# **NEW WCET 2018-19 UNIT FOR STRINGS MTP SUMMER TERM**

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| **Learning Objectives** | **Possible teaching activities** | **Points to note** |
| ***Pupils should learn***   * to extend knowledge of solfa and relevant handsigns.   d-l   * to improve violin and bow hold * to be able bow w j s rhythms * to be able to bow accurately across strings * to begin to use fingers to pluck simple tunes * to be able to prepare for a performance * to be able to play from notation or from memory * to be able to play in metre of 2, 3, or 4 * to improvise within a structure (chorus/verse) | Tinker Tailor song - consolidate S to D  Ball Games  Rope Jumping – MRD songs i.e. John Kanaka  Simon Says – low D and high D listening game  Dalcroze movements activates i.e. step phrases of Twinkle or Hoe Down  Dictation games  Make Tune (copper music medal)  Call and response  Rhythm Train (FTS) – children create new verses  Hoe Down - with children creating own new verses? (ESM)  Swing Band (FTS)  Circle Madness (Vamoosh)  Under the Coconut Tree (Vamoosh)  Cowboy Chorus  Twinkle Twinkle (ESM)  Hot Cross Buns (ESM)  Snowman (ESM) | Use Solfa (moveable doh)and handsigns to identify differences in pitch.  **Assess:** *X can sing and identify using handsigns the pitches of soh, me and lah.etc*  **Assess** *X can use notation to play simple tunes*  **Assess** *X can play in metre of 2, 3, or 4*  ***Asses X*** *can bow simple rhythms*  *Assess X is beginning to pluck simple finger tunes*  ***Assess X*** *can hold the violin correctly*  ***Assess X*** *can bow across different strings with a reasonable sound*  ***Assess*** *X can improvise a short rhythm or sequence on violin*  ***Assess X*** *can make improvements to own work to prepare for a performance* |
| Assessment Social skills record **Ongoing skills** X can maintain a steady pulse in time with others; copy simple rhythm patterns (clap and play); sing confidently in unison with others.  **Specific focus** **X** can respond to a range of musical signals; hear and demonstrate the difference between walk and jogging; sing and use solfa and relevant handsigns. | | |

**NEW WCET 2018-19 UNIT FOR STRINGS – SUMMER TERM - WEEK BY WEEK PLAN**

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| Week | Learning Objective  Pupils should learn… | Suggested Teaching Activities | Success Criteria  Assessment |
| 1 | * *to bow rhythms j w* | **Starter:**  Revise movements for w j s rest. Step rhythms from previous term i.e. E for Elephants etc, Step pulse/clap rhythm. Try other way round.  **Main activity**  Revise bow hold  Aeroplanes exercise – child to lead by calling point middle heel  Bow echos on one string. Model whole bow walk, half bow jogging  Bow echos on different strings  Listen to Rhythm Train - play back phrases  Make up own echo phrases in pairs.  Perform to group  **Plenary**  Make a picture of Rhythm Train phrases/own phrases using individual rhythm cards  Ext – model harmonics 3rd finger | Children respond to change in sound correctly |
| 2 | To revise rhythmic notation  To be able to bow rhythmic patterns | **Starter**  **GIVE OUT Steps to Success cards and highlight what we can already do.**  Revise flashcards.  Step rhythm patterns – each child/pair has different card. They step when you play their rhythm – include Hoe Down rhythms.  **Main activities**  Introduce Hoe Down – model folk fiddling and then perform HD to them with funky backing. Play again and invite children to clap rhythm of first section.  What do you notice about the pitch? (Gets lower then higher again)  Revise Bow hold –  Paired work - see saw exercise to different strings and play jjjj ww on that string  Pluck Hoe Down phrases - echo teacher  Model bowing Hoe Down phrases - see saw in the middle of the pattern  Echo  Private practice  **Plenary** –  Perform Hoe Down. What worked well? What were the challenges? Review STS cards and evaluate what we have achieved. | Can pluck and bow simple rhythms  Can evaluate own work and suggest improvements |
| 3  9th May | To be able to bow across strings (circles)  To improve bow hold | **Starter**  John Kanaka – revise term call and response  Call and response – clapping patterns only  **Main activities**  Bow hold and see saws.  Demo string crossing circles A and D – what do you notice? (elbow draws oval/circle shape).  Individual practice time - HA try on different strings  Listen to Circle Madness (Vamoosh) –  Sing phrases  Pluck phrases  Give each pair a phrase i.e. A D A D or E A E A and practice time.  Play phrases to the group – did they show a good circle shape with bow?  Revise Hoe Down patterns from previous week.  Pluck  Bow  Learn ending  **Plenary**  Revist STS cards – which skills have we focused on today? | Can keep a steady pulse.  Can pluck word rhythms with more accuracy |
| 4  16th May | *To be able to play strides*  *To develop boing across strings* | **Warm up:**  Teach Hakka for jamboree if going  (Gp 3 John Kanaka)  **Main activity:**  Gp 1 - Circle Madness - step rhythms and phrases. Listen to CD and sing letters and tap  Revise string crossing and bow hold.  Learn 2nd half slowly  Gp 2 – Step Twinkle phrases - fingers part plays.  String corssing circles A D. Learn middle section. Talk about structure. Revise opening and how it repeats.  Gp 3 - step Hoe Down phrases whilst I play.  Get foam pads and violin hold. Pluck phrases (MA bow)  Revise ending.  All bow phrases.  Paired work – create 4 beat pattern for new verse.  Play ideas one after the other to make the new verse.  **Plenary:**  Can you remember a rhythm we used in today’s lesson? Which piece just used walks? Which string didn’t we use today? | *Can play strides with long bows*  *Can bow string crossing patterns* |
| 5  23rd May | *To be able to prepare for a performance*  *To be able to suggest ways to improve our music* | **Warm up:**  Remind children about Lets all play Pizzicato.  Clap and stamp pulse.  Change words to Lazy Pirate and ask children what they would do to punish him – make up verses.  **Main activity:**  Gp 1 - Circle Madness Gp 2 - Twinkle  Listen to backing and clap rhythms  Sing letters from memory  Bowing exercise – echos across different strings.  Paired work – play a pair of strides for your partner to copy. Try to use whole bows.  Share  Gp 3 - clap Hoe Down phrases whilst I play.  All bow phrases.  Paired work – play one phrase together  ALL - Play through each part of piece and evaluate success. Make improvements for performance.  **Plenary:**  What have you improved today? | *To be able to make improvements to own /others work* |
| 6  6th June | To prepare for a performance  To improve down up bowing | **Starter**  John Kanaka – practice as if you are at jamboree – practice is for me!  Sing and they do clap pattern  Thinking voice they do thinking voice too  Sing out loud but faster  **Main** –  Talk about presentation / posture/ signals to get ready etc  Down up bowing practice for all groups. Half play – half look – who is going the right way, in correct part of bow?  Gp 1 – retake bow practice on G then D  practice D G D G D D bit of Circle Madness  Slow - med - fast (check rory ok)  Perform and improve  Gp 2 – middle section to last line i.e. D D A – D D D D  Remind legato style of playing  Perform and improve  Gp 3 – Check long stride section and ending  Remind of solos and play/practice in pairs – listen to recording  Practice end of solos to chorus    Perform and improve  **Plenary** – discuss arrangements for visit. | Children can identify strengths and areas for improvement in performance pieces  Children can play down and up bows |
| 7 | To introduce/revise doh and the handsign for this.  To be able to play confidently using open strings | **Starter**  Tinker Tailor – ball bounce to pulse in pairs. Play circle game or make up a switch places bit at the end.  **Main activities**  Look at Steps cards – identify areas we can highlight  Learn one new open string piece:  Gp 1 Twinkle – some play on guitar the melody?  Gp 2 Circle Madness  Gp 3 Circle Madness  **Plenary**  What have you developed today? | Identify the difference between walk and jogging. |
| 8  27th Jun | To be able to sing a song using SMD  To be able to make a tune from a given rhythm  To introduce fingers | **Starter**  Tinker Tailor - sing to sol fa names only  Play ball game  **Main activities**  Introduce fingers and numbers using 4 joggers song (FTS).  Polish neck and and tap buttons finger exercises i.e. tap 3 fingers, 1 finger etc  Low D High D – Clever tricks from Abracadabra but play 3rd finger D  Each group chooses which piece they want to play in concert - Twinkle or Circle Madness  Revise and practice as necessary  **Plenary** :  Revise finger numbers again and model how to play a tune on D. | Can sing confidently with other.  Can sing using the solfa and handsigns. |
| 9  4th July | To be able to identify high and low notes on the violin  To suggest improvements to a performance | **Starter**  Play Simon Says or similar listening game to identify difference between low and high D.  **Main activities**  Dress rehearsal for concert  Revise Clever tricks if time  Plenary  Revisit STS cards and identify highlighted areas from today’s lesson. | Can identify low D high D and open strings by listening  Can rehearse and make improvements for a performance |
| 10  11th July | To be able to compose melodic patterns | **Starter**  Repeat high low listening game - assess for STS cards  **Main**  Make a tune – show rhythm cards and ask children to clap and sing rhythm names  Play on one string  Use 2 strings etc  Teach HCB and pluck  **Plenary**  What can you do now that you couldn’t do at the start of term? Self evaluation |  |
| 11  18th July |  | **Starter**  Make a Tune – assess for STS  **Main**  Revise fingers activities  Award certificates STS if Make a tune and fingers pieces acheived  Groups perform to each other  1030 B to A  1105 A to C  1140 C to their class  Get back pads and rosins from violins |  |

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| 12 |  | **Starter**  Pentatonic melody as in previous week. Explore sol fa characters used and discuss melodic shape of song  **Main Activities**  Continue composition - use rhythm grids and add pitch – do they want high to low etc  Try ideas out using TP  **Plenary**  Share melodies and class to describe/show pitch with hands | Class teacher assist with stepping pulse and clapping rhythm. | Singing confidently.  Able to use solfa and handsigns.  Can copy clapped patterns. |
| 13 | To be able to organize sounds in a structure  To make improvements to own and others work | **Starter**  Play Metre Mix to combine 4 groups.  Identify how many beats in each pattern  **Main activities**  Finish compositions -  Sit in groups - check all can play their lines with no hesitation between players  Model adding pulse/ ostinato using one group  Groups decide if want to add percussion and practice  **Plenary**  Perform and record:  Sing pentatonic melody –  Groups play  Pentatonic melody again  Listen back and evaluate if time | Class teacher to assist with group work.  Support with finalizing assessment objectives from the term | Solfa handsigns.  Identifying walk and jogging.  Can keep a steady pulse. |
| 14 | To review learning from the unit | **Assessment lesson**  Revise games and songs from the unit and assess as necessary |  |  |