

## Musitrax Band-Strings : Unit 2

Unit summary: In this unit, students will consolidate the basics of tone production, particularly bow hold and bowing technique. They will learn how to match the hand signs Doh-Fah into their instruments, increasing the range of notes they can play by introducing the use of left hand fingers. They will increase their confidence in their playing both individually and as an ensemble.

		<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. To recognize all Kodaly hand signs, matching hand signs to real pitch.
	Playing (technical skills and instrument knowledge)	<ul style="list-style-type: none"> <li>• Be able to pack and un-pack the instrument from the case in an orderly and safe way.</li> <li>• Hold the instrument in both rest and playing positions.</li> <li>• Play 'pizzicato' (plucking).</li> <li>• Locate the four strings of the instrument and understand their pitch relations.</li> <li>• Secure bow hold and understand its importance in tone production.</li> <li>• Locate and play the open strings using the bow.</li> <li>• Gain control of the bow so as to not touch other strings while playing.</li> <li>• Manage bow speed and point of contact to the string for better sound quality. (Straight bow)</li> <li>• Play using special bow technique-tremolo.</li> <li>• Place left hand fingers using good posture to match hand signs Doh to Fah in the key of D Major (Sticker colours).</li> </ul>
	Ensemble skills	<ul style="list-style-type: none"> <li>• Sing/play in time with a conductor/leader.</li> <li>• Understand and follow conductors signals for start and stop as an ensemble.</li> <li>• Change promptly from rest to playing position and back as an ensemble.</li> <li>• Make more use of dynamic changes as an ensemble: forte-piano-crescendo-diminuendo.</li> </ul>
	Expression	<ul style="list-style-type: none"> <li>• Understand the relation between good technique habits and expressive possibilities.</li> <li>• Understand and follow dynamic changes in the music they play: Strong-soft/Forte-Piano. Crescendo-diminuendo.</li> <li>• Suggest dynamic changes for the music they create/perform.</li> <li>• Build up the connection between their singing voice and their instrument.</li> </ul>

<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, Repetition, contrast.	Binary form, ternary form.
<b>Rhythm, metre and tempo</b>	Pulse, beat, rhythm, long, short, tempo, fast, slow, Kodaly rhythm syllables, quaver, crotchet, minim, semibreve, rest.	

<b>Composing</b>	Improvising (generating ideas)	<ul style="list-style-type: none"> <li>● Improvise 4 beat rhythm patterns plucking and using the bow.</li> <li>● Improvise 1 or 2 bar response phrases to a given call using open strings 'pizzicato' and 'arco'.</li> </ul>
	Composing (developing ideas)	<ul style="list-style-type: none"> <li>● Compose short rhythms and/or melodic phrases and sound patterns making use of open strings and left hand fingers, plucking and with the bow.</li> <li>● Become more aware and independent in their small group and whole class compositions.</li> <li>● Follow a set of simple rules to keep consistency and sense of form in their musical compositions. Eg-range of notes, rhythm pattern (flashcard) to follow, number of beats.</li> </ul>
<b>Listening and engaging critically with music</b>	Listening and analysing	<ul style="list-style-type: none"> <li>● To be introduced to different styles and music traditions where string instruments are used.</li> <li>● Identify key features of the music they engage with using the terms/concepts listed below.</li> </ul>
	Evaluating and justifying	<ul style="list-style-type: none"> <li>● Describe in simple terms how choices of pitch, tempo, dynamics and timbre create different moods in music using the given terms/concepts.</li> <li>● Make more elaborate judgements about the success of performances and peers and give simple constructive feedback.</li> </ul>
	Aural development	<ul style="list-style-type: none"> <li>● Learn rhythmic/melodic phrases and songs by ear. Sing and play simple phrases using solfa.</li> </ul>

<b>Pitch and melody</b>	Pitch, high, low, solfa (do to do), higher, lower, pitch names a-g, step, leap.	
<b>Harmony and tonality</b>	[H] Drone. [T] Pentatonic scale, major scale.	
<b>Texture</b>	Melody, accompaniment, unison, harmony	
<b>Dynamics and articulation</b>	Strong-Soft-Piano-Forte.	Crescendo-diminuendo.
<b>Performing forces and playing techniques</b>	Whole ensemble, solo, small group.	Playing pizzicato-playing arco (bow), playing 'tremolo' as an ensemble.

Working with/from notation	<ul style="list-style-type: none"> <li>● Revising reading and locating the open strings D and A using staff notation.</li> <li>● Introducing staff notation of notes Doh-Fah in D Major, using 'colour' notation.</li> </ul>
----------------------------	--

### Scheme of work

Lesson	Learning aims	Warm-up	Core Activity	Development	Plenary/review
--------	---------------	---------	---------------	-------------	----------------

1	<ul style="list-style-type: none"> <li>-To revise basic instrument routines.</li> <li>-To locate all strings in the instrument.</li> <li>-To create an 8 beats pattern using body percussion and the open strings (Plucking)</li> <li>-To revise bow hold, placing and driving on the string.</li> </ul>	<p>Boom Snap Clap! Body percussion, including creative work-8 beats solo.</p>	<p>Revision of basic technique routines. Locating open strings. Translate body percussion patterns into open string patterns. (Plucking) (from warm up) Bow hold-bow driving revision.</p>	<p>Sing-practice-play (pluck-bow) part 2 of 'Shiftetele Dance'.</p>	<ul style="list-style-type: none"> <li>-Can you locate all the strings in your instrument?</li> <li>-Can you create an 8 beats pattern with body percussion and with your instrument?</li> <li>-Can you hold the bow with a good hand shape and keep it in one string at a time?</li> </ul>
2	<ul style="list-style-type: none"> <li>-To revise bow hold, tone production and locating strings with the bow.</li> <li>-To practice changing strings using the bow.</li> <li>-To create and perform an 8 beat pattern using the bow.</li> <li>-To learn about the different bow parts and playing 'tremolo'.</li> </ul>	<p>Boom Snap Clap! Body percussion, including creative work-8 beats solo.</p>	<p>Further revision of bow hold and locating strings with the bow. Boom Snap Clap patterns using the bow. (Changes of strings) 8 beat solo patterns using the bow.</p>	<p>Shiftetele Dance, parts 1 and 2. Dance Rhythm practice and 'tremolo' bow introduction. -Frog-tip of the bow placing.</p>	<ul style="list-style-type: none"> <li>-Can you locate all strings using your bow?</li> <li>-Can you change to the string you would like to play without touching other strings?</li> <li>-Do you understand the different parts of the bow and how to use them to play tremolo?</li> </ul>
3	<ul style="list-style-type: none"> <li>-To match the pitches of hand signs doh-reh-mi. using the voice.</li> <li>-To learn the principles of a good left hand position to match the pitches Doh-Fah on the D string.</li> </ul>	<p>Drone-hand sign singing game. On top of a low drone sound, (eg. Low cello D) Tutors improvise singing and miming m-r-d patterns. Children to take the lead.</p>	<p>Instructions for placing the left hand fingers on the D strings match Doh-Fah notes. Instructions for finger pressure on strings. Practice repeated notes and changing (fingers off and on). between notes plucking.</p>	<p>Tropical Island. Tutor demonstration performance. Hand signs sing. Sticker colours sing. Ensemble practice. Plucking. Ensemble practice-added part.</p>	<ul style="list-style-type: none"> <li>-Can you match your singing voice to the hand signs Doh-Fah?</li> <li>-Can you create a good hand shape to place your left hand fingers on the string?</li> <li>-Can you match hand signs Doh-Fah to the right sticker colour-number of fingers and the right pitch?</li> </ul>

4	<p>-To match the pitches of hand signs doh-reh-mi. using the voice.</p> <p>-To learn the principles of a good left hand position to match the pitches Doh-Fah on the D string.</p> <p>-To coordinate the bow hand and the left hand to start playing d-f tunes with the bow.</p> <p>-To understand the principles of sustaining a good sound while coordinating right and left hands using the bow.</p>	<p>Drone-hand sign singing game.</p> <p>On top of a low drone sound, (eg. Low cello D)</p> <p>Tutors improvise singing and miming f-m-r-d patterns.</p> <p>Children to take the lead.</p>	<p>Revision of instructions of left hand shape.</p> <p>Copy back rhythms using notes Doh-Fah. Children to lead.</p> <p>Tropical Island hand signs revision. Individual practice. Ensemble practice with the bow</p>	<p>Bow warm up. Doh-Fah copy backs using the bow. Children to lead.</p> <p>Tropical Island using the bow. Notes on bow driving and hand coordination</p>	<p>-Can you match your singing voice to the hand signs Doh-Fah?</p> <p>-Can you create a good hand shape to place your left hand fingers on the string?</p> <p>-Can you match hand signs Doh-Fah to the right sticker colour-number of fingers and the right pitch?</p> <p>-Do you understand the importance of coordinating right and left hands to keep a good sound while playing with the bow?</p>
5	<p>-To learn the principles of a good left hand position to match the pitches Doh-Fah on the D string.</p> <p>-To coordinate the bow hand and the left hand playing d-f tunes with the bow.</p> <p>-To understand the principles of sustaining a good sound while coordinating right and left hands using the bow.</p> <p>-To slightly increase left hand finger action to change notes quicker.</p>	<p>Listening to Morning Sunshine-Afternoon Rain.</p> <p>Hand signing the melodic pattern on D.</p>	<p>Revision of instructions of left hand shape.</p> <p>Copy back rhythms using notes Doh-Fah. Children to lead.</p>	<p>Morning Sunshine on D. Hand signs-colour stickers singing. Individual practice. Ensemble practice with track.</p> <p>Bow set up and warm up. Afternoon Rain on D. Individual practice-ensemble practice with track.</p>	<p>-Can you match hand signs Doh-Fah to the right sticker colour-number of fingers and the right pitch?</p> <p>-Can you start speeding up your left hand finger action to change between notes d-f?</p> <p>-Do you understand the importance of coordinating right and left hands to keep a good sound while playing with the bow?</p>

6	<p>-To match the hand signs Soh-High Doh on the A string using left hand fingers, moving the the fingers from the D string.</p> <p>-To understand the principles of sustaining a good sound while coordinating right and left hands using the bow.</p> <p>-To slightly increase left hand finger action to change notes quicker.</p>	<p>Listening to Morning Sunshine-Afternoon Rain.</p> <p>Hand signing the melodic pattern on both D and A. (d-f, s-high d)</p>	<p>Tropical Island pattern on the A string.</p> <p>Individual and ensemble practice, then bow, keeping good principles of tone production. (Softness)</p>	<p>Morning Sunshine on A string.</p> <p>Individual-ensemble-backing track plucking.</p> <p>Bow set up. Afternoon Rain on A String.</p>	<p>-Can you match the hand signs Soh to high Doh to the right string and finger colour?</p> <p>- Can you start speeding up your left hand finger action to change between notes s-high d?</p> <p>-Can you keep a soft sound while playing o the A string using your left hand fingers?</p>
7	<p>-To match with the singing voice all the octave hand signs.</p> <p>-To keep increasing agility and accuracy using the left hand for notes Doh to Fah.</p> <p>-To create a short 2 to 4 bars pattern using at least two hand signs from Doh-Fah.</p>	<p>Doh-Reh-Mi Song.</p> <p>Matching all octave hand signs.</p>	<p>Boil them Cabbage down. Tutor demonstration. Hand sign singing-stickers.</p> <p>Individual practice plucking. Ensemble practice plucking.</p> <p>Individual bow practice-ensemble bow practice.</p>	<p>Boil Them Cabbage down creative.</p> <p>Create your own melodic pattern using at least 2 hand signs from Doh to Fah. (Plucking)</p>	<p>-Can you remember all hand signs from low Doh to high Doh?</p> <p>-Can you change notes quicker using your left hand fingers?</p> <p>-Can you create a short melodic pattern using at least two hand signs from Doh to Fah using your left hand fingers?</p>
8	<p>-To interiorize a given hand sign using the internal ear.</p> <p>-To keep improving accuracy and coordination between right and left hand.</p> <p>-To create and perform 2-4 melodic patterns using Doh-Fah notes.</p>	<p>Doh-Reh-Mi song.</p> <p>Including 'ghost sounds'</p>	<p>Boil Them Cabbage down tune revision.</p> <p>Individual and ensemble practice with the bow.</p>	<p>Creative practice part 2.</p> <p>Revision of individual tunes plucking and with the bow.</p> <p>Performance structure-maint tune-soloes-main tune...</p>	<p>-Can you hear in your head the pitch of a given hand sign after practice?</p> <p>-Can you coordinate the change of notes using the left hand with your bow?</p> <p>-Can you create and perform a short melodic patterns with the notes Doh-Fah?</p>

9	<ul style="list-style-type: none"> <li>-To revise materials to get ready for performanc presentation of chosen repertoire.</li> <li>-To revise ensemble instructions for rest and playing position.</li> <li>-To follow and start decoding prepared stave notation of notes Doh-Fah.</li> <li>-To recognize visually melodic patterns using stave notation.</li> </ul>	Opposites game. Focus and coordination.	Performance preparation. Sing through chosen repertoire for performance. Eg-Shiftetele Dance. Tropical Island and Boil Them Cabbage down.	Introduction to Doh-Fah notes reading. Colour sticker scheme as per MX Reading Do to Fah. Reading-singing-plucking . Guess the tune? (Boil them Cabbage down)	<ul style="list-style-type: none"> <li>-Do you know the signals for rest and playing position for performance?</li> <li>-Can you recall the structure of the pieces to be performed to help you understand starts and stops?</li> <li>-Do you understand the principles of note reading Doh-Fah and can recognize a simple melodic pattern written in the stave?</li> </ul>
10	<ul style="list-style-type: none"> <li>-To understand the importance of team work when performing.</li> <li>-To develop strategies for memorizing tunes and to go on after slips.</li> <li>-To reflect and receive praise on the achievements of the term.</li> <li>-To enjoy the ludic, celebratory aspect of performance.</li> </ul>	Rehearsal of changing positions and conductor signals for start and stop. Positioning of students for performance.	Revision of structure of performance program. Hand signs singing-ming. Instructions to recover from small slips-mistakes in performance.	Public performance-demonstration. Appraisal and reflection.	<ul style="list-style-type: none"> <li>-Can you make sure that you are following the group at all times when performing?</li> <li>-What strategies do you have to make sure you recover from small slips-mistakes?</li> <li>-Are you aware of your progress this term, can you showcase this progress?</li> <li>-Did you enjoy performing today?</li> </ul>

Facilitating repertoire	Context and conventions	Application
Shiftetele Dance (Trad. Frank B.) (Bow plus tremolo ending)	-Turkish-Albanian folk music. Characteristic rhythm with quavers and rests. Great performance item.	After revising parts 2 and 1, the tutors middle part is added, completing the structure. Ideal to teach extended bow technique-tremolo, for performance effect.

Tropical Island (JG)	Song created by MX students using syncopated rhythms related to Caribbean music. Ideal for left hand position and use of fingers.	The song helps teaching left hand shape starting from all fingers on the string -taking fingers off in easy steps.
Morning Sunshine-Afternoon rain (Vamoosh) (D Part)	Great continuation song to consolidate left hand position with singable simple repeating pattern.	Recommended to focus on the D part of 'Afternoon Rain' then 'Morning Sunshine', making sure the pattern consolidates in the left hand, before moving to the bow.
Boil them-Cabbage Down (Trad. JG)	18 <sup>th</sup> century English folk tune later used in multiple American folk tunes and fiddle methods.	Once the pattern is consolidated in the left hand, this song provides an excellent opportunity for improvisation in 'fiddle' style, with students starting to use the new left hand technique to create their first melodic patterns. Doh-Fah.