

### Musitrax Play: Unit 3

Unit summary: Building on the skills/musicianship learned in the first term, this term will introduce the third instrument 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.

		<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.
	Playing (technical skills)	Hold the djembe correctly and play simple unison rhythms that make use of bass, tone, muffled tone and slap strokes with fluency, accuracy and control. Hold a recorder correctly and play music with a range of a seventh with an awareness of articulation. Play simple patterns on the glockenspiel using one beater with accuracy and control.
	Ensemble skills	Maintain own part within an ensemble performance (3 different parts) with an awareness of the roles of other parts. Sing/play in time with a conductor/leader.
	Expression	Follow given dynamic markings. Suggest dynamics for the music they create/perform.
<b>Com p o s i n g</b>	Improvising (generating ideas)	Improvise 1 or 2-bar response phrases to a given call (using at least 3-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 recorder, glockenspiel and djembe). Contribute ideas to a whole class composition
<b>List 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 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.

<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, structure, bar, question phrase, answer phrase, musical form, round, partner song	Repetition, contrast
<b>Rhythm, metre and tempo</b>	Pulse, beat, rhythm, long, short, tempo, fast, slow, Kodaly rhythm syllables, pair of quavers, crotchet, minim, semibreve, crotchet rest, beat groupings (2, 3, 4)	Time signatures (2/4, 3/4, 4/4)
<b>Pitch and melody</b>	Pitch, high, low, solfa (DO to DO, LA to LA), step, leap.	'Musical alphabet' / Pitch names a-g
<b>Harmony and tonality</b>	[H] Drone. [T] DO-Pentatonic scale, [T] Major: DO-scale, Minor: LA-scale	
<b>Texture</b>	Melody, accompaniment, unison, harmony	
<b>Dynamics and articulation</b>	Dynamics, loud, quiet, Crescendo, diminuendo	
<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.
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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 Create your own solfa patterns				Echo / copycat games: melodic or rhythmic Every child should have the opportunity to sing solo. Making this part of every week's session will help less confident children to give it a go too.
Chocolate treats	<u>D</u> , S Glockenspiel: D, A or G, D (Any fifth is possible)	4/4 Ta ta ta sh Te-te te-te te-te te-te	AABA		This is a great song for introducing the glockenspiel. Make sure the song is well known before using it on the instrument. Play on D/A for singing with, or on G/D if you want to use it as an ensemble piece. It combines beautifully with Queen Caroline on recorder, and Nyabinghi on djembe. Get creative and find your own combinations!
Solfa canon	<u>D</u> , R, M, F, S, L, T, D'	4/4		Lajos Bárdos How can I keep from singing! bka	A beautiful song and round. Tricky interval the falling fifth (D'-F) - practice this separately
My paddle	(M) S, <u>L</u> , D, R, M, L'	4/4 Te ta te / te-te ta / ta ta / ta sh	ABAB'	Traditional LMS Mx Play manual (OneDrive)	Sing this beautiful song with the ostinato: 'dip dip and swing' Sing with the full range up to high la, and down to low mi Recorder: introduce low D for this song,
There was a jolly miller		4/4		Traditional LMS Mx Play manual	
Egyptian Dawn	M, S, <u>L</u> , T, D Recorder: E, G, A, B, C' Ostinato: E, D	4/4 Ostinato: Ta te-te ta-a		J Vinten LMS Mx Play manual	This song lets you practice long notes – often a challenge both for singing and recorder playing. Sing and play the song and ostinato.

Tudor Feast		6/8	ABAC	J Vinten LMS Mx Play manual	A good song to experience and practice the feeling of 3-time
Funky Blues					Improvisation Form Number of bars
El sapo					Song, can be built up into complex ensemble piece if using all instruments and voice

### Scheme of work

Lesson	Learning aims	Warm-up	Core Activity	Development	Plenary/review
1	To revisit recorder skills To introduce the glockenspiel To turn learnt piece into ensemble	Sing Hello Solfa song – matching hand signs to singing Learn new solfa song – Solfa Canon	Introduce Glockenspiel Learn Queen Caroline on Glockenspiel 3-part ensemble	Learn correct beater-holding and bouncing Learn B on Glock. Sing Queen Caroline then transfer to beater action. Incorporate singing, recorder and djembe rhythm into glock part.	
2	To consolidate recorder skills To consolidate glockenspiel skills To learn new song To learn moving between notes on Glockenspiel	Sing Hello Solfa Song – Solfa Canon	Practise 3-part ensemble – Queen Caroline Recap earlier tune – Little Bird -as glockenspiel then ensemble piece	Practise Queen caroline ensemble. Little Bird – sing, play on recorder, mime with beater movement, play on glockenspiel.	What have we learned? Show beater movement to singing song
3	To refine glockenspiel skills To refine ensemble skills To learn new song, including larger intervals	Sing Hello Solfa Canon – introduce round	Little Bird – incorporate into ensemble Learn new song – Chocolate Treats	Add glock and djembe parts to Little Bird. Talk about intervals in context of Chocolate Treats and Solfa Canon. Learn new notes on glockenspiel – G & D.	What have we learned? Can you remember Queen Caroline djembe rhythm?

				Combine Chocolate Treats (singing) with Queen Caroline (recorder and djembe).	
4	To consolidate glockenspiel skills To consolidate recorder skills To increase ensemble skills	Sing Hello Solfa Canon	Recap Chocolate Treats Recap Queen Caroline Recap Nyabinghi rhythm	Combine Chocolate Treats (singing), Queen Caroline (recorder), Nyabinghi (djembe).	What have we learned? What does 'ensemble' mean?
5	To learn a new recorder note To learn a new song To introduce composition	Sing Hello Solfa song Look at rhythm flash cards	Each child to write own rhythm flash card Learn new note on recorder – low D Learn new song - My Paddle	Composing – talk about number of beats, what you can fit into it, ideas such as call and response. Practise low D – covering holes properly, blowing softly.	
6	To advance composition To consolidate ensemble skills To consolidate recorder skills To introduce ostinato	Sing Hello Solfa song Rhythm flash cards	Composition – look at children's rhythms Add part to My Paddle	Divide into groups to combine rhythms. Talk about ostinato, learn Dip Dip and Swing.	
7	To advance composition To consolidate recorder skills To consolidate ensemble skills	Sing Hello Solfa song Rhythm flash cards	Composition – make arrangements in groups My Paddle – add recorder	Composition – children to choose sequence of rhythms and perform. My Paddle – build ensemble with singing, recorder, ostinato and djembe.	

8	To learn new song with compound time signature	Sing Hello Solfa song	Learn new song – Tudor Feast	Learn new song by listening and singing, adding pulse on legs for understanding compound time	Perform children's compositions  Can you remember another compound time rhythm?
9	To consolidate and increase recorder skills To make new song into ensemble piece	Sing Hello Solfa song	Add other ensemble parts to Tudor Feast	Tudir Feast – learn recorder, djembe and glock parts and combine into ensemble	
10			Performance		

