

Musitrax Band-Strings : Unit 3

Unit summary: In this unit students will expand the range of notes they can play up to an octave, matching all hand signs in the key of D Major. They will also expand their dynamic range as an ensemble and build up confidence as performers, improvisers and composers. The unit should have clear performance aspect with a sense of fun and achievement with their string instruments.

		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 a twelveth with accuracy, fluency and control. To recognize all Kodaly hand signs, matching hand signs to real pitch and to start improvising tunes using their hand signs.
	Playing (technical skills and instrument knowledge)	<ul style="list-style-type: none"> • Locate the four strings of the instrument and understand their pitch relations. • Hold the bow and understand its importance in tone production. • Locate the open strings using the bow. • Play in open strings using the bow. • Gain control of the bow as to not touch other strings while playing. • Manage bow speed and point of contact to the string for better sound quality. (Straight bow) • Play using special bow technique-tremolo and special left hand technique-glissando. • Use their left hand fingers to match all hand signs of the octave in the key of D Major.
	Ensemble skills	<ul style="list-style-type: none"> • Change promptly from rest to playing position and back as an ensemble. • Adjust their playing in real time following conductor non verbal instructions. • Become more confident at using dynamic changes as an ensemble, expanding the dynamic range: Fortissimo-Pianissimo. • Play 2, 3 and 4 ensemble parts using their instruments. • Apply ensemble skills learned in previous units in different performance situations.
	Expression	<ul style="list-style-type: none"> • Adjust their playing and technical understanding to match more nuanced moods-characters.

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, structure, bar, question phrase, answer phrase, musical form, Repetition, contrast. Binary form, ternary form	Verse, chorus, verse.
Rhythm, metre and tempo	Pulse, beat, rhythm, long, short, tempo, fast, slow, Kodaly rhythm syllables, quaver, crotchet, minim, semibreve, rest.	Syncopation. Simple-Compound (unconciouss) 2/4-3/4-4/4 time.

		<ul style="list-style-type: none"> Understand and follow dynamic changes in the music they play with a wider dynamic range. 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 longer contrasting rhythm patterns as a sequence using the bow. Improvise 2-4 bars response phrases to a given call using 'pizzicato' and 'arco' with left hand finger notes.
	Composing (developing ideas)	<ul style="list-style-type: none"> Compose longer rhythm patterns and melodic phrases and making use of open strings and left hand fingers, plucking and with the bow. Develop musical leadership in their small group and whole class compositions. Follow a set of increasingly complex set of rules to keep consistency and sense of form in their musical compositions. Eg-range of notes, rhythm pattern (flashcard) to follow, number of beats. Start reflecting on the structure of the music material being created. Beginning-middle-end, binary, ternary form.
Listening and engaging critically with music	Listening and analysing	<ul style="list-style-type: none"> Develop awareness of stylistic features in different styles and music traditions where string instruments are used. Identify key features of the music they engage with using the terms/concepts listed below.
	Evaluating and justifying	<ul style="list-style-type: none"> Describe in simple terms how choices of pitch, tempo, dynamics and timbre create different moods in music using the given terms/concepts. Make more elaborate judgements about the success of performances and peers and give simple constructive feedback and suggestions for improvement.
	Aural development	<ul style="list-style-type: none"> Learn longer rhythmic/melodic phrases and songs by ear. Sing and play simple phrases using solfa. Improvise simple melodies using hand signs.

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

Working with/from notation	<ul style="list-style-type: none"> Revising staff notation of notes Doh-Fah in D Major, using 'colour' notation. Introducing staff notations of notes 'Soh-to high Doh' in D Major, using colour notation.
----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

--	--

Facilitating repertoire	Context and conventions	Application
We Will Rock You! (Queen-arr. Jenny Adejayan)	Simplified arrangement of the main tune of Queen's hit song.	This song starts to develop left hand finger action and coordination between left and right hand.
Summer Reagge (Tina Longford)	Reagge style song with fun lyrics workshops and created by Lambeth students	Lyrics of the song should be learnt first, then open strings part, finish with left hand fingers part.
Despacito. (Lusi Fonsi, arr. JG)	Latin pop song with strong rhythm and memorable chorus	Great performance item. Practice base line first, then chorus.
Viva la Vida (Coldplay, arr. JG)	British pop classic with a strong rhythm pattern.	4 different lines unified by a single common rhythm. Perfect for differentiation and great performance item.

Scheme of work

Lesson	Learning aims	Warm-up	Core Activity	Development	Plenary/review
1	<ul style="list-style-type: none"> -To revise matching hand signs d-f to left hand fingers on the D string. -To revise bow instructions while using left hand fingers. -To coordinate left hand finger action with bowing. 	Boom city cats.	<ul style="list-style-type: none"> Revision of left hand fingers and bow coordination. Tropical Island. Solfa-pizz. Bow 	<ul style="list-style-type: none"> We Will Rock you. Part 1 (Tune) Tutors demonstration. Solfege. Plucking practice. Bow coordination. 	<ul style="list-style-type: none"> -Can you match the notes Doh-Fah on the D string? -Can you coordinate your left hand with the bow while keeping a good tone?
2	<ul style="list-style-type: none"> -To coordinate left hand finger action with bowing. -To learn the structure of the whole 'We Will Rock You' song. -To use 'tremolo' to create ending effect. -To read and match colour pitch notation of notes Doh-Fah on the D string. 	Boom city cats. (Children to create patterns)	<ul style="list-style-type: none"> Left hand and bow coordination. We Will Rock You Part 1. Solfege-pluck plus bow. Revision of colour notation of notes Doh-Fah. 	<ul style="list-style-type: none"> We Will Rock You Part 2. Whole piece structure. Tremolo ending. 	<ul style="list-style-type: none"> -Can you coordinate your left hand with the bow while keeping a good tone? -Can you memorize the structure of the piece ABA? -Can you use an especial bow skill to create an ending effect?

					-Can you read and match colour notation of notes Doh-Fah on the D string?
3	<p>-To match physical actions to song to memorize lyrics and tune.</p> <p>-To keep a good tone while changing strings.</p> <p>-To match a melodic pattern using hand signs Soh-Do on the A strings.</p>	Summer Reggae Verse 1 Lyrics-actions-tune.	Summer Reggae Verse open strings part. Sing part. Individual practice-ensemble practice.	Summer Reggae Chorus Fingers part (on A string)	<p>-Can you coordinate physical actions with your singing?</p> <p>-Can you sustain a good tone and place the bow in only one string while changing strings?</p> <p>-Can you match hand signs Soh to Do using A string notes?</p>
4	<p>-To match physical actions to song to memorize lyrics and tune.</p> <p>-To keep a good tone while changing strings.</p> <p>-To match a more complex pattern using hand signs Soh-Do on the A strings.</p> <p>-To start reading and matching notation of hand signs Soh-Doh.</p>	Summer Reagge Verses 1 and 2. Lyrics actions tune.	Summer Reagge- Chorus plus verse revision and performance.	Colour notation of notes Soh-Do. (A string fingers)	<p>-Can you coordinate physical actions with your singing?</p> <p>-Can you sustain a good tone and place the bow in only one string while changing strings?</p> <p>-Can you match hand signs Soh to Do using A string notes at faster pace?</p> <p>-Can you read-recognize the notation of notes Soh-Doh?</p>
5	<p>-To match hand signs on both A and G strings (changing 'do')</p> <p>-To play a two part ensemble piece holding your line.</p>	Despacito sing and clap along as tutors play.	Tropical Island on G. Bass line practice. Hand signs-colours-individual and ensemble practice.	Despacito chorus practice. (A string) Two parts ensemble practice.	<p>-Can you match left hand fingers on the G string?</p> <p>-Can you change fingers between different strings as 'do' changes?</p>

					-Can you play a two part ensemble piece while holding your line?
6	<p>-To discuss musical elements related to a non musical idea-Storm.</p> <p>-To create a rough initial musical response to the idea of 'Storm'.</p> <p>-To consolidate matching hand signs on A and G, playing a two part ensemble piece</p>	Listening activity 'Vivaldi's Summer Storm'	Despacito bass line and chorus revision. Individual-Ensemble practice.	Creative activity-groups. Small groups initial responses to the idea of depicting a 'Storm' through music.	<p>-Can you describe in simple terms a music feature that relates to the idea of a 'storm'?</p> <p>-Can you use your instrument to create a rough musical response to the idea of 'storm'?</p>
7	<p>-To start developing musical ideas-responses to the concept of 'storm'.</p> <p>-To create specific music ideas-material on a particular element of a storm.</p>	Listening activity-Vivaldi Storm. Elements of a storm, how are they represented in music? EG-Thunder, lightning, rainfall.	In small groups, revise initial musical responses from last lesson.	Allocation of particular elements of 'Storm' to individual groups for music material development. Eg- Group 1 developing musical ideas for 'Thunder'. Small group presentation of ideas.	<p>-Can you start refining-consolidating your musical response to the idea of Storm?</p> <p>-Can you use your musical imagination to create a musical idea to a particular element of the idea of 'storm'?</p>
8	<p>-To refine musical ideas from previous lesson.</p> <p>-To shape a whole class performance of the ideas composed reflecting on ideas of shape and orchestration (small group Vs tutti)</p>	Special techniques warm up: D Major scale. G Major scale. Glissando. Tremolo. Practice	Small group revision and practice on elements of Storm.	Whole class shaping of ideas to create our musical storm. What comes first? What happens next? How do we finish our piece? Small groups Vs tutti parts. Ideas for enlarging dynamic range. Tutor and child lead. Performance-presentation of composition.	<p>-Can you contribute to the creative process musically and with your creative ideas?</p> <p>-Can you memorize a simple structure and navigate your contribution to the ensemble?</p> <p>-Can you apply your technical knowledge to your musical ideas?</p>

9	<p>-To learn a 4 part piece with a unifying rhythm groove</p> <p>-To explore creative ways to notate a piece of music.</p> <p>Eg-Graphic scores.</p>	Viva la Vida (clap along)	'Storm'piece revision. Reflection and noting down structure.	Viva la Vida Rehearsal of differentiated parts. Ensemble rehearsal (4 parts)	<p>-Can you find ways to notate the music you created?</p> <p>-Can you play a 4 ensemble part piece with a unifying rhythm?</p>
10	<p>-To rehearse and showcase in public some of the work from the term.</p> <p>-To celebrate the whole year's achievements of the group.</p>	Revision of structure of chosen pieces. Singing-clapping.	Rehearsal for performance-presentation. Eg-'Storm' piece plus Despacito, We Will Rick you, or Viva la Vida.	Performance	<p>-Can you remember the structure of the pieces to be performed?</p> <p>-Do you have strategies to recover from small blips in your performance?</p> <p>-Did you enjoy?</p>

