**Aims and Objectives - Instrumental**

Project Aims and Objectives based on the National Curriculum

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| **Project Name** | **Planet Brass** |
| **Aims**  In order to complement and enrich your wider musical curriculum our projects will enable children to   * Play and create music from a variety of styles, periods, cultures and traditions. * Explore and practise techniques to learn to play an instrument musically and creatively in both solo and group situations. * Experience the wider perspective of an instrument through listening and evaluating, relevant notations and cultural context. * Develop and encourage a love of music and strategies to enable children to further their own learning. | |
| **Objectives**  **Singing:**   * Show good performance technique (posture, breathing, articulation)   **Playing:**   * Play simple melodies * Keeping a steady beat when playing * Play from graphic and traditional notation   **Creating, Improvising and Composing:**   * Improvise in time using given notes * Create a longer rhythm   **Listening and Understanding:**   * Identify and describe different structures * Observe and discuss 3 diverse music styles and/or musicians * Show understanding of the musical elements…*pitch, rhythm,* | |

Term by Term Overview

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| **Autumn Term – Bollywood Brass** | |
| *Musical Learning Outcomes* | *Instrument Specific* |
| * Become aware of Bollywood traditions * Read a variety of rhythmic notations * Read basic pitch notation * Sing a Bollywood Song   PROJECT WORK   * Myself as a musician * Exploring different genres of music * Basic music theory | * Learn how to hold brass instrument/dhol drum * Physical aspects of playing a brass instrument * Perform using C, D and E * Perform using different rhythms * Perform as part of a large group   PROJECT WORK   * The different types of brass instruments * Bollywood - specific instruments * Famous brass players |
| **Instruments Required:** trumpets and trombones, dhols | |
| **Spring Term – Pop-Up Brass (ubiquitous - existing or being everywhere)** | |
| *Musical Learning Outcomes* | *Instrument Specific* |
| * Improvising using given notes * Creating rhythms * Develop rhythmic and pitch notation * Roles of different instruments in a R&B Band, * Structure of blues music (12 bars) * Awareness of chords * Dynamics, including crescendo and diminuendo   PROJECT WORK   * History of the blues * Famous Blues performers. -Louis Armstrong, James Morrison * Basic music theory + | * Extend notes to F, G and A * Care of the instrument (possibly taken home) * Playing keyboard, bass guitar, guitar, drums   PROJECT WORK   * Different parts of the brass instruments * Different instruments of a blues band   MUSIC   * I Feel Good * One Step Beyond by Madness (Dm, Gm, A, A7) * Peter Gun. Theme (DEFE) * Flip, Flop and Fly (transposed into concert Bb) * Jools Holland * Carol Jarvis |
| **Instruments Required:** brass as last term plus keyboards (x 2), guitars (x 2), standing cymbal and brushes  **Instruments not required that were used last term:** dhols | |
| **Summer Term – On the March** | |
| *Musical Learning Outcomes* | *Instrument Specific* |
| * Keeping a steady beat whilst moving on the spot * Marching whilst playing   PROJECT WORK   * The role of marching -military, sport, brass bands | * Add notes A, B and C to complete a C scale * Playing snare drums (paradiddle)   PROJECT WORK   * Types of drums and their roles in different societies |
| **Instruments Required:** brass as previous terms, class set of drum sticks, snare drums with straps (x 4), bass drum and beater  **Instruments not required that were used last term:** keyboards (x 2), guitars (x 2), standing cymbal and brushes | |

**Autumn Term – Bollywood Brass**

**Introduction:**

Slide 1: Introduction page

Slide 2: Warm up, DRUM KIT

Slide 3: Introducing the Booklet

Slide 4: Looking at a page

Slide 5: Looking at a page

Slide 6: Looking at a page

Slide 7: See you next week

**Lesson 1: (Dhols)**

Learning Objective:

* The main features of Bollywood films and music
* Keeping a steady beat and playing rhythms to a beat. On a dhol drum
* The names of the beaters for a dhol

*Slide 1: Introduction page*

*Slide 2: Introducing Bollywood Brass*

*Slide 3: PULSE - Play keeping the beat games such as STOMP, clap on beats 1or 3 etc*

*Slide 4: What is Bollywood Music?*

*Slide 5: What we’ll be learning this term*

*Slide 6: Introducing the dhol drum. Teacher plays walk, jogging and stride. Pupils move to it. Show pupils how to hold the dagga and tilli, demo at the front, Invite pupils to come up and play along with the music, keeping the beat, increase number of dhols*

*Slide 7: What have we learned today?*

*Slide 8: If there’s an internet link then show this video.*

*Slide 9: Blank*

**Lesson 2: (Dhols)**

Learning Objective:

* Learning how to play the dhol
* High and Low (pitch)
* Composing rhythms over a steady beat
* Play a rhythm whilst other rhythms are being played!

*Slide 1: Introduction page*

*Slide 2: Introducing ‘RHYTHM’ & ‘PITCH’*

*Slide 3: Reminder about the Booklet*

*Slide 4: Keeping a steady beat, copy my actions, follow my actions etc*. *Clap on beats 1or 3 etc.*

*Slide 5: Remind how the dagga and thilli are used and how to hold, where to hit the dhol (dagga in middle-GE, tilli on rim –NA). Dagg side has low pitch, tilli side is higher. Play games where children need to (e.g. stand up/sit down) by just listening to which side of the drum you play.*

*Slide 6: Introducing the dhol drum. Teacher plays walk, jogging and stride. Pupils move to it. Show pupils how to hold the dagga and tilli, demo at the front, Invite pupils to come up and play along with the music, keeping the beat, increase number of dhols*

* *Slide 7: Use this game to choose a child (or group of children) to perform their rhythms. Ask class about beat and rhythms, how well were they played*

*Slide 8: Ovetvview of what has been learned*

*Slide 9: Blank*

*Slide 10: If there’s an internet link then show this video.*

**Lesson 3: (Dhols)**

Learning Objective:

* Combining rhythms
* Keeping a steady beat
* Playing from notation ….High and Low (pitch)
* Composing using pitch

*Slide 1: Introduction page*

*Slide 2: Introducing ‘RHYTHMS TOGETHER’ and ‘COMPOSING USING PITCH’*

*Slide 3: 4 different rhythms. Choose however many you feel children are comfortable with*

*Slide 4: Playing a rhythm along to music. Body percussion then dhol drum*

*Slide 5: Discuss Bollywood Films – romantic, comedy, action. Very much like Bollywood.*

*Slide 6: Explain how this notation works, can children guess which one you are playing? ((blue, yellow, green). Compose their own*

*Slide 7: Using dhols learn each rhythm, Split class into 3, each learns own. Teacher conducts a ‘piece’ of music. Child does as well?*

*Slide 8: Overview of what has been learned*

*Slide 9: Blank*

**Lesson 4: (Brass)**

Learning Objective:

* Reading rhythmic notations
* Learning how to make a sound on a brass instrument (buzz etc.)
* Listening carefully to rhythms and copying on a mouthpiece
* Basics of pitch notation
* Playing a piece of music –‘Play Bhangra Style’
* *Slide 1: Introduction page*
* *Slide 2: Introducing ‘BRASS’*
* *Slide 3: Introducing notation for ‘walk’ and ‘stride’*
* *Slide 4: How to form an embouchure*
* *Slide 5: How to look after a brass instrument*
* *Slide 6: Using a mouthpiece*
* *Slide 7: Different parts of a brass instrument*
* *Slide 8: How to hold a brass instrument*
* *Slide 9: Learning to play ‘Play Bhangra Style’ from ‘Whole Class Bollywood Brass’*
* *Slide 10: Overview of how music is written*
* *Slide 11: ‘Play Bhangra Style’*
* *Slide 12: What we have learned this lesson*
* *Slide 13: Blank*

**Lesson 5: (Brass)**

Learning Objective:

* Reading rhythmic notations
* Learning how to make a sound on a brass instrument (buzz etc.)
* Listening carefully to rhythms and copying on a mouthpiece
* Basics of pitch notation
* Playing a piece of music –‘Play Bhangra Style’
* *Slide 1: Introduction page*
* *Slide 2: Introducing ‘BRASS’*
* *Slide 3: Revising notation for ‘walk’ and ‘stride’ and introducing ‘Jogging’ and ‘stride’*
* *Slide 4: Move to rhythm cards (supplied by Music Faculty)*
* *Slide 5: A famous brass player – Alison Balsom*
* *Slide 6: Reminder how to ‘Buzz’*
* *Slide 7: Copy teacher using mouthpiece*
* *Slide 8: Learning to play ‘Play Bhangra Style’ from ‘Whole Class Bollywood Brass’*
* *Slide 9: Overview of how music is written (use white board to practise)*
* *Slide 10: practise C using ‘walk and stride’*
* *Slide 11: What we have learned this lesson*
* *Slide 12: Blank*

**Lesson 6: (Brass)**

Learning Objective:

* Learning where India and Pakistan is and about Bhangra Music
* Learning the note D (higher pitch)
* Improvising
* Listening to changes in pitch
* *Slide 1: Introduction page*
* *Slide 2: Introducing ‘BRASS’*
* *Slide 3: Where is India and Pakistan, Map of the World*
* *Slide 4: Map of India and Pakistan*
* *Slide 5: Dancing to Bhangra Music*
* *Slide 6: Reminder how to ‘Buzz’*
* *Slide 7: Improvising own rhythms, take it in turns, ask for volunteers*
* *Slide 8: Playing ‘Play Bhangra Style’ from music*
* *Slide 9: Introducing the note D*
* *Slide 10: C and D Exercise.*
* *Slide 11: Overview of how music is written (use white board to practise)*
* *Slide 12: What we have learned*
* *Slide 13: Blank*

**Lesson 7: (Brass)**

Learning Objective:

* Learning where India and Pakistan is and about Bhangra Music
* Learning the note D (higher pitch)
* Improvising
* *Slide 1: Introduction page*
* *Slide 2: Introducing ‘BRASS’*
* *Slide 3: Reminder how to ‘Buzz’*
* *Slide 4: Improvising on the note C*
* *Slide 5: Playing ‘Play Bhangra Style’ from music*
* *Slide 6: Play ‘Play Bhangra Style’ from ‘hole Class Bollywood Brass’ (Invent signs for each section of the piece – HEAD/THUMBS UP for ‘Yes’ section etc.)*
* *Slide 7: Bollywood Stars*
* *Slide 8: Song from one of Aishwarya Rai’s films and brief synopsis*
* *Slide 9: Notes C and D*
* *Slide 10: C and D Exercise.*
* *Slide 11: Overview of how music is written (use white board to practise)*
* *Slide 12: What we have learned*
* *Slide 13: Blank*

**Lesson 8: (Brass)**

Learning Objective:

* Learning about the sitar
* Learning the note D (higher pitch)
* Improvising using C and D
* *Slide 1: Introduction page*
* *Slide 2: Introducing ‘MASALA MIX’*
* *Slide 3: Reminder how to ‘Buzz’*
* *Slide 4: Improvising on the notes C & D*
* *Slide 5: Overview of how music is written (use white board to practise)*
* *Slide 6: Introducing the sitar*
* *Slide 7: Links between the BEATLES and the SITAR*
* *Slide 8: Play ‘Play Bhangra Style’ from ‘hole Class Bollywood Brass’ (Invent signs for each section of the piece – HEAD/THUMBS UP for ‘Yes’ section etc.)*
* *Slide 9: How ‘MASALA MIX’ is notated. Use when appropriate*
* *Slide 10: What we have learned*
* *Slide 11: Blank*

**Lesson 9: (Brass)**

Learning Objective:

* Learning about the sousaphone
* Learning the note E (higher pitch)
* Improvising using C and D
* Learning a new piece, aurally and/or from notation
* *Slide 1: Introduction page*
* *Slide 2: Introducing ‘BHANGRA GROOVE’ from ‘Whole Class Bollywood Blast’*
* *Slide 3: Reminder how to ‘Buzz’*
* *Slide 4: Improvising on the notes C & D*
* *Slide 5: Playing “MASALA MIX’*
* *Slide 6: Introducing the sousaphone*
* *Slide 7: Introducing the note E*
* *Slide 8: Overview of how music is written (use white board to practise)*
* *Slide 9: How ‘BHANGRA GROOVE is notated. Use when appropriate.*
* *Slide 10: What we have learned*
* *Slide 11: Blank*

**Lesson 10: (Performance)**

Learning Objective:

* How to rehearse and perform
* Reviewing a performance
* *Slide 1: Introduction page*
* *Slide 2: Introducing ‘REHEARSE & PERFORM’*
* *Slide 3: Reminder how to ‘Buzz’*
* *Slide 4: Looking at notation for CDE*
* *Slide 5: Copy and Answer using CDE*
* *Slide 6: Notation for ‘PLAY BHANGRA STYLE’*
* *Slide 7: Notation for “MASALA MIX’*
* *Slide 8: Notation for BHANGRA GROOVE*
* *Slide 9: Discuss how to perform.*
* *Slide 10: What we have learned*
* *Slide 11: Blank*

**Autumn Term – Pop-Up Brass**

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| *Musical Learning Outcomes* | *Instrument Specific* |
| * Improvising using given notes * Creating rhythms * Develop rhythmic and pitch notation * Roles of different instruments in a R&B Band, * Structure of blues music (12 bars) * Awareness of chords * Dynamics, including crescendo and diminuendo   PROJECT WORK   * History of the blues * Famous Blues performers. -Louis Armstrong, James Morrison * Basic music theory + * Where brass appears- orchestra, pop, jazz, R&B etc. | * Extend notes to F, G and A * Care of the instrument (possibly taken home) * Playing keyboard, bass guitar, guitar, drums   PROJECT WORK   * Different parts of the brass instruments * Different instruments of a blues band   MUSIC   * I Feel Good * One Step Beyond by Madness (Dm, Gm, A, A7) * Peter Gun. Theme (DEFE) * Flip, Flop and Fly (transposed into concert Bb) * Jools Holland * Carol Jarvis |

**Lesson 1:**

Learning Objective: BRASS IN THE ORCHESTRA *(only brass this week)*

* To understand how brass instruments feature in many different musical ensembles now and through history
* How to compose a 4-beat **rhythm** (extension is 2 bars)
* Understand and use the 1/2/3/4 beat rhythms
* Learning the instruments in the **brass family** of an orchestra
* Famous orchestral trumpeter – Philip Cobb
* Revising the notes CDE
* Play ‘Mary Had a Little Lamb’ from Learn to Play Brass’ Step 4

*Slide 1: Welcome*

*Slide 2: Introducing ‘****ubiquitous****’, that brass is everywhere. Today the orchestra. (Optional class/homework – Brass Wordsearch)*

*Slide 3: Warming up to the 4 different rhythms, discuss proper names and length of each*

*Slide 4: Compose your own 4 beat rhythm*

*Slide 5: Instruments of the orchestra (discuss who plays which)*

*Slide 6: Brass instruments of the orchestra and listen to a fanfare*

*Slide 7: Brass Wordsearch*

*Slide 8: Review notes CDE*

*Slide 9: Mary had a little Lamb (2 parts, easy = semibreves C and D, + melody)*

*Slide 10: Recap*

**Lesson 2:**

Learning Objective:

To