# **Bollywood Brass**

PT 1 Project

Year 4



# **BOLLYWOOD BRASS**

# **Medium Term Plan……………. Autumn**

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| **Learning Objectives** | **Possible teaching activities** | **Resources** |
| ***Pupils should learn….******General Music***To respond to recorded or played music using musical language, understanding time, place and purpose* *Pick out tunes by ear (2/3 notes)*
* *Learn notation for walk, jogging, stride, ssh*
* *Perform in 3 and 4 time*
* *Improvise 1 bar rhythms over 1 or 2 notes*
* *Can echo given rhythms*
* *Identify and use dynamics*
* *Know names of brass and drum instruments*
* *Understand solo and unison*
* *Sing with good breath control*
* *Can identify changes in timbre, sound*
* *Can suggest ways music can be improved*
* *Read basic staff notation*
* *Clap a rhythm in 2 or 3 parts*
* *Identify difference between pulse, rhythm and ostinato*

***Brass Specific***To read rhythmic notationTo create rhythmsTo respond to changes in pitchTo understand tone production (buzzing) | WARM UPSWarm Up use Track 2 of ‘The Bollywood Brass Band’ ..Gur Nalon Ishk MithaSONGSLearn to sing ‘Ichak Daana’PLAY*Brass –* Play BHANGRA STYLE, *Drums -* Dhol Drom – 1 2 3 4 5 6 7 8 (RH) X x x (LH)DHOL…introduce, p8watch DVD, stretches and warm-ups buy ear plugs, dagga and thili, language of dhol ARTS AWARD DISCOVER – first few pages of bookletSay, clap and play the rhythms walk, stride, glide and jogging plus the one beat restTo create rhythmsIdentify how ascending and descending sounds are notated using the sheet stave, skipping ropes and note cardsPip on the top lipBuzz on palm of handBuzz into mouthpiece‘t’ sound | Bollywood Brass BookPlay ‘Bhangra Style’ Book……Bollywood Blast pages 8RED HOT DOTS – SARAH WATTS* *Wake Up! Warm Up!*
* *Rocking Rhythms*
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| Assessment **Ongoing skills** **Pulse and rhythm**………….can maintain a steady beat at various tempi……..Can improvise and compose rhythmic patterns**Pitch ………..**can sing in tune with others |
| Resources | Key Vocabulary  |

# **Medium Term Plan……………. Spring**

|  |  |  |
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| **Learning Objectives** | **Possible teaching activities** | **Resources** |
| ***Pupils should learn….**** *Pick out tunes by ear (3 or more notes)*
* *Use ostinato patterns*
* *Improvise 2 bar rhythms over 2 or more notes*
* *Can echo given rhythms using correct notes*
* *Play drums in different ways*
* *Understand layers and drone*
* *Sing in layers/canon*
* *Develop use of staff notation*
* *Talk about character and mood of music*
 | WARM UPSPLAY*Brass –* BOLLYWOOD BEATSBollywood Blast pages 9-10Play, MASALA MIX (Notes C and D)*Drums -* DHOL…, language of dhol DVD chapter 6Dhol exercise p17-19 chapters 9 and 10 of DVDUse a drone to play on 2 or more notes (raga)SONGSSing Jai-Ho.....Slumdog Millionaire (You Tube Download). Also Pussycat Dolls versionLISTEN –(jai-Ho) listen to harmony, riff on tumbi, small melodic range, vocal interjections-hey, hoy, ah ha, drrrrrrrrrrrr, use in bar 14 improvise with dhol and vocal interjectionsLISTEN-what structure does music have ARTS AWARD DISCOVER –look up Bhangra Music (From Punjab, associated with farming so dance moves are farm actions)..also listen and play Blues Music. Similarities with improvisation, but introduce 12 bar blues and chordsINFORMATIONInvestigate Bollywood Film Stars – eg Raj KaporFilm –Mother IndiaIdentify CDE on the staveMOVEMENTDance moves like in a field | ‘Bollywood BlastSong – Jai-HoBhangra Beat (music Tracks)RED HOT DOTS – SARAH WATTS* *One Man Band*
* *Rhythmic Improvisations*

Watch Indian Wedding [www.youtube.com/watch?v=9G6gBFrrpDQ](http://www.youtube.com/watch?v=9G6gBFrrpDQ)  |

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| --- |
| Assessment **Ongoing skills** **Pulse and rhythm**…………. **Pitch ………..**can sing a song in 2 or more parts |
| Resources | Key Vocabulary  |

# **Medium Term Plan……………. Summer**

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| --- | --- | --- |
| **Learning Objectives** | **Possible teaching activities** | **Resources** |
| ***Pupils should learn….**** *Pick out tunes by ear (3 or more notes)*
* *Improvise 4 bar rhythms over 2 or more notes*
* *Play at different tempi*
* *Compose using given notes and using basic structure*
* *Can read form staff notation*
* *Use music vocabulary to describe music heard*
* *Compose melodic phrase using pentatonic scale*
* *Use drone, mode and ragas and ostinato*
 | LISTEN.. to other wedding pieces of music (Mendelssohn, Wagner) SING ‘Wedding march’ use rhythms to play fanfare, repeated ostinatoImprovise Wedding marchHave a Wedding Brass Band Competition – who wins the prize? Costumes etcTalk about Indian WeddingsPlay music to accompany a silent clip of a filmArts Award Discover – research Jaipur Kawa Brass Band Shyam Brass Band [www.youtube.com/watch?v=llyzLQ9kzB4](http://www.youtube.com/watch?v=llyzLQ9kzB4) Ragas…E F F# A B C D E (Bhairavi – consort of Bhairav) (This is actually Phrygian mode). Improvise for 10-15 minutes on this!!Play BHANGRA GROOVEBook……Bollywood Blast pages 16-17MOVEMENTBhanga Beat (Music Tracks) ..play backing track, clap on beats 1 and 3, 2 and 4, play on drums, move to it 4 steps forward, 4 steps back and sway shoulders ..learn to sing..? How many pitches, ostinato of 2 bars at B to give ostinato | Sing and Play wedding march (Music Tracks)Listen to ‘Wedding March ( Music Tracks)..syncopationTap on alternate knees, divide into groups 1=bass line on knees, 2 claps right hand choral accompanimentSing ‘Wedding March’RED HOT DOTS – SARAH WATTS* *Rhythmic Improvisations page 58*
* *Sweet Picnic Waltz (p74 - use notes and rhythm)*
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PT2 can carry on with Bollywood Brass Book page 19 onwards

AUTUMN TERM

*By the end of this term pupils would have learned the note C, learned dhol rhythms and will do a class performance of Bhangra Style*

BOLLYWOOD BRASS – LESSON 1

*Learning Intention/s:*

* *Establish children’s experience of music with first section of ‘Arts Award Discover’ Activity Book*
* *Learn rhythmic notation/moves for jogging, walk, stride and ‘ssh’*
* *Set ground rules with class teacher*

WARM UP:

1. Introduce yourself to the class and discuss with the project & history of Bollywood films with them and ask that they complete first section of Arts Award Booklet as you talk with the teacher
2. If time do some warm ups such as movements to jogging, walk and stride (CD Gur Nalon Ishk Mitha’)

MAIN LESSON: N/A

ROUND-UP: N/A

BOLLYWOOD BRASS – LESSON 2

*Learning Intention/s:*

* *Sing with good breath control, including decorations*
* *Learn the note C on trumpet or trombone*
* *Read the note C from a staff*

WARM UP:

1. warm up (using jogging, walk and stride) to ‘*Gur Nalon Ishk Mitha’* (CD)

MAIN LESSON:

1. Show excerpt from You Tube of ‘Ichak Daana Beechak Daana’ from Shree 420 (Film from 1955) and begin to teach the song. *The song is about a teacher giving her class riddles which they must answer. It stars 2 famous Bollywood Film stars Nargis (woman) and Raj Kapour*. Pay special attention to the decorated sections
2. Show pupils both trumpet and trombone, how they work
3. Show how to ‘buzz’ and get note from the instrument. *Teeth should be level so lower jaw forward. Check*
4. Introduce and play the note C. Show how it looks on the staff. Play to walk, stride, echo teacher, show rhythm cards and play them on C (doesn’t matter of someone plays G instead)
5. Using track 1 of Bollywood Blast CD try numbers 1-3 and then call and response over no. 4

ROUND-UP

1. Play a piece of decorated baroque music. Tell pupils it’s not Bollywood and is much older (about 400 years older) but how is it similar (decorated motifs)

BOLLYWOOD BRASS – LESSON 3

*Learning Intention/s:*

* *Understand solo and unison (in the song)*
* *Sing with good breath control*
* *Develop improvisational skills on note C*

WARM UP:

1. warm up (using jogging, walk and stride) to ‘*Gur Nalon Ishk Mitha’* (CD) – let a pupil lead using same rhythms from previous weeks

MAIN LESSON:

1. continue learning song ‘Ichak Daana Beechak Daana’ and show clip where teacher sings to her class and they echo (solo and unison). Add xylophone accompaniment (C an G) *Song can also be sung in Bb and use drone C and G on brass instruments, discuss decoration*
2. Remind pupils of how both trumpet and trombone work
3. Remind how to ‘buzz’ and get note from the instrument. *Teeth should be level so lower jaw forward. Check*
4. Call and response on C with teacher (use track 1 of Bollywood Blast CD)

ROUND-UP

1. Play You Tube clip of Brass Band at a wedding. What do pupils notice? Instruments, costumes, man on a horse

BOLLYWOOD BRASS – LESSON 4

*Learning Intention/s:*

* *Can echo given rhythms*
* *Identify difference between pulse and rhythm*

WARM UP:

1. Rocking Rhythms from Red Hot Dots. Keep beat whilst singing and discuss difference between beat and rhythm
2. Flash Crads woth walk, jogging

MAIN LESSON:

1. Show dhol and its different parts (*page 8 of Dhol book)* and how to hold thili (teelee) and dagga (*pages 14-15 of Dhol book).* Play rhythms for class to echo. For treble and bass sounds children can clap back in different ways (eg hands and knees)
2. Do hand warm ups as on page 12 of dhol book and get different children to try playing dhol. Introduce language of dhol..’Na’=treble end, GE –open bass and Ke-closed bass
3. Play ‘Break the Code’. Children given cards with (e.g.) NA NA GE GE on and other pupils have to guess what was played.
4. Learn CALL..’Let’s Play on Bhangra Style’..’Yes let’s play in Bhangra style’

ROUND-UP

1. sing song ‘Ichak Daana Beechak Daana’ Add dhol beat (e.g. NA NA GE GE) and any instruments such as xylophone/brass accompaniment that you’ve used (C and G)

BOLLYWOOD BRASS – LESSON 5

*Learning Intention/s:*

* *Read rhythmic notation*
* *Improvise rhythms on dohl and brass*

WARM UP:

1. Rocking Rhythms from Red Hot Dots. As last week
2. Using ‘Improvisation’on p8 of Bollywood Blast go around the circle inviting children to ‘Call and response’ rhythms (clapping)

MAIN LESSON:

1. Do hand warm ups as on page 12 of dhol book and get different children to try playing dhol. Remind language of dhol..’Na’=treble end, GE –open bass and Ke-closed bass
2. Play ‘Break the Code’ as for last week. Children given cards with (e.g.) NA NA GE GE on and other pupils have to guess what was played.
3. Practice ‘Mummy, Daddy’ rhythm *(p17 of Dhol book)..extension try ‘paradiddle*
4. Children make up own and share with class

ROUND-UP

1. sing song ‘Ichak Daana Beechak Daana’ Add instruments as last week and choose soloists to sing in ‘Call and Response’

BOLLYWOOD BRASS – LESSON 6

*Learning Intention/s:*

* *know names of brass instruments, dhol and its components and rhythm strokes*
* *Can clap own part in 2 part piece*
* *Improvise using 1 or 2 notes*

WARM UP:

1. Perform ‘Rhythmic Improvisations’ from ‘Red Hot Dots’. Clap and pat knees or other body percussion
2. As above but with Dhol-encourage different strokes (NA, GE, KE, DHA, KIN) *P17 Dhol boo*k

MAIN LESSON:

1. Explain ‘chaal’ rhythm is used extensively in Bhangra music

Practice using both hands

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *1* | *2* | *3* | *4* | *5* | *6* | *7* | *8* |
| *DHA* | *NA* | *NA* | *NA* | *NA* | *DHA* | *DHA* | *NA* |
|  |  |  |  |  |  |  |  |

*DHA IS BASS (OPEN) AND TREBLE*

1. – listen to ;Gur Nalon Ishk Mitha’ from Bollywood Brass Cd and play along on hands
2. Try children on dhol (1:3). *Always do warm-ups.* How fast can they play and still keep in time. May help if teacher plays a brass instrument to give tempo
3. Choose appropriate child/ren and use this rhythm in Bhangra Style. Rehearse and RECORD

BOLLYWOOD BRASS – LESSON 7

*Learning Intention/s:*

* Sing with good breath control

WARM UP:

1. Wake Up , Warm UP

MAIN LESSON:

1. Play track ‘Bhangra Style’
2. Add dhol rhythms e.g. ‘’Mashed Potato’
3. Learn phrases ‘We’re gonna play in Bhangra style and ‘Yes, yes, we will play it like this’. *Prepare cards with rhythm and pitch on.* SAY it at the correct time during the piece
4. Rehearse and add brass instruments
5. Try putting 3 parts together (dance, dhol, brass). Rehearse one at a time

ROUND-UP

1. Listen to traditional wedding march and discuss the diferneces/similarities

BOLLYWOOD BRASS – LESSON 8

*Learning Intention/s:*

* Suggest ways music could be improved

WARM UP:

1. Perform ‘Wake Up, Warm Up’.

MAIN LESSON:

1. Remind of ‘Bhangra Style’ and its components.... dhol and brass
2. Go over each part using backing track
3. Put 2 parts together as last week and record

ROUND-UP

1. Listen to recording and discuss how music could be improved

BOLLYWOOD BRASS – LESSON 9

*Learning Intention/s:*

* Consolidate Brass Playing
* Perform in 4 time (keeping a steady beat)
* Read basic staff notation

WARM UP:

1. Perform ‘Wake Up , Warm Up’.

MAIN LESSON:

1. Play Bhangra Style from last week *(remind of how it could be improved)*.
2. Use dhols and brass to rehearse

ROUND-UP

BOLLYWOOD BRASS – LESSON 10

Perform Bhangra Style – rehearse, perform, video and watch

Spring Term

*By the end of this term pupils will be able to*

* *Be aware of features of Bollywood Music*
* *Be aware of similarities and differences with Blues (e.g. improvisation)*
* *Learn specific dhol rhythms...e.g. Chaal*
* *Develop basic dance moves*
* *Perform Masala Mix*
* *Sing ‘Jai Ho’*
* *Improvise using C and D-rule is 2 bars of 4 / 4 , use strides, jogging, walk. Share*

BOLLYWOOD BRASS – Spring 1

*Learning Intention/s:*

* Learn the ‘chaal’ Bhangra rhythm
* Learn notes C and D
* Count in phrases of 8

WARM UP:

1. Perform ‘One man Band from ‘Red Hot Dots’. Clap and pat knees or other body percussion Count to 8 first, prepare for Chaal rhythm
2. Learn CHAAL rhythm (p 18 ‘How to play Dhol)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *1* | *2* | *3* | *4* | *5* | *6* | *7* | *8* |
| *DHA* | *NA* | *NA* | *NA* | *NA* | *DHA* | *DHA* | *NA* |
|  |  |  |  |  |  |  |  |

Get pupils to all clap on just beats 1, 6 and 7. Do other games to introduce the beat

MAIN LESSON:

* Revise note C and show on stave
* Introduce note D and, again, show on stave
* Practice both notes but playing ‘Follow the leader’ , Show where pupils succeed

ROUND-UP

* Listen to ‘Masala Mix..counting in 8s and playing along with chall rhythm

BOLLYWOOD BRASS – Spring 2

*Learning Intention/s:*

* Read basic staff notation/play by ear
* Play together in a group
* Can echo given melodic phrases

WARM UP:

1. Perform One Man Band from ‘Red Hot Dots’. Extension-divide group into 4 and each group plays own part, use percussion instruments if avaialable
2. Remind/demo to children of ‘chaal’ rhythm which is used extensively in Bhangra music

Practice using both hands

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *1* | *2* | *3* | *4* | *5* | *6* | *7* | *8* |
| *DHA* | *NA* | *NA* | *NA* | *NA* | *DHA* | *DHA* | *NA* |
|  |  |  |  |  |  |  |  |

*DHA IS BASS (OPEN) AND TREBLE*

1. Play along with ‘Masala Mix’

MAIN LESSON:

1. Play ‘Copy Back’ on page 9 of ‘Bollywood Blast’, using C and D
2. Extend so pupils make up own response

ROUND-UP

1. RECORD and listen. What works best and why?

BOLLYWOOD BRASS – Spring 3

*Learning Intention/s:*

* Read basic staff notation/play by ear
* Play together in a group
* Lead a group

WARM UP:

1. Play ‘One Man Band’ as last week
2. Listen to accompaniment to ‘Masala Mix’ and play ‘Follow My Leader’, copy pupil actions using body percussion. Perhaps a child can lead? Don’t tell all the class, like a party game, one child has to guess who is

MAIN LESSON:

1. Remind children of notes C and D – do call and response, show on staff
2. Perform ‘Call and Response’ using C and D *Use backing track from page 9*
3. Prepare the 3 different rhythmic motifs from section A and teach, can children play them
4. Rehearse up to end of figure B. Then play piece through – children stop playing at end of B and re-join at F

ROUND-UP

1. Ask what is a ‘Masala’- it’s a mix of spices. This piece is a mix of different sections, some are the same. How many? (Listen again)

BOLLYWOOD BRASS – Spring 4

*Learning Intention/s:*

* Read basic rhythmic and staff notation/play by ear
* Play 3 notes
* Make links between Bollywood Music and Blues (Improvisation)

WARM UP:

* Clap and move to rhythms (include links to page 10 of ‘Bollywood Blast’ using minims and semibreves

MAIN LESSON:

* Learn note E (page 10 of ‘Bollywood Blast’ - BB)
* Using hand signals learn to play C D & E
* Write notes on the board for pupils to play from
* Improvise 3 notes in any order using track 3 on page 10

ROUND-UP

* Listen to Blues music –discuss features similar/different to Bollywood and how blues came about (e.g ‘Grey to Blues’ by Jools Hooland (it’s in Bb major so good to use C and D on Bb instruments)

BOLLYWOOD BRASS – Spring 5

*Learning Intention/s:*

* Read basic rhythmic and staff notation/play by ear
* Play 3 notes
* Make links between Bollywood Music and Blues (Improvisation)

WARM UP:

* Pass a beanbag around the circle during ‘Grey to Blues’, on 1st beat of 4 and then every 2 beats (every beat?)

MAIN LESSON:

* Remind of hand signs for C and D
* Play along with ‘Grey to Blues’ following teacher hand signs, split class into 2 so some listen and watch
* As this piece (or Bb Blues accomp only) plays pupils take turns to improvise using their 3 notes, show 3 notes on stave
* Revise section A and B of Masala Mix. Give out music or share via i-pad

ROUND-UP

* Homework –research Blues music, bring in a piece to talk about

BOLLYWOOD BRASS – Spring 6

*Learning Intention/s:*

* Read basic rhythmic and staff notation/play by ear
* Play 3 notes
* Make links between Bollywood Music and Blues (Improvisation)

WARM UP:

* Go around the circle and each pupils states 1 thing they found out about Blues music. If anyone has brought some music use this as a body percussion warm up
* Play ‘Rhythmic Improvisations’ , learn the 2 bars rhythm for when the Cd stops (words could be “rhythm improvise, feed our ears and eyes”)

MAIN LESSON:

* Learn section D of ‘Masala Mix’
* Put together with piece from beginning to here
* Rehearse and improve

ROUND-UP

* Homework –research Bollywood Music and come prepared with a fact next week to start the lesson

BOLLYWOOD BRASS – Spring 7

*Learning Intention/s:*

* Read basic rhythmic and staff notation/play by ear
* Play 3 notes
* Be able to improvise

WARM UP:

* Go around the circle and each pupils states 1 thing they found out about Bollywood Music
* Play ‘Rhythmic Improvisations’ , but this week use the notes C D and E and the dhols to play the chall rhythm (will need revising from spring weeks 1 and 2). Pupils clap or play. Add tambourines and bells etc.

MAIN LESSON:

* Play Masala Mix from beginning to end of D
* Section E is where pupils can improvise....listen ..how many groups of 8 (answer=8).
* Pupils Rehearse improvising a melody of 8 beats. Chose 8 pupils to have a go at section E
* Record and listen to improvisations.

ROUND-UP

* Which improvisations work best and why?

BOLLYWOOD BRASS – Spring 8

*Learning Intention/s:*

* Read basic rhythmic and staff notation/play by ear
* Awareness of structure
* Dance moves based on farm activities

WARM UP:

* Discuss dance moves of Bollywood music – often replicate moves from the fields (eg, planting, sowing, stretching up to pluck fruit etc). (From Punjab, associated with farming so dance moves are farm actions)..
* Try doing moves with Masala Mix accompaniment. Split class into 2 so can watch each other and pick up tips

MAIN LESSON:

* Rehearse Masala Mix from F to end of piece

ROUND-UP

* Discuss a performance.....look at structure (A and B are the same, C is a link, D is the middle 8, E is improvisation, F is same as A and B, G is nearly same as A/B/F but changes at the end.....therefore 4 sections are almost all the same), who will play brass, dhols, other percussion, dance moves (which dances and when). Make note of who does what to plan performance in more details next week

BOLLYWOOD BRASS – Spring 9

*Learning Intention/s:*

* Read basic rhythmic and staff notation/play by ear
* Play 3 notes

WARM UP:

* Put pupils into groups as decided at end of last week’s lesson
* Each group to decide who does what within the group

MAIN LESSON:

* Each group feeds back what and how they will rehearse
* REHEARSE individual groups (\*\*ASSESSMENT... Has a basic understanding of how to rehearse and make improvements...TA to go around)

ROUND-UP

* Run through, video and watch (if time, this week). Discus what works and how to improve ready for next week’s performance and recording

BOLLYWOOD BRASS – Spring 10

*Learning Intention/s:*

* Perform

WARM UP:

* Remind groups of what they need do

MAIN LESSON:

* Once through rehearsal and then perform and record

ROUND-UP

* Watch and comment
* Let’s Play in Bhangra style
* Yes, let’s play in Bhangra style
* Let’s Play in Bhangra style
* Yes, let’s play in Bhangra style
* Ready? …….. Yes we are!
* Steady? …….. Yes we are!
* *Mashed potato, mashed potato*

**Phonetic translation of eechuk  daana   beechuk  daana**

eechuk  daana   beechuk  daana      daane ooper daana       eechuk daana
eechuk  daana   beechuk  daana        daane  ooper daana      eechak daana
chhaje  ooper ludki naache                  ludka  hai  deevaana      eechuk  daana
chhaje  ooper ludki naache                  ludka  hai  deevaana.      eechuk  daana
Bolo kyaa?
Anaaar!
eechuk  daana   beechuk  daana          daane ooper daana        eechuk daana

chhotee see chhokree       lal bayee naam  hai
Chhotee see chhokree        Lal bayee naam hai
pahne  vo   ghaghraa.      ek paisa daam hai
pahne  vo  ghaghraa         ek paisa daam hai
O o o o o o aa aa aa
Mun mein subke aag lugaye        aata hai rulana      eechuk daana
Mun mein subke aag lugaye       aata hai rulana       eechuk daana
Bolo kya
Mirchee-e
eechuk  daana   beechuk  daana         daane ooper daana      eechuk daana

haree thee mun bhuree thee        laakh motee  jadee  thee
haree thee mun bhuree thee        laakh motee jadee thee
rajaajee ke baagh mein       dushaalaa odhe khudee thee
rajaajee ke baagh mein    dushaalaa odhe khudee thee
O oooo aa aa aa
Kuchey pukke baal ooske       mukhda hai suhaana      eechuk daana
Kuchey pukke baal ooske        mukhda hai suhaana      eechuk daana
Bolo kyaa ? Bolo kyaa ?
Buddi ?  Bhutta!
eechuk  daana   beechuk  daana      daane  ooper  daana      eechuk daana

ek jaanvar aisa    jiskee duum pur paisaa
ek jaanvar aisa        jiskee duum pur paisaa
sar pe hai taaz bhi       baadshah ke jaisaa
sar pe hai taaz bhi        baadshah ke jaisaa
O o o o o o aa aa aa
Baadal dekhe chham chham naache      ulbelaa deevaanaa      eechak daana
Bolo kyaa ? bolo naa
More
chhajje ooper ludki naache,      ludka hai deevaanaa,
eechuk daana beechuk daana      daane ooper daana
Eechuk daana beechuk daana.     Daane ooper daana

chaalen vo chal kar   dil men samaayaa
aa hi gaya wo,      kiya hai safaaya
tum bhi dekho buch kur rehna     Chukker mein naa aana   Eechuk daana
Tum bhi dekho buch kur rehna      Chukker mein naa aana   Eechuk daana
Bolo kyaa?
g-m| dhat! H-m!



Bollywood Brass – First Access programme

Overview

This project has been developed in partnership between MK Music Hub and Bollywood Brass. The aims of the project are for pupils to:

* *Begin to learn to play a Bb brass and percussion instruments in order to play and perform (it is anticipated that, by the end of term 1, pupils will be given the opportunity to develop performance skills through a continuation programme such as individual or small-group instrumental lessons)*
* *Learn about music from different traditions*
* *Use the activities to enable pupils to work towards the Arts Award Discover Qualification*

Amongst the many activities pupils will:

* *Play and perform either as a soloist or within a larger group*
* *Improvise and compose for a range of purposes*
* *Develop listening skills to improve performance and awareness of styles of music*
* *Use a range of musical notations*
* *Experience high-quality recorded music (and hopefully live music) from the traditions of Bollywood and Brass Bands*
* *Explore how to play and create Bollywood-style music using the inter-related dimensions*

*Resources:*

* Bollywood Brass – Learn to Play Brass the Bollywood Way (Spartan Press)
* How to Play the Dhol –an introduction ([www.bollywoodbrassband.co.uk](http://www.bollywoodbrassband.co.uk))
* CD – Bollywood Brass First Access. Beginner tunes with differentiated parts plau backing tracks on CD
* YouTube videos

Term by Term Overview

**Autumn**

|  |  |
| --- | --- |
| Musical Learning Outcomes | Bollywood/Brass/Dhol Specific |
| * Become aware of Bollywood traditions
* Experience a variety of rhythmic notation through games
* Sing a song from a Bollywood Movie
* Develop basic technique on trumpet/dhol
* Think about themselves as a musician through Step 1 of the Arts Award Discover Programme
 | * Perform using notes C D on a Bb instrument
* Learn how to hold a dhol and play basic patterns using a Thili and Dagga (beaters)
* Perform as a large group using both instruments pieces such as PLAY BHANGRA STYLE and MASALA MIX
* Perform a Bollywood song using instrumental accompaniment
 |

**Spring**

|  |  |
| --- | --- |
| Musical Learning Outcomes | Bollywood/Brass/Dhol Specific |
| * Perform in an ensemble using instrument and voices
* Explore improvising music
* Develop awareness of other forms of brass music through Step 2 of Arts Award Discover, including history
* Develop knowledge of traditional and other notations, including syncopation
 | * Perform using additional notes E F G
* Improvise using given notes
* Increase knowledge of dhol rhythm patterns such as the CHAAL
* Introduce snare drum patterns
* Perform BHANGRA GROOVE
 |

**Summer**

|  |  |
| --- | --- |
| Musical Learning Outcomes | Bollywood/Brass/Dhol Specific |
| * Perform as a soloist or in an ensemble using voice, instrument and dance
* Plan, perform and evaluate for Step 3 (final) of Arts Award Discover
* Listen to performances with attention to detail
 | * Introduction of F#,and A (high and low)
* A natural minor
* Develop dhol breaks (Thora) using combination of beats such as KIN, KE, NA, DHA
* Perform BOLLYWOOD BEATS
* Introduce RAGA into pieces (EFF#ABCDE)
 |

Week by week plans

**Autumn**

**Lesson 1**

To begin to explore the genre and music of Bollywood

* *Experimenting with sounds on a dhol*
* *Keeping a steady beat*

**Warm Up:**

‘HOW MANY SOUNDS?’

Sit the children in a circle with a dhol in the centre. Teacher asks questions about it, clarifies what it is and then plays game. Chant the rhyme whilst passing around an object. Whoever has the object at the end has to play a sound on the dhol. Repeat but each time with a different sound. Discuss which sounds pupils like and why.

*North, south, east west*

*Who can play this dhol the best?*

*North, south, east, west*

*Put your skills to the test*

‘FOLLOW ME’

Play backing track to PLAY BHANGRA STYLE and ask pupils to listen out for the dhol. Can they describe what it’s doing? Can they tap out the pulse?

Next, play the same track but follow the teacher who will give different body-percussion rhythms for pupils to echo.

**Main Lesson:**

‘HOW TO PLAY THE DRUM’

Demonstrate how to play the dhol using a *Thili* and *Dagga*. Can pupils pay ‘*Mashed Potato*’ (*dotted crotchet, quaver, 2 crotchets – DAG-GA THI-LI*). Play with PLAY BHANGRA STYLE as an accompaniment. *(Rest of pupils step left/together, right together and clap on beats 2 and 4, dipping shoulders at the same time).*

In groups pupils practice playing the dhol rhythm; one at a time with rest of group doing the step pattern. Groups take turns in performing to the rest of the class. Discuss quality of performances.

**Summary:**

Discuss BOLLYWOOD FILM MUSIC. Play an excerpt of a Bollywood Film from ‘*You Tube’* (use app *VDOWNLOAD+* if there are internet connection problems*),* and discuss that during this programme the pupils will be learning about this style of music through developing instrumental playing skills. At this point share Arts Award Discover booklet and discuss that Part 1 is about them and their musical experience. Either leave with class teacher to complete Part 1 with them or cover within lessons.

**Lesson 2**

To explore the world of rhythms that can be used in Bollywood music as well as ways of notating those rhythms

* *Playing a set dhol rhythm to accompany a Bollywood piece of music*
* *Keeping a steady beat*

**Warm Up:**

‘MASHED POTATO’

Following on from last week’s lesson, chant the rhyme below to PLAY BHANGRA STYLE. Whoever has the object at the end, will play a ‘solo’ spot accompaniment. *Use Extension/Development:*

* *Encourage movement whilst playing the rhythms*
* *2 objects and have 2 pupils playing*
* *Vary dynamic, tempo and texture of how the rhyme*

*North, south, east west*

*Who can play this dhol the best?*

*North, south, east, west*

*Put your skills to the test*

**Main Lesson:**

‘RHYTHM MASHUP’ 1

Using PLAY BHANGRA STYLE, introduce the following rhythms on flash cards which the pupils can join in with once they are ready

*Mashed Potato .*

*Bollywood Music*

*Play the dhol*

Spilt the class into three and give each their own rhythm. Rehearse each group to ensure they can play their rhythm. Using PLAY BHANGRA STYLE bring in each group one at a time using signals. Work towards all rhythms being played at the same time

*Extension/Development:*

* *Encourage movement whilst playing the rhythms*
* *use dhol drums and other instruments, (INTRODUCE GE and NA, open bass and treble)*
* *choose more able children to demonstrate to the class as a smaller group*
* *break into smaller groups to try doing their own MASH*
* *Compose and perform own MASH by inventing own rhythm patterns based on a theme (e.g. favourite meal, football teams)*

**Summary:**

To summarise what pupils have learned so far about the dhol, watch DVD chapters 1-4 of ‘How to Play the DHOL’. Discuss what technique pupils feel comfortable with.

**Lesson 3**

To explore traditional rhythms (both aurally and visually) that can be used in Bollywood music and to understand the basics of how to play a brass instrument

* *Copy rhythms using a combination of crotchet, quaver and quaver rest*
* *Perform rhythms using aural knowledge of crotchet, quaver and quaver rest*
* *Understand and demonstrate the basics of breath control*

**Warm Up:**

RHYTHM WORK OUT 1

Using a backing track such as PLAY BHANGRA STYLE teacher gives rhythms and movement using ‘*walk’, ‘jogging’ and ‘ssh’* for pupils to copy*.* Combine to give different rhythms.

*(At this point do not use notations)*

WELL BLOW ME!

Using a feather show how to take a deep breath and then keep the feather up in the air close to your face but for as long as possible whilst trying not to move around. Choose a pupil to try.

*(Extension – keep feather high in the air, take it on a journey)*

In pairs, pupils to try the same game!

*(If the teacher or pupils find this difficult just use a piece of paper held in the hand instead)*

**Main Lesson:**

LISTEN TO THIS

Play a CD recording of a trumpet playing. Ask the pupils questions such as:-

* *What instrument is playing?*
* *To which family of instruments does it belong?*
* *Ask questions about the style of the music depending on what you choose*

Demonstrate how a brass instrument works, is held etc. Then show how to form an *embouchure* and ‘buzz’ with lips. Pupils try with the teacher having a start and stop sign.

Give out mouthpieces/instruments to pupils and play a COPY ME game using C or G (or low and high pitch) where pupils play the same note and rhythm. Look for good examples of pitch-matching, embouchure and breathe control.

*Extension/Development:*

* *Look for good examples of embouchure and breathe control and highlight to the class*
* *Play* PLAY BHANGRA STYLE as a backing track
* *Choose pupils to play the ‘Mashed Potato’ rhythm on a dhol*

**Summary:**

Explain that brass and dhols together are the basis of a Bollywood Brass band. Play a *‘You Tube’* clip of the band <https://www.youtube.com/watch?v=2dd-2vpy83o>

**Lesson 4**

To explore style of Bollywood songs

* *Sing with a sense of ensemble*
* *Refine singing to improve diction and pitch*

**Warm Up:**

RHYTHM WORK OUT 2

Using a backing track such as PLAY BHANGRA STYLE teacher performs various rhythms with rhythm cards using *walk’, ‘jogging’ and ‘ssh’*. Lead pupils to a point where they can perform them just by looking at the rhythm card

‘RHYTHM MASHUP’ 2

Pupils are put into groups with 2 or more rhythm cards. Using these notated rhythms they will perform their own ‘MASHUP’

**Main Lesson:**

Watch excerpt from Bollywood Film, SHREE 420, starring Raj Kapur and Nargis Dut where Nargis sings ‘*Ichak Dana, Bichak Dana’*.

<https://www.youtube.com/watch?v=-Dx_STgFLLo>

Ask and discuss with children questions such as:

* *What do they think the song is about*
* *What is happening in the film*
* *Are there any similarities or differences between the style of Bollywood singing and singing pupils are most familiar with*
* *What instruments are used to accompany the singing*

Begin to learn the song paying particular attention to diction and pitch-matching.

*Extension/Development:*

* *Sing the song and or use the film clip whilst trumpets play the note C to accompany (revise from last week)*

**Summary:**

Review Arts Award Discover booklet. Either give time to complete and/or discuss what pupils have said.

**Lesson 5**

To explore style of Bollywood songs and music

* *Understand what an ostinato is*
* *Refine singing to improve diction and pitch*
* *Develop use of tongue in playing brass*

**Warm Up:**

Play ‘SWITCH FOR STARTERS’

Introduce the game to the pupils. Teacher plays a rhythm using body percussion (or makes body movements). Children copy this only when teachers says ‘SWITCH’. At this point the teacher is playing a different rhythm. When the teacher says ‘SWITCH’ for a second time pupils copy that rhythm and the teacher performs a different one.

Play RHYTHM OSTINATO 1

Keeping a steady beat as in the game above follow the teacher as they perform a 4 beat pattern (e.g. tap, tap. clap, click) whilst singing/performing along to recording of ‘*Ichak Dana, Bichak Dana’*. Discuss this as a rhythmic ostinato. Invite children to invent own 4 beat pattern and perform along to the recording of the song. Introduce the term ‘ostinato’.

**Main Lesson:**

Learn to sing PLAY BHANGRA STYLE (have words on display)

Teacher then plays section of PLAY BHANGRA STYLE in 2 ways – once with tongue and once without. Ask pupils what difference they noticed. Remind how to use tongue to blow ‘too’. Play a call and response game without instruments. Next, introduce mouthpiece and then instrument.

As in lesson 3 play call and response using C and G. Then do call and response using rhythms from PLAY BHANGRA STYLE. Listen to quality of sound. Afterwards introduce rhythms. Divide class in half. One half play trumpets/trombones and the other sings. Swap.

Continue learning to play the whole piece.

**Summary:**

Play though PLAY BHANGRA STYLE

**Lesson 6**

To combine brass and dhols

* *Can perform where there is more than 1 part*
* *To be able to notate rhythms*

**Warm Up:**

Play SWITCH FOR IMPROVERS

Play the game as last week but divide the class into 3 groups. Each group starts in turn after the teacher leads. (Extension – use Dhol drums with pupils that are able to hold the rhythm)

Play RHYTHM OSTINATO 2

Listen to PLAY BHANGRA STYLE. Invite children to invent and notate own 4 beat pattern and perform along to the recording of the song. Try one group at a time as the music plays. Revise the term ‘ostinato’.

**Main Lesson:**

Divide class into 2 groups – BRASS & DHOLS

DHOL Group….. rehearse and play the rhythm ‘Mashed Potato (see lesson 1). Perform to backing track. Brass group asked to watch and listen for at least 1 pupil that is playing well

*Mashed Potato .*

BRASS Group …….warm up and then play through PLAY BHANGRA STYLE. Dhol group to watch and listen for at least 1 pupil that is playing well

**……..SWAP………**

**Summary:**

Discuss with pupils which part they preferred playing (brass or dhol) and divide pupils in to two groups. Make a list.

If time continue with Arts Award.

**Lesson 7**

Performing PLAY BHANGRA STYLE

* *Maintain an independent part in a performance*
* *Talk about the quality of the performance and give reasons*

**Warm Up:**

REHEARSAL TECHNIQUE

Explain how large groups need to rehearse to sections and then how it’s put together

REHEARSE groups....trumpets, trombones, dhols

*(Extension….look for movement to the beat, pupils suggest movement based on having seen excerpts of Bollywood performances)*

**Main Lesson:**

PERFORM AND RECORD

**Summary:**

LISTEN AND APPRAISE

Pupils listen to the recording. Possible specific questions to ask pupils…

* *Did the tempo stay the same? (only ask if backing track not used)*
* *Was the balance of different parts satisfactory?*
* *Did the dhol rhythm stay together throughout?*
* *Did the brass melody stay together throughout?*
* *How could the performance be improved?*

**Lesson 8**

Moving on to 2 notes, developing sense of pitch

* *Say, clap and play rhythms in metre of 4*
* *Begin to understand structure*
* *Learning note D on brass instrument*
* *Respond to a 2-bar phrase using 1 or 2 notes*

**Warm Up:**

*Prepare rhythm cards each having 2 bars from MASALA MIX (7 different cards in total)*

FILL THE GAP 1

Establish a 4 beat and then a gap of 4 beats. Pupils to fill the gap with a clapped rhythm and/or words. *Tip – use a theme such as food so pupils can say “I like fish and chips”. Extension, have a gap of 2 bars (8 beats. This prepares for composing a tune later in the lesson)*

RHYTHM WORKOUT 3

To a backing track teacher to clap the different 2-bar rhythms (no rhythm cards seen yet). Use dhol drums with some pupils if possible. *Careful that pupils are shown how to wait in the beats and bars rest.*

MASALA MIX 1

Listen to this piece and ask pupils to work out how it’s structured *(A:B:A but with a slightly different ending for the second A section, although they’ll describe it differently)* and how many different notes does it use *(2, C and D)*

**Main Lesson:**

INTRODUCING NOTE ‘D’

Show how to play the note and then play ‘Copy me’. Ensure pupils tongue correctly

BEGINNING TO IMPROVISE *(use page 8 of ‘Bollywood Blast’)*

For this section use copy and improvise. Discuss the difference. Give pupils the opportunity to rehearse their own tune lasting 4 bars. To help explain you count 1-2-3-4 x 4

**Summary:**

If possible loop track 1 on software making it long enough to enable all pupils the chance to play the tunes they have composed.

**Lesson 9**

Playing MASALA MIX

* *Being able to understand concept of bars (2 bar phrases)*
* *Recognising difference in pitch (C and D of MASALA MIX)*
* *Keeping a steady beat*
* *Being able to play 2 notes on a brass instrument*

**Warm Up:**

RHYTHM WORKOUT 4

To a backing track teacher to show cards with the different 2-bar rhythms for pupils to play. Use dhol drums if possible. *Again, careful that the pupils are shown how to wait in the beats and bars rest.*

MASALA MIX 2

Listen to this piece once more and ask pupils to listen to when C or D is being played. When they have the pattern show with their hands. Sing along using ‘words’ C and D

**Main Lesson:**

FILL THE GAP 2

Using track 1 from page 9 of ‘Bollywood Blast’ go around the class asking pupils to fill the gap of 2 bars using notes C and D. *Use an extended loop and remind about tonguing the note and feeling the beat)*

MASALA MIX 3

Learn all the 7 different 2-bar phrases by ear, section by section. Support using hand signs for C and D. *(as support some children may play the same rhythms but only on a G)*

When ready, use backing track to play along with.

**Summary:**

Review Arts Award Discover Booklet. Let pupils talk about their experiences as a musician

**Lesson 10**

Adding dhol drums to MASALA MIX

* *Keeping a steady beat of 4*
* *Using different types of drum beats on a dhol…e.g. paradiddle, chaal*

**Warm Up:**

ON THE GRID 1

Perform the grid below by clapping the rhythms. Ensure pupils keep a steady beat. Develop by…

* *Having groups repeat a line to make an ‘ostinato’*
* *Starting at different times, 1 line apart to make a ‘round’*
* *Moving the grid 90 degrees (this is why rhythms are not written as crotchets)*
* *Using instruments*

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**Main Lesson:**

‘COPY ME’ - BASIC DHOL STROKES

Watch DVD chapter 5 of ‘How to Play the DHOL’ and rehearse Ge and Na with volunteers.

Aurally – individual pupils

When ready, use backing track of MASALA MIX to play along with.

**Summary:**

Review Arts Award Discover Booklet. Let pupils talk about their experiences as a musician

**Lesson 11**

Putting brass and dhol drums together to play MASALA MIX

* *Keeping a steady beat*
* *Watching the conductor*

**Warm Up:**

Listen to Masala Mix, and either keeping the beat, indicating changes of pitch between C and D and/or playing dhol rhythm on thighs. Teacher looks for what pupils choose to do and how well they do it

**Main Lesson:**

Divide class into brass and dhol players and rehearse as necessary. When ready, record

**Summary:**

Listen to the recording and evaluate. Use questions such as...

*Did each of the brass and percussion sections keep in time together?*

*Did the whole group?*

*Was the balance between the different instruments good?*

*Etc.*

Week by week plans

**spring**

**Lesson 1**

Develop range of notes on the trumpet/trombone

* *Keeping a steady beat*
* *Introduce note E*
* *Composing 4 beat rhythms*

**Warm Up:**

* Listen to a piece of Bollywood Brass music **(***e.g.* *Gur Nalon Ishk Mitha)* and ask the pupils to copy the teacher in keeping the beat. Use a variety of different actions for a steady crotchet beat
* Listen to music again and ask pupils which types of instruments they can hear *(drums and brass)*

**Main Lesson:**

* Get out the brass instruments and remind pupils of C and D. Show how they look on the staff. Play a ‘copy me’ game where teacher plays and pupils copy
* Introduce the note E and learn by ear exercise 1 on p.1 of ‘Bollywood Blast’
* Play again but this time with the music on display
* Do the same with exercise 2 on the same page
* Let the pupils explore making up their own 2 bar rhythm (1-2-3-4-5-6-7-8) & listen to examples. Ask for volunteers to play using the same backing track

**Summary:**

* Watch a video clip of Wynton Marsalis playing ‘Happy Birthday’ on YouTube *(first 1:30 minutes)*. Can pupils guess what the song is? The keyword is ‘Improvisation’

**Lesson 2**

Develop style of playing on the dhol

* *Improvising a rhythm on the dhol*
* *Knowing the strokes ‘Dha’ and ‘Na’*
* *Using this information to compose own dhol rhythms*

**Warm Up:**

* Listen to a piece of Bollywood Brass music **(***e.g.* *Gur Nalon Ishk Mitha)* and ask the pupils to copy the teacher in keeping the beat. Use a variety of different actions. Now ask volunteers to lead
* Play the music again and ask pupils to describe what happens at the start *(question an answer leading in to a steady drum beat with drums being added; then a repeating ostinato on the trombones)*

**Main Lesson:**

* Using a dhol and page 17 of ‘*How to Play the Dhol’* remind pupils of how to play *‘Na’ and ‘Ge’ (treble and open bass)*
* Now, using count 1-2-3-4-5-6-7-8 play for them 8 beats using a mix of either *‘Na’ or ‘Ge’*
* Invite pupils to come up and have a go. How fast can they play without losing the beat?
* In groups pupils compose their own *‘Na’ and ‘Ge’* 8 beats.

**Summary:**

* Pupils perform to the class *(Extension, do so to Gur Nalon Ishk Mitha with 8 fast beats)*

**Lesson 3**

Develop range of notes on the trumpet/trombone

Explore use of trumpets and brass (in particular the open 5th) in film music - *link to Arts Award ‘discover’*

* *Learn note G*
* *Learn about fanfares for brass and percussion in film music*
* *Learn about ‘intervals’ between notes, in particular the 5th*

**Warm Up:**

* Listen to a piece of Bollywood Brass music **(***e.g.* Tu Cheez*)* and ask the pupils to copy the teacher in tapping out 4 beat rhythms. Use a variety of different rhythms such as semibreve, minims, crotchets, quavers and rests *(link to Dalcroze by saying “glide, stride, walk, jogging, ssh”)*
* Do the same again but this time using rhythm cards

**Main Lesson:**

* Demonstrate to pupils first 5 notes of C major. Play notes 1-5, then play 1-3, 1-4 etc and ask pupils where you’ve stopped
* Now do as above but play 2 notes, e.g. 1 and 5 (C and G). Test the pupils’ aural skills. Establish with them the sound of a 5th
* Explain to pupils that they are going to explore use of brass and percussion in film music
* Now listen to extracts from the following asking pupils to listen out for the open 5th in particular...*20th Century Fox Fanfare, Also Sprach, Star Wars ‘A New Hope’, Superman. The last 2 are superheroes*
* Give out brass instruments and explain that no new valve or slide position is needed if you play C and the 5th note which is....G!
* Play ‘Call and Response’ using C and G

**Summary:**

* Watch YouTube clip *Proms 2011 – Star Wars, main theme*

**Lesson 4**

Compose a fanfare using brass an dhols/percussion

* *Use notes C and G*
* *Compose a fanfares using brass and percussion*
* *Use the interval of a 5th*

**Warm Up:**

* Listen to a piece of Bollywood Brass music **(***e.g.* Tu Cheez*)* and ask the pupils to copy the teacher in tapping out 4 beat rhythms. Use a variety of different rhythms such as semibreve, minims, crotchets, quavers and rests *(link to Dalcroze by saying “glide, stride, walk, jogging, ssh”)*
* Listen to the music again and ask pupils what techniques can they hear the trumpet players playing (muted and trills)
* Play ‘Fill the Gap’ using ‘Tu Cheez’ as the backing track

**Main Lesson:**

* Demo to the class how you use the knowledge 8 beats and the interval of a 5th to compose a short fanfare for a Bollywood Superhero(e.g. C - - - G - - - *or C C G G CC CC G-)*
* Invite pupils to come up and try
* Now add a dhol accompaniment using *‘Dha’ and ‘Na’*  over beats 1-2-3-4-5-6-7-8 *(Watch chapter 7 DHOL book)*
* Put pupils into groups and let them compose their basic fanfare using a grid similar to that below

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| C | C | G | G | CC | CC | G | - |
| Dha | Dha | Na | Na | Na | Na | Dha | Dha |

**Summary:**

* Listen to examples and ask class for feedback *(Use questions such as “did it last 8 beats, where the dhol and brass together, what was good about it?, how could it be improved?”)*

**Lesson 5**

Compose a fanfare using brass and dhols/percussion

* *Work as a group to compose a fanfare*
* *Use notes C and G (interval of a 5th)*
* *Understand and develop a structure for the composition*

**Warm Up:**

* Sing ‘Twinkle. Twinkle’ Little Star’. Repeat but this time, ask the children to spot the pattern (or ‘structure) to the song. It’s A:B:A *(Also ask what the interval is between ‘Twinkle, Twinkle- a 5th)*
* Listen to any piece of music with a structure (*e.g. ‘Ticket to Ride’ by the Beatles, use of verse, chorus and middle 8, ‘White Horse’ by Taylor Swift which has intro-verse-chorus-verse-chorus etc.)*

**Main Lesson:**

* Explain to pupils that they are going to devise a structure for their Fanfare composition. Look at grids form last week and get some groups to play them
* Explore ways pupils could vary the grid so they can make it longer and with a structure – *e.g. all together, brass only, dhols only, have only 1 of each instrument playing). Introduce words like texture, dynamics*
* Do a demo
* Groups continue composition, Give out composition planning sheets with key qurstions on a a space for recording the structure of their composition

**Summary:**

* Listen to examples and ask class for feedback *(Use questions such as “What was the structure?, Was there any difference in the texture, dynamics etc.)*

**Lesson 6**

* *Work as a group to compose a fanfare*
* *Use rehearsal techniques such as taking one part at a time, adding parts,*
* *Understand and develop a structure for the composition*

**Warm Up:**

* Give out brass instruments. Listen to a piece *Aaj Ki Raat* and ask the pupils to copy your rhythms using either D or G
* Next step, ask them to play something different back to you using the same 2 notes

**Main Lesson:**

* Give out composition planning sheets from last week and ask the groups to rehearse. Stop every once in a while to ask each group to play to the class for comment and ideas

**Summary:**

* Each group performs their Fanfare, introducing their superhero. Record each for appraisal next week

**Lesson 7**

Be able to appraise music heard

* *Use musical terminology such as structure, texture, dynamics to appraise fanfare recordings*

**Warm Up:**

* Listen to fanfare compositions. Have each group in the ‘*hot seat’* ready to talk about their compositions and to answer questions from the teacher and pupils

**Main Lesson:**

* Get out brass instruments. Revise notes CDEG and introduce F. Use flash cards to learn positions on the staff. Let pupils practise the notes
* Play ‘Call and Response’ using notes CDEFG. *(You can use track 3 of ‘Bollywood Blast’ or ask some pupils to play a steady 4 beat rhythm on the dhols. Play 2 bars and pupils answer 2 bars to prepare them for section D of ‘Bhangra Groove’)*
* Teacher to teacher play Bhangra Groove. Explain that it’s in sections and pupils will learn sections at a time. *(Start with sections A and B which are the same. Do rhythm part 1st and then main part. Pupils can choose which they do*
* Try main and rhythms parts separately and then together. Use cards as below so pupils identify section with the notes they are learning*. (Do this for the other sections)*

**Summary:**

* Explain that the sections of the piece are called ... *intro, head (main theme), middle 8 (figure C), improvised section, outro.* Invite 5 pupils to sit in the hot seat each with a different card for these sections
* Play the music an pupils with cards lift them when they think the music is the section for which they are responsible. (Repeat & discuss)

**Lesson 8**

Adding parts to *Bhangra Groove*

* *Play a repeated pattern on a dhol*
* *Invent 2 bar rhythms*
* *Develop understanding of ‘question and answer’ in music*

**Warm Up:**

Play LEAD THE BAND

* Teach the class the following rhythm *(it’s bars 3 and 4 of Bhangra Groove).*

 *. .(use hands and then arms to show the long note)*

* Go around a circle. Each child to clap their own 2 bar rhythm and the class respond with the rhythm above (use a rhythmic backing track to support)

**Main Lesson:**

* Give out brass instruments and say they are going to learn the middle 8 *(explain that it’s 8 bars)*. Teach 3rd and 4th bars of C. *(rhythm part first and then main part which more able can play going forward)*
* Repeat with bars 7 and 8 of C
* Explain Teacher will play E-G-E-G- (minims) and pupils can play back bars 3 and 4 of C, teacher repeats but pupils play back bars 7 and 8
* As above but this time ask for pupils to volunteer to play their own 2-bar improvised solo

**Summary:**

* Revise that the sections of the piece are called ... *intro, head (main theme), middle 8 (figure C), improvised section, outro.* Invite 5 pupils to sit in the hot seat each with a card for these sections
* Play the music an pupils with cards lift them when they think the music is the section for which they are responsible. (Repeat & discuss)

**Lesson 9**

Learn a piece of music from memory

* *Learn intro an ending*
* *Learn rhythm dhols will play*
* *Rehearse to put piece together*

**Warm Up:**

* Watch DVD chapter 7 of ‘How to Play the DHOL’ – ‘*Dha’ and ‘Na’*)
* Play WHO PLAYED THE DHOL DRUM
* Teach all pupils the rhythm to “Who played the dhol drum” *(Play ‘Dah’ on left thigh and ‘Na’ on right)*

 .

*Who played the dhol drum?*

*Dha Na Na Dha Na*

* One child turns their back on the circle whilst a selection of dhol drums are placed behind the other pupils in the circle. Teacher invites one of the pupils to play the rhythm on a drum closest to them and then sits down. The pupil with their back to the circle then turns around and guesses which drum was played and who played it. *Repeat as necessary*
* Choose pupils to play this rhythm as part of the *Bhangra Groove* piece

**Main Lesson:**

* Give out brass instruments and revise sections learned to date – *head, middle 8, improvised, head,*
* Learn Main Part *intro*
* Learn the outro. Can pupils work out where this has appeared before? *(bars 7 and 8 of C)*
* Give out the music to those that would like to use it
* Play through the whole piece
* Add the dhols

**Summary:**

* Go over who plays what and make a note. Question the pupils to gauge their understanding of that they have to do and which parts they will be playing. Next week will be a rehearsal and performance. *Try to find a class to perform to*

**Lesson 10**

Developing rehearsal and performance technique

* *Pupils know which sections need practise*
* *They will know how to walk on stage, perform and take a bow*
* *They can appraise how well the performance went*

**Warm Up:**

* Remind pupils which part *(including those doing the improvisation)* they are playing and what the structure of the piece is
* Have an ‘air’ version run through where pupils listen and pretend to play their parts

**Main Lesson:**

* Put pupils in the correct places and run through the piece
* Rehearse as necessary
* Perform to a class and/or video or record

**Summary:**

* Watch or listen to the performance. Discuss what worked well, what could be improved and how etc.