly using correct posture and play simple rhythms that make use of bass, tone, muffled tone and slap 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.
C o m p o s i n g	Improvising (generating ideas)	Improvise 1 or 2-bar response phrases to a given call (using at least 2 notes for melodic responses).
	Composing (developing ideas)	Compose short rhythms and/or melodic phrases and sound patterns making use of learnt techniques (e.g. on djembe or recorder). Contribute ideas to a whole class composition
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	Listening and analysing	Identify key features of the music they engage with using the terms/concepts listed below.
	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.

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, form, round, partner song	Bar, question phrase, answer phrase
Rhythm, metre and tempo	Pulse, beat, rhythm, long, short, tempo, fast, slow, Kodaly rhythm syllables, beat groupings (2, 3, 4)	Pair of quavers, crotchet, minim, semibreve, crotchet rest Syncopation unconscious
Pitch and melody	Pitch, high, low, solfa (DO to DO), step, leap.	Solfa (LA to LA)
Harmony and tonality	[H] Drone. [T] Pentatonic scale, [T] Major: DO-scale	[T] LA-Pentatonic, [T] Minor: LA scale
Texture	Melody, accompaniment, unison	Harmony
Dynamics and articulation	Dynamics, loud, quiet	Crescendo, diminuendo
Performing forces and playing techniques		A selection of instruments from classical, world, folk and popular traditions and basic playing techniques

Working with/from notation	Follow rhythm notation and staff notation when performing and listening to music. Use rhythm notation and grid notation to represent rhythms and pitch shapes created and heard.
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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 S, M, D				Echo / copycat games: melodic or rhythmic Consolidate and support solo work Use this opportunity for children to find their own singing voice and pitch. They are going first – therefore they won't be wrong! Can the class match their pitch?
Queen Caroline	Rhyme Note B on recorder	4/4 ta ta te-te ta te-te te-te te-te ta	Rhythm: ABBA	Nursery rhyme LMS Mx Play manual	Recorder: note B Backing track available on OneDrive
Little Bird	M, R	4/4	irregular	J Vinten LMS Mx Play manual	Recorder: notes B, A Backing track available on OneDrive
Tractors Lorries Motorbikes	M, R	4/4 Te-te te-te te-te ta	8 bars same rhythm	LMS Mx Play manual	Recorder: notes B, A Backing track available on OneDrive
Gentle A	R	4/4 (can be felt in 2/2 when listening to backing track)	irregular	J Vinten LMS Mx Play manual	Recorder: note A Backing track available on OneDrive Option: ignore the lyrics of this song and just sing/play minims on note A with the backing track. The aim is to get a feel for 2/2 and to practice repeating longer notes on the recorder.
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)	Recorder: notes B, A, G This song has a challenging djembe part that lets you practice light (upbeat) and heavy (downbeat).
Hot Ska Fun / Hot Cross Buns	M, R, D	4/4 Ta ta ta sh Te-te te-te te-te te-te	AABA	Traditional LMS Mx Play manual	Recorder: notes B, A, G
Cobbler cobbler	S, M	Te-te te-te te-te ta	4 bars same rhythm	Traditional LMS Mx Play manual	Recorder: notes G, E Option: play on C, A once learnt – consolidate the fact that solfa is movable (s, m in this case)

Chicka Hanka	L, D, R, M	4/4 Te ta te / syncopation	AA'BA	Traditional LMS Mx Play manual	La pentatonic (minor) This song offers the opportunity to explore different sounds you can produce on a recorder to imitate a train. Can you make the sound go quieter and quieter and eventually disappear just like the train in the distance?
Big Ben has gone wrong	L, D, R, M	3/4	ABAB'	J Vinten LMS Mx Play manual	How does Big Ben really sound?
Samba C	S, M	4/4	2 reoccurring sections	David Moses Tinderbox	This is a fun piece to be introduced and practiced aurally and with the backing track. Let groups take turns for different sections. This also helps to understand the structure of the piece.
Pease pudding hot	D, R, M, F	2/4		Traditional LMS Mx Play manual	Recorder: G, A, B, D
Little gnat	D, R, F	4/4		Traditional LMS Mx Play manual	Recorder: G, A, C Make sure to isolate the tricky fingering changes G-C-G
Si si si	D, R, M, F, S, L, T, D'	4/4	AABBCC	Congolese folk song How can I keep from singing! bka	Once the song is learnt, can the children work out the structure themselves? Do indicate high, middle and low pitch with your hands, but don't sing this song with solfa/hand signs.
Boom click click banana	Body percussion	4/4			
Supermarket	Djembe				Introduce the slap on djembe with this rhythm
First Blues B A	B, A Improvisation	4/4			Learn the riff on recorder (notes B, A), then use it for improvisation on recorder, djembe, body percussion, voice and movement. Work in groups as well as solos. Get creative!

Scheme of work

Lesson	Learning aims	Warm-up	Core Activity	Development	Plenary/review
1	To introduce the recorder To learn the first note To learn first tune on recorder	Sing Hello Solfa song (Do, Do-Re-Mi or 1-2-3-4-5)	Learn how to hold recorder (rest, ready, playing positions) Learn first note	Learn routine for different positions Learn note production for note B – fingering, breathing, articulation Transfer this to song learnt last term – Queen Caroline	What have we learned? Perform Queen Caroline
2	To consolidate first recorder principles To learn a new note To learn a new tune	Sing Hello Solfa song – replace notes with actions – children select	Recap holding etc. and first note Learn new tune – Gentle A	Learn next note A Transfer new tune to recorder	Perform Queen Caroline and Gentle A
3	To consolidate technique and practise first two notes To learn a new tune with two notes To learn new djembe rhythm and new time signature	Sing Hello Solfa song	Practise two notes, A & B Learn new tune – First Blues Learn new djembe rhythm	Practise correct holding, soft blowing, articulation Transfer to new tune – First Blues Learn new kind of time signature – compound time 12/8, with different techniques needed	What have we learned? Play 12/8 time on legs
4	To consolidate new recorder techniques To practise new tune with two notes To introduce melodic improvising To practise rhythmic improvising	Sing Hello Solfa song – children pick notes to substitute	Practise new tune - First Blues Practise djembe rhythm	Inner ear – hearing notes substituted for action in Solfa song and maintaining pitch. Improve technique changing notes in First Blues.	What have we learned?

				<p>Rhythmic and melodic improvising on recorder – First Blues, call and response</p> <ul style="list-style-type: none"> - Add second part to 12/8 rhythm 	
5	<p>To learn a new note To learn a new tune using new note To practise rhythmic and melodic improvisation</p>	<p>Sing Hello Solfa song – 1-2-3-4-5, 5-4-3-2-1</p>	<p>New note – G Hot Cross Buns Improvising on recorder and djembe</p>	<p>Practise correct blowing for lower note, and changing between notes Learn new song – listen, sing, play Practise improvising on recorder – First Blues Practise improvising on djembe – Nyabinghi, concentrating on rhythm and keeping pulse</p>	<p>What have we learned?</p>
6	<p>To consolidate recorder skills To consolidate djembe skills To read notation To practise both rhythmic and melodic improvisation</p>	<p>Sing Hello 1-2-3-4-5 – translate from numbers to solfa</p>	<p>Recap new tune – Hot Cross Buns</p> <p>Learn new note - E</p> <p>Learn new tune - Cobbler Cobbler – listen sing – mime - play</p>	<p>Hot Cross Buns Read HCB from 2-line notation flash cards Add djembe part to HCB Practise new note – soft blowing, covering holes properly Learn two-handed recorder playing – rabbit ears</p>	<p>What have we learned?</p>

7	To consolidate recorder skills To consolidate djembe skills To learn new song using minor La scale	Sing Hello 1-2-3-4-5 as solfa song	Practise E – blowing techniques Cobbler Cobbler – solfa – minor La scale Sing Chikka Hanka Djembe two-part		What have we learned?
8	To develop a multi-part song To introduce dynamics	Sing Hello Solfa song	Learn middle part of Chikka Hanka on recorder Add whispering part to Chikka Hanka – introduce dynamics	Put recorder part of Chikka Hanka in between vocal parts, and add whispering part as accompaniment Introduce dynamics with crescendo and diminuendo	What have we learned?
9	To consolidate recorder skills To consolidate djembe skills To create ensemble piece, adding djembe	Sing Hello Solfa song – sing as round, picking leaders	Develop Chikka Hanka as ensemble piece with arrangement Learn outer parts on recorder 2-part 12/8 djembe	Learn other parts of song on recorder – singing, demonstrating, miming, playing Build ensemble Chikka Hanka with whispering part, djembes, singing and recorder	What have we learned?
10	To experience performing in front of audience, showcasing everything learnt in the term		Performance		

