**String Termly Taster WEEK by WEEK**

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| **Week** | Learning Objective**Pupils should learn…………..** | **Teaching activities** | **Notes** **Suggestions for support Possible assessment** | **Success****Criteria Assessment** |
| 1 | * *to develop their singing voices*
* *about pulse (revise current knowledge)*
* *about 4 beat patterns with emphasis on 1st beat*
* *Violin hold*
* *Plucking open strings*
* *Sol fah hand signs*
* *Play a simple piece in unison*
 | Starter Hello. TTCC ( Tap,Tap,Clap,Clap)- count beats,**Listening – String piece**Rhythm -Introduce walk and jogging (step if possible)**Main activities** Introduce members of the string family Show violin and explain how it is made and how it works. Teach rest position1 violin between 2 pupils. Show how to stand and hold. Pupils to work in pairs to achieve good violin hold.Teach how to pluck the stringsString names (show on body)Copying patterns on each string  ‘Strumming’ - Abracadabra’**Plenary:** revise care of instrument, string names andhold | Help with setting up room and unpacking instrumentsHelp to monitor violin holds and children working together sensibly.  | Keep a steady pulseAccurately pitch a simple 2 note intervalChildren produce a sound - plucking |
| 2 | * *to develop their singing voices*
* *to recognise changes in pitch*
* *copy back simple rhythmic phrases*
* *Play and recognise crotchet and quaver*
 | **Listening** – violin piece – ShoogleniftyStarter Teach Hello Song; TTCC with names on beat 1**Main activities**Dalcroze – introduce signals Stand up, sit down ,find your own space, listen nowIntro movements for walk and jogging. Show notation cards for each. Recap violin hold, learn Strumming.Learn String names and sing E for Elephant songPairs – can you find each string on your violin – one holding the violin names a string, the other plucks it. Sing E for elephants and pluck back on correct string. **Plenary:** Hear some children echo you on their own - did they sound the same as me?  |  | Children can identify the 1st beatChildren can differentiate between walk and jogging both physically and from notation.Children can copy easy rhythmic patterns correctlyChildren can show a good violin hold with good posture-standing tall, head straight, left hand fingers curved over strings ( like an umbrella) |
| 3 | * *simple structure*
* *know the different strings*
* *copy back simple rhythmic phrases*
* *Create simple rhythmic pattern using 1 or 2 notes*
 | **Listening** Cello piece – Bach suite**Starter .** Hello song – use individual namesCobbler Cobbler - actions - which action moved like a walk/jogging? Revise soh me and sing with signs**Main activities**Recap walk/j/s clapping movtsRemind children of notation and begin flashcardsSing E for elephants and body tapRevise which is which stringRevise playing E for Elephants as echo phrasesExt: children create on patterns for different animals.**Plenary** – hear some children. Show w j symbols again and make rhythm for a for alligator in w j.  | Check children are working sensibly, are clear about what they need to do. Check violin holds where possible | Children work co-operatively in small groupsChildren can sing accurately and with a good soundChildren can maintain an instrumental part within an ensemble with awareness of pulse. |
| 4 | * *The word ostinato and what it means*
* *Identify rhythms using notation*
* *To recognise and play a crochet pulse and ostinato*
* *to develop their inner ear and recognise changes in pitch*
 | **GET CLASS LIST FROM TA for assess soh mi****Listening** Heifitz – find pulse as listen**Starter** Hello song – individuals Revise Soh and Mi and teach lahListen to Rhythm Train – and clap back rhythms. Invite some to step. Can children work out the rhythm using w j? Find flashcards for each. **Main activities**Sing/teach ‘Great Big House’. Link to characters sml. Which part of the song doesn’t use sml? (ending)Learn ‘Pie Ostinato’ and keep it going as I play song. Establish meaning of ostinatoWarm up drill and strummingShow how to sing AD pulse for GBH with body taps.Learn to play the ostinato on violins using D and A.Half sing song half play – swap over**Plenary:** Which pieces did we play the pulse? Rhythm? Ostinato? Establish children know the difference. | Help children settleJoin in supporting identified children Take the pie ostinato partSupport the half singing the song | Children begin to maintain an ostinato and know what it meansChildren can sing s m l accurately and show pitch with handsChildren can play steady pulse using AD |
| 5 | * *to be able to play an ostinato*
* *to recognise changes in pitch*
* *To recognise a rest*
* *To understand the meaning of pulse/rhythm/ostinato*
 | **Listening** Double Bass piece - Jez solo?**GET CLASS LIST FROM TA for assess soh mi****Starter** Hello song – individuals Elevator Song – intro other Kodaly names**Main activities**Recap walk and jogging movts and introduce rest – some step some clap rhythms from GBH. Show flashcards for each rhythm – where is the rest? cardsWarm up drill and strummingTeach/Revise ‘Great Big House’ and pluck pulse/sing AD body tap. SWAPRevise term ‘ostinato’. Try out other ostinato using AD and patterns from GBH words as a class. Paired activity - pluck/tap together own ostinatos and share **PACK AWAY NOW****Plenary:** talk about pulse rhythm ostinato and identify difference. | Support class with listening Join inClap rhythms with class/support individuals | Children talk about music they hear using musical language Children can pluck an ostinatoChildren can identify – rhythm/pulse ostinato |
| 6 | * *To learn a piece in ¾*
* *To be able to do flying pizz*
 | **Listening** – String Quartet – what is the role of each player? **Starter**  ‘Dippidu’ – 2, 3 time **Main**Remind children of ¾ patterns in Dipidu.Paired work – create own ¾ pulse pattern. Perform as I play New Waltz.Drill and introduce flying pizzicato. Learn New Waltz and display on the board. All sing. Half sing, half do pulse. SWAP.Paired work– play through NW using flying pizzShare good examples. **Plenary:** prepare for bow hold next week. Get out of case and explore different parts. Model bow hold and each pair tries to hold bow. | Support with body percussion patternsSupport as necessary | Children can tap pulse in 2 or 3 timeChildren can demonstrate a flying pizzChildren are beginning to be able to play New Waltz |
| 7 | *To begin to develop a bow hold**To revise 4 beat rhythmic patterns* | Starter: Revise dipidu**Main activities** Spend time discussing the bow and talk about bow care and packing away etc.Refine bow hold from previous week - point of balance bow holdModel where to put bow on the string and practice bow circles. Sing N Waltz and revise flying pizzModel how to do bowing circles**Practice time to make a sound on different strings with bow/play New Waltz if they can****Plenary** – Play to the children Copycat Blues – what do you notice about the bow? Establish up down bowing different to circles.4 beat pattern. Create own 4 beat pattern 1 and 3. | TA support behaviour |  |
| 8 | * *To develop bow hold and bowing technique*
 | **Starter :** Revise Elevator song and missing floors gameRelate to D A - which is lower? So which is do?**Main activities:** Get out bows – introduce james the mouse and space for a mouse. Mouse in space storySee saw bow exercises – ie. Put your bow on G etcDown up bowing practiceSing/ Pluck / Bow Copy cat bluesRevise dipidu and ¾ Revise New Waltz and bow circlesPlenary – which kind of bowing do you find easier? What are the differences? Longest sound?  | Children will need a lot of support with bowingMonitor children working together sensibly and bow holds. Check bendy thumbs and little finger | .Children understand how to hold the bowChildren can produce a sound with the bow and know where to position it on the string |
| 9 | * To bow dotted stride
* *To be able to cross strings*
 | SET UP PERFORMACE DATEStarter: Revise DipiduTeach bells in the steeple. Play the melody and ask children to keep body perc pattern. How many beats? **Main activities:** Listen to In Flight. Show dotted stride with actions – scarves?Sing through In flight using Body taps. Get out bows and violinsSee saws and aeroplanesModel see saw and play to cross to different stringsCan anyone remember the strings from IN Flight?Model how to play E A E A Paired work - sing / play E A E A Repeat A A D.Practice whole phrase – make long notes last 3 beats – SLOW ARM!Hear a few children. **Plenary:**  Recap through pieces learnt so far – can children identify another that has 3 beats? (N Waltz, Dipidu)Play New waltz | Help to organise cellos being played in turn | Children play violin or cello with confidence |
| 10 | * identify similarities and differences between string instruments
* to revisit violin pieces and play confidently with bow
 | Starter: ¾ backing track and make body perc ¾ patterns i.e. www s www s. Show individual rhythm cards – can anyone make a picture of their pattern?**Main activities** Listen to cello or watch clip. Show cellos for some children to play. Learn string names, how to sit, plucking positionRe-visit Drunken Sailor.Sing and tapSing and pluck cello or pluck/bow violin – child’s choice SWAPSwap children on the cello and repeat for Copycat blues **Plenary:** discuss differences between violin and cello and which the children prefer. |  |  |
| 11 | To revise dotted strideTo revise bow circles | **Starter:** Sing Dipidu song and actions. Make own ¾ patterns, Model how to put together jogging walk patterns in ¾ leading to one cup of tea New Waltz**Main:** Revise singing New Waltz and dotted stride claps.Choose cello players. What do you know about playing the cello? Demo flying pizz on cello and revise string names.Violins get bows out and revise bow hold/bow circles – private practice cello pluck or bow circles.Play New Waltz**Plenary:** Choose players for performance  | Violin – Cello –  | Children perform with confidence fluency and accuracy and can reflect upon their work |
| 12 | * To bow dotted stride
* to rehearse improve and evaluate their work
 | Starter: Rehearsal lessonGive out scarves and set up in hall**Main activities** Remind children about performance. Outline plan (see to right)Sing through In flight using Body taps. Number 2 play In FlightNumber 1 wave scarvesChoose Cello playersGet out bows. Steps leading to bow CirclesRun New Waltz - Number 1 playNumber 2 sings letter namesSWAP Steps leading to Down up bowing and see saws Run Copycat Blues – Number 2 playNumber 1 sings letter namesSWAP Let’s all PlayBows down – Number 1 PlayNumber 2 sing words and stamp**Plenary:** Choose announcers and run whole thing if time. | Give out letters and encourage children to continue if they are interested**Performance:**First we learnt the names of each string and how to pluck the string. This is called pizzicato.We are going to play ‘Lets all Play Pizzicato’Drunken Sailor pizzWe are now going to play In FlightIn flightWe learnt how to hold the bow and do bow circles. This piece is called New WaltzNew WaltzWe learn to do Up Down bowing. This piece is called Copycat BluesCopycat Blues |  |
| 13 |  | **Performance - Set up chairs day before****845 – quick tune up in class** |  |  |
| 14 | * Copy back melodic phrases ie sml
 | **Assessment lesson and give data to teacher. Collect Eval form and data about continuation****Starter :** Revise hello song and give individuals hellos Assess.Main: Revise up down bowing and ‘find your limit’ - how much bow can you use before it goes wrong!Composition activity based on copycat blues.In pairs children create own 4 beat pattern – 4 walks or use a rhythm i.e. lets all play pizzicato or copycat blues sh. clap to your partner and sing the string you want them to play on - can they copy you and sing and clap back?Model how to play on violin pluck or bowPaired activity – play a pattern for partner to copy**Plenary:** Hear a few pairs – did the rhythm have 4 beats? Were they good copycats? |  |  |