# **INFANT STRINGS MTP AUTUMN TERM**

First term aim – Posture, plucking open strings, pitching vocally

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| **Learning Objectives** | **Possible teaching activities** | **Points to note** |
| ***Pupils should learn….***… respond to high- medium-low sounds and copy simple patterns..recognise long and short sounds (walk, jogging, stride, rest)….move with good style and musically to rhythms heard..recognise loud and quiet (p/f)..recognise fast and slowSing songs using So and Mi .and then Doh and La. Start to explore the pentatonic scale …keep a steady pulse…keep 4 time and 3 time…Learn the names and movements for open string notes …Listening…Good posture, instrument hold, plucking…Co-ordination…Performance | -steady pulse games- move to walk, jogging and stride. Also understand rest.-respond to musical signals (stand up D-D’, sit down A-D, find your own space D-F#-A-D’, AGF#EDD ‘Come and make a circle’)Rhythm and note reading games...move to walk, jogging or stride, use cards, ‘stuck note’, stopDiscuss character of piecesPerform with a steady pulseBounce ball on first beatFlying Pizz | **Songs** to choose from..Hello SongCobbler Cobbler,Hot Potato/Starlight StarbrightCherry PieApple TreeDoggy DoggyBells In The SteepleRain RainSlowly Slowly Moves the Snail**Pieces**StrummingChocolate TreatsHoe DownTwinkle TwinkleSwing ‘n’ SwayLet’s All Play PizzicatoFlying AroundAt the ZooNew Waltz**Exercises**StrummingSwinging left elbowHolding instrument process |
| **Assessment**  **Ongoing skills** ..sings in tune, performs with a sense of pulse, enjoys music-making, will make statements and observation**Specific focus ...**good posture and instrument hold, good plucking, recognises rhythmic patterns |
| **Resources**AbracadabraEssential String MethodJoggersStartersRazzmajazz | **Key Vocabulary**  PitchRhythm and pulseForte/pianoFast/slowwalk, jogging, strideHigh, Low |

# **INFANT STRING MTP SPRING TERM**

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| **Learning Objectives** | **Possible teaching activities** | **Points to note** |
| ***Pupils should learn….***..pitch..step, skip and leap..louder and quieter…faster and slower…tunes by ear…listen and suggest ways of improving…introduce the idea of strong beats….2,3 and 4 time….Bow hold, bowing and left arm position (String Crossing)…Phrasing…Improved co-ordination…Awareness of good sound…Performance…’thinking voice’ | -as previous term but also…Balls- roll to 3 and 4 beats for breath and bow distribution…’Mouse into Space’ story..Twinkle Twinkle with scarves…echoes/copying with bow…Bow Circles | **Songs** to choose fromDippidu..Tony Chest NutChest, Chest, Knee, ToeZoom,Zoom,Zoom (bow hold)Not last night (robber song)Oliver TwistElevator SongOnce a Man Fell Down a Well**Pieces**Twinkle TwinkleCowboy Chorus (bowed)Copycat BluesOvernight Express TrainIn FlightHappy HaydnSwing BandRain Drops**Exercise**Rock and RollMonkey Climbing TreeCake Making |
| **Assessment**  **Ongoing skills** ..as last term plus...can use simple performance directions, performs with sense of pulse and rhythm**Specific focus ...**as last term plus....can play up to 4 notes, can call and respond, good beginner bow hold, bowing technique, discusses character and tempo |
| **Resources**Rhythm cardsDalcroze BallsScarves | **Key Vocabulary**  As last term plus...,...crescendo |

Second term aim – bow hold

# **INFANT STRINGS MTP SUMMER TERM**

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| **Learning Objectives** | **Possible teaching activities** | **Points to note** |
| ***Pupils should learn….***..about layers of sound...dynamics...Extend rhythm knowledge …Co-ordination…String Crossing….ability to change bow speed….Performance…work on Steps to Success Step 1…work on bow distribution and speed | -as previous term ...call and respond…bow circles…High ‘D’ harmonic..Pair work – being the teacher, working on improving technique | **Songs** to choose from..Oliver TwistDouble Double This,ThisOnce a Man fell in a WellLong Legged WifeDippiduOne Man Band**Pieces**New WaltzAnna LouBirds and PlanesLow D High D...**Exercise**Swing Left elbowRock and Roll |
| **Assessment**  **Ongoing skills** ..as last term plus...can use simple performance directions, performs with sense of pulse and rhythm**Specific focus ...**as last term plus keeps a steady pulse, Good string crossing techniqueSteps to Success 1... |
| **ResourcesRed Hot Dots**AbracadabraEssential StringsJoggersStartersSteps to success certificate | **Key Vocabulary**  As last term plus...,...piano/forte..dynamics  |

## Infant Strings Project **WEEK by WEEK SUMMARY**

The first term should focus on posture, plucking open strings and pitch matching vocally

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| Week | Learning Objective**Pupils should learn…………..** | Summary of Teaching activitiesKey – Singing/Kodaly, Dalcroze, Instrumental | **Notes**  |
| 1 | *What a violin and cello are**To sing simple pitches moving by step or easy intervals**Rhythm - walk and jogging**To listen and respond musically* | **Suggest all lessons start with ‘circle time’** **Circle** Hello song TTCC (Tap Tap Clap Clap) learn the pattern and count the beats 1-4**Dalcroze** Learn musical signals – stand up, sit down etcMove to walk and jogging - starting and stopping **Instrumental**Listen to violin/cello piece (played by teachers) Pupils have a go on the instruments and choose which one they would like to play | Setting behavioural expectations Learning how to best use the space – where you sit - where you can do activitiesGetting to know the pupils Learning namesGive out letters that explain infant strings to parents |
| 2 | *The notation for walk and jogging**Pitch matching for So and Mi* | **Circle** Hello song TTCC – identify beats  say names on first beatSongs – ‘Cobbler Cobbler’**Dalcroze** Musical signals Move to walk and jogging and show notationChildren hold a walk card or a jogging card and move when appropriate.**Technique** Size instruments for children and give out forms |
| 3 | *about pulse**improved co-ordination**hand signs for So and Mi**String names- show on body**Instrument hold* | Hello song TTCC – how many children can keep the pattern and say their name correctly‘Cobbler Cobbler’ use hand signs - showing higher and lower note and Kodaly hand signsCherry PieWalk and Jogging with cards, also starting and stopping at the correct timeIssue instruments and talk about unpacking them, caring for them. Violin teacher to show violinists hold and posture etcCello teacher to show cello playersLearn string names e.g. (Greedy Dragons Always Explode, Cats Go Down Alleys). Also show pitches on body |
| 4 | *Rhythm and Pulse - what’s the difference* *High and low**String names* | Hello song TTCC as beforeSoh mi songs e.g. ‘Cobbler Cobbler’, ‘Cherry Pie’Use these songs to explore pulse and rhythm Swap between pulse and rhythm - e.g. ‘Slowly Slowly Moves the Snail’Walk, jogging - put cards in corner of room – children have to move to the right card using either walk or jogging as appropriateInstruments out and tuned.Check instrument hold and posture Strumming – ‘Abracadabra’Check children’s knowledge of open strings and use words high and low with explanation.Play ‘At the Zoo’ – (E for Elephant)alternatively Sing ‘Chocolate Treats’ use words, Do and So and then string names. Step the rhythm too.Play ‘Chocolate Treats’ using call and responseOther choices for 1st piece could be ‘Anna Lou’ or ‘Let’s All Play Pizzicato’ (Starters)  |
| 5 | *Stride**Playing a piece with singing and playing and doing this at the correct time* | HelloTTCCSing ‘Hot Potato’/ ‘Starlight’/ ‘Cherry Pie’ add pulse and explain meaning of wordKeep pulse with bean bag round the circle.Move to walk and jogging. Introduce Stride and show notationInstruments out and tuned.Physical warm ups including ‘Strumming’call and response with open stringsrevise piece already learnt and add another if appropriate - ‘Chocolate Treats’, ‘Anna Lou’, Let’s All Play Pizzicato’ |
| 6 | *Rest**Consolidating rhythms learnt and string names* | **Hello**TTCCSong with pulse around the circle – add more bean bags if possibleMove to walk, jogging and stride. Introduce rest. Choose some children to model doing this well. Ensure children are moving well and using the space well.Introduce note getting stuck and ask children what they think they should do (i.e. walk or jog on the spot)Check for good listening and responseInstruments out and tunedPosture and hold checkedWarm ups – physical and instrument specificCall and response on open stringsChocolate TreatsLet’s all Play Pizzicato and Anna LouChildren work together in pairs or small groups to improve performances |
| 7 | *Vocalising rhythms/ aural recognition* | **Hello**TTCCPlay a rhythm and ask children to say what it is using walk jogging etc. Do this with 2 separate rhythms.Put one rhythm in one corner of the room and the other in a second corner. Divide children into 2 groups. They move when they hear their rhythm.Start work on Hoe Down – play initial rhythm to children and ask them to say what the rhythm is ( in terms of walk and Jogging)Step the notationInstruments out warm upsPlay previously learnt pieces and start first part of Hoe Down. |  |
| 8 | *3 beats* | **Hello**TCCSing ‘Bells in the Steeple’Step – step clap clapInstrument holdWarm upsPlay ‘Sway and Strum’- StartersPlay Flying Around’ or ‘New Waltz’ for flying PizzPlay previously learned piecesRevise start of Hoe Down and stepLearn the second part of Hoe Down |  |
| 9 |  | Sing Dippidu as Hello Song and talk about 2 time and 3 timeBells in the SteepleRain Rain – introduce LaContinue work on Hoe DownContinue work on 1st beat of 3- flying pizz etc |  |
| 10 |  | **Hello**TCC Step all of Hoe DownWarm upsPlay Hoe Down all through using call and responseRevise previous pieces  |  |
| 11 | *How to perform and improve performances* | HelloTTCC or TCC – count the beats, or say name on 3rd beat of 4Use balls to bounce on first beat of 3 or first beat of 4Sing favourite songs from the termStart early bow hold with pencil using James the Mouse Story and/or Zoom, Zoom ,Zoom,Talk about performance skills for next weeks’ performance and choose repertoire |  |
| 12 |  | **Do a performance for the school and parents if possible or use this week to prepare for a performance next week.****Try to find time to discuss and review the performance** |  |

Notes.

* Please refer to ‘Infant String Activities’ information
* Any appropriate pieces or activities can be used to achieve the same outcomes but they should be based on Kodaly and Dalcroze principles