# **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 DBall GamesRope Jumping – MRD songs i.e. John KanakaSimon Says – low D and high D listening gameDalcroze movements activates i.e. step phrases of Twinkle or Hoe DownDictation gamesMake Tune (copper music medal)Call and response Rhythm Train (FTS) – children create new versesHoe Down - with children creating own new verses? (ESM)Swing Band (FTS)Circle Madness (Vamoosh)Under the Coconut Tree (Vamoosh)Cowboy ChorusTwinkle 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 ObjectivePupils should learn… | Suggested Teaching Activities | Success CriteriaAssessment |
| 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 holdAeroplanes exercise – child to lead by calling point middle heelBow echos on one string. Model whole bow walk, half bow joggingBow echos on different stringsListen to Rhythm Train - play back phrasesMake up own echo phrases in pairs. Perform to group**Plenary**Make a picture of Rhythm Train phrases/own phrases using individual rhythm cardsExt – model harmonics 3rd finger | Children respond to change in sound correctly  |
| 2 | To revise rhythmic notationTo 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 stringPluck Hoe Down phrases - echo teacherModel bowing Hoe Down phrases - see saw in the middle of the patternEchoPrivate 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 rhythmsCan evaluate own work and suggest improvements |
| 39th May | To be able to bow across strings (circles)To improve bow hold | **Starter**John Kanaka – revise term call and responseCall 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 stringsListen to Circle Madness (Vamoosh) – Sing phrasesPluck phrasesGive 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. PluckBowLearn ending**Plenary** Revist STS cards – which skills have we focused on today? | Can keep a steady pulse.Can pluck word rhythms with more accuracy |
| 416th 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 tapRevise string crossing and bow hold. Learn 2nd half slowlyGp 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* |
| 523rd 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 - TwinkleListen to backing and clap rhythmsSing letters from memoryBowing exercise – echos across different strings. Paired work – play a pair of strides for your partner to copy. Try to use whole bows.ShareGp 3 - clap Hoe Down phrases whilst I play. All bow phrases. Paired work – play one phrase togetherALL - 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* |
| 66th June | To prepare for a performanceTo improve down up bowing | **Starter** John Kanaka – practice as if you are at jamboree – practice is for me!Sing and they do clap patternThinking voice they do thinking voice tooSing out loud but faster**Main** –Talk about presentation / posture/ signals to get ready etcDown 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 Dpractice D G D G D D bit of Circle MadnessSlow - med - fast (check rory ok)Perform and improveGp 2 – middle section to last line i.e. D D A – D D D D Remind legato style of playingPerform and improveGp 3 – Check long stride section and endingRemind of solos and play/practice in pairs – listen to recordingPractice end of solos to chorus Perform and improve **Plenary** – discuss arrangements for visit. | Children can identify strengths and areas for improvement in performance piecesChildren 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 highlightLearn one new open string piece: Gp 1 Twinkle – some play on guitar the melody?Gp 2 Circle MadnessGp 3 Circle Madness **Plenary**What have you developed today? | Identify the difference between walk and jogging. |
| 827th Jun | To be able to sing a song using SMDTo be able to make a tune from a given rhythmTo introduce fingers | **Starter**Tinker Tailor - sing to sol fa names onlyPlay 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 etcLow D High D – Clever tricks from Abracadabra but play 3rd finger DEach group chooses which piece they want to play in concert - Twinkle or Circle MadnessRevise 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. |
| 94th July | To be able to identify high and low notes on the violinTo 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 concertRevise Clever tricks if timePlenaryRevisit STS cards and identify highlighted areas from today’s lesson. | Can identify low D high D and open strings by listeningCan rehearse and make improvements for a performance |
| 1011th 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 namesPlay on one stringUse 2 strings etcTeach HCB and pluck**Plenary**What can you do now that you couldn’t do at the start of term? Self evaluation  |  |
| 1118th July |  | **Starter**Make a Tune – assess for STS**Main** Revise fingers activities Award certificates STS if Make a tune and fingers pieces acheivedGroups perform to each other 1030 B to A1105 A to C1140 C to their classGet 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 etcTry 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 structureTo 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 playersModel adding pulse/ ostinato using one groupGroups decide if want to add percussion and practice**Plenary** Perform and record: Sing pentatonic melody – Groups playPentatonic 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 |  |  |