**INFANT BRASS AUTUMN TERM PLANNING**

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| **Week** | **Learning Objective**  **We are learning to…** | **Activities**  **(40-45 minute session)** | **Resources** | **Outcomes/Assessment** |
| 1 | Understand what a trumpet is!  Sing simple pitches moving by step or simple intervals.  Listen and respond musically.  About rhythm – walk and jogging.  Buzz on a mouthpiece. | Introduce project and ground rules. Show children the record of achievement for the Autumn term and explain to them that we are aiming to complete all of the challenges in here before Christmas to achieve our Stage 1 certificate! (Teacher needs to have these at each lesson to tick things off for each child throughout the term).  Circle time – Sing hello song on soh and mi (GEGE) and show pitch signs with hands. Teacher sings, children sing back together.  TTCC game (Tap Tap Clap Clap) Begin to learn the pattern and count the beats 1-4.  Begin to learn musical signals sung by teacher e.g. “stand up, sit down”, “come and make a circle”.  Begin to move to walk and jogging played by teacher on their instrument – starting and stopping.  Show children your instrument and their pocket trumpets and discuss the parts of the instrument. Show how to get out of the case and hold. Play them a piece on yours, perhaps something they will recognise. Talk about the sound of the instrument.  Show how to make a sound on the mouthpiece and talk about correct embouchure and what to do with your lips and mouth.  Give out mouthpieces and children to have a go buzzing on theirs.  Assign children a numbered pocket trumpet and make a note of these! | Teacher’s trumpet  Students pocket trumpets  Record of achievements | Children will become familiar with the trumpet and the different parts of it.  Children will begin to make a buzzing sound on mouthpiece.  Begin to sing on soh and mi pitches.  Begin to respond musically.  Begin to be able to move to walk and jogging. |
| 2 | Sing simple pitches moving by step or simple intervals.  Listen and respond musically.  About rhythm – walk and jogging.  Buzz on a mouthpiece.  How to hold a trumpet correctly.  Begin to play note C. | Circle time – Sing hello song on soh and mi (GEGE) and show pitch signs with hands. Teacher sings, children sing back together.  TTCC game (Tap Tap Clap Clap) Begin to learn the pattern and count the beats 1-4.  Begin to learn musical signals sung by teacher e.g. “stand up, sit down”, “come and make a circle”. (See record of achievement for Autumn term).  Begin to move to walk and jogging played by teacher on their instrument – starting and stopping.  Revise buzzing from last week – check embouchure.  Buzz a simple rhythm and ask children to buzz back. Perhaps go around the circle and do this.  Remind children how to hold a trumpet and children to have a go – go round and support. (See record of achievement for Autumn term).  Show children how to play note C. Children to have a go. Play for 4 beats and then children to have a go. Play ‘all at C’ with backing track as a group. Have a couple of turns if time. Talk about this new 4 beat note and explain it is a ‘glide’.  If children are taking instruments home this week then give out practise logs and ask them to practise note C and holding it for 4 beats. (Some children may just need to practise buzzing on mouthpieces). | Teacher’s trumpet  Students pocket trumpets  ‘All at C’ backing track  Practise logs  Record of achievements | Children will become familiar with the trumpet and the different parts of it.  Children will begin to make a buzzing sound on mouthpiece.  Begin to sing on soh and mi pitches.  Begin to respond musically.  Begin to be able to move to walk and jogging.  Become familiar with glide.  Begin to play note C on instruments.  Begin to play a note that lasts for 4 beats. |
| 3 | Sing simple pitches moving by step or simple intervals.  Sing a new song.  About rhythm – walk and jogging and the notation for these.  Buzz on a mouthpiece.  How to hold a trumpet correctly.  Play note C. | Circle time – Sing hello song on soh and mi (GEGE) and show pitch signs with hands. Teacher sings, children sing back one by one round the circle (see record of achievement for Autumn term.)  TTCC game (Tap Tap Clap Clap) Begin to learn the pattern and count the beats 1-4. Can children go round the circle and say their names on the first beat?  Begin to move to walk and jogging played by teacher on their instrument – starting and stopping. Show notation for these. Hold up cards and children to show movement around the room for each.  Revise glide learnt last week and show notation and how we would move to this 4 beat note.  Sing Cobbler Cobbler to the children, can they spot what pitches we are singing on? (soh and mi – G and E)? Use MTYT (my turn your turn to learn it).  Revise note C. Warm up with ‘All at C’ from last week.  Give out children’s Music Marvel booklets. Have a go first at page 1 – clapping and saying rhythms. Introduce new note stride, what it looks like and show children how to move to it.  Page 2 – Say, clap and play rhythms.  Children to practise this page at home. | Teacher’s trumpet  Students pocket trumpets  ‘All at C’ backing track  Music Marvel booklets  Record of achievements  Walk and jogging notation cards  Cobbler Cobbler song | Sing on soh and mi pitches.  Move to walk and jogging.  Become familiar with glide and stride.  Play note C more accurately.  Read, clap and play different rhythms. |
| 4 | Sing simple pitches moving by step or simple intervals and show with hands.  Tap the pulse.  About rhythm – walk and jogging and the notation for these. Stride and glide too when playing.  Buzz on a mouthpiece.  How to hold a trumpet correctly.  Play note C with increasing accuracy and begin to play note D. | Circle time – Sing hello song on soh and mi (GEGE) and show pitch signs with hands. Teacher sings, children sing back one by one round the circle. Children to lead the singing. (See record of achievement for Autumn term.)  TTCC game (Tap Tap Clap Clap) Begin to learn the pattern and count the beats 1-4. Can children go round the circle and say their names on the first beat?  Give children walk and jogging notation cards and they move when theirs is played by the teacher.  Revise glide and stride and what they look like in our Music Marvel booklets.  Sing Cobbler Cobbler and children to show the pitches soh and mi with hands.  Children to then tap pulse as they sing. (See record of achievement). Explain that the pulse is the steady, regular beat like your heart beat.  Revise note C, have children practised at home?  (See record of achievement).  Introduce children to note D. What do they notice about the pitch of not D compared to C? Show the fingering for the note and go around to support children with it. Play note D and children to echo.  Say, clap and play the rhythms on D from page 3.  Children to practise this page at home. | Teacher’s trumpet  Students pocket trumpets  Music Marvel booklets  Record of achievements  Walk and jogging notation cards | Sing on soh and mi pitches and show with hands.  Tap the pulse.  Move to walk and jogging and recognise notation.  Become more familiar with glide and stride.  Play note C more accurately.  Begin to play note D.  Read, clap and play different rhythms. |
| 5 | Sing simple pitches moving by step or simple intervals and show with hands.  Tap the pulse and rhythm.  About rhythm – walk and jogging and the notation for these. Stride and glide too when playing.  Play note D and E. | Hello song as before.  TTCC as before.  Put walk and jogging cards in corners of room and children have to move to the correct corner when you play.  Sing Cobbler Cobbler and children to show the pulse. Introduce rhythm as a ‘pattern’. Can children tap the rhythm as they sing the song?  Introduce Cherry Pie using MTYT and sing showing pitches soh and mi. Then sing and show the pulse and then rhythm.  Revise note D. What fingering do we use for D – go around the circle and check children have first and third valves pressed all the way down.  Introduce children to note E. What do they notice about the pitch of note E compared to C and D? Show the fingering for the note and go around to support children with it. Play note E and children to echo.  Say, clap and play the rhythms on E from page 4.  Children to practise this page at home. | Teacher’s trumpet  Students pocket trumpets  Music Marvel booklets  Record of achievements  Walk and jogging notation cards  Cherry Pie song | Sing on soh and mi pitches and show with hands.  Tap the pulse and rhythm.  Move to walk and jogging and recognise notation.  Become more familiar with glide and stride.  Play note D and E using correct fingering.  Read, clap and play different rhythms. |
| 6 | Sing simple pitches moving by step or simple intervals and show with hands.  Tap the pulse and rhythm.  About rhythm – walk and jogging and the notation for these. Stride and glide too when playing.  Play note D and E with correct fingers and increasing accuracy. | Hello song as before.  TTCC as before.  Move to walk, jogging and stride.  Sing Hot Potato using MTYT and children to show the pulse. Use a bean bag as the hot potato to pass to the pulse around the circle. Can children then tap the rhythm as they sing the song? Switch between pulse and rhythm and children to identify which one you are doing.  Revise all 3 notes learnt so far. What fingering do we use for D and E? – go around the circle and check children have correct valves pressed all the way down.  Introduce ‘Feeling Down and Feeling Blue’ rhythms on page 5 and 6. What do the children notice about the rhythms? (They are the same). Say and clap them. Briefly talk to the children about the stave and where the notes sit on the stave but don’t worry if the children are not sure about this yet. Model both versions of Feeling Down and Blue to the children and get them to say the notes, say and mime the notes and then play the rhythms back. (It is useful here is you can show the children the music on a smart board and play the backing tracks along to accompany the children at [www.musicmarvels.co.uk](http://www.musicmarvels.co.uk) )  Children to practise these at home. | Teacher’s trumpet  Students pocket trumpets  Music Marvel booklets  Record of achievements  Hot Potato song  Walk, jogging, stride notation cards  Smart board  [www.musicmarvels.co.uk](http://www.musicmarvels.co.uk) | Sing on soh and mi pitches and show with hands.  Tap the pulse and rhythm.  Move to walk, jogging, stride and recognise notation.  Play notes C, D and E using correct fingering.  Read, clap and play different rhythms accurately. |
| 7 | Sing simple pitches including soh, mi and doh and show with hands.  Tap the pulse and rhythm.  About rhythm – walk, jogging stride and glide.  Play notes C, D and E with increasing accuracy. | Hello song as before.  TTCC as before.  Move to walk, jogging, stride and glide as before.  Sing Bells in the steeple using MTYT. Show children the pitch signs and introduce doh.  Introduce ‘Bangers and Mash’ rhythms on page 5 and 6. What do the children notice about the rhythms? (They are the same). Say and clap them. Briefly talk to the children about the stave and where the notes sit on the stave but don’t worry if the children are not sure about this yet. Model both versions of Bangers and Mash to the children and get them to say the notes, say and mime the notes and then play the rhythms back. (It is useful here is you can show the children the music on a smart board and play the backing tracks along to accompany the children at [www.musicmarvels.co.uk](http://www.musicmarvels.co.uk) )  Children to practise these at home. | Teacher’s trumpet  Students pocket trumpets  Music Marvel booklets  Record of achievements  Walk, jogging, stride and glide notation cards  Bells in the steeple song  Smart board  [www.musicmarvels.co.uk](http://www.musicmarvels.co.uk) | Sing on soh, mi and doh pitch and show with hands.  Move to walk, jogging, stride, glide and recognise notation.  Play notes C, D and E using correct fingering.  Read, clap and play different rhythms accurately. |
| 8 | Sing simple pitches including soh, mi and la and show with hands.  About rhythm – walk, jogging stride, glide and rest.  Play notes C, D and E with increasing accuracy. | Hello song as before.  TTCC as before.  Move to walk, jogging, stride, glide as before and introduce a crotchet rest or ‘sh’ – then look at page 7 and the different types of rests – relate them to our walk, stride and glide and children to fill in the page.  Sing Rain Rain using MTYT. Show children the pitch signs and introduce la.  Introduce ‘Wake up’ rhythm on page 9. Say and clap it. Briefly talk to the children about the stave and where the notes sit on the stave but don’t worry if the children are not sure about this yet. Model Wake Up to the children and get them to say the notes, say and mime the notes and then play the rhythm back. (It is useful here is you can show the children the music on a smart board and play the backing tracks along to accompany the children at [www.musicmarvels.co.uk](http://www.musicmarvels.co.uk) )  Children to practise these at home. | Teacher’s trumpet  Students pocket trumpets  Music Marvel booklets  Record of achievements  Walk, jogging, stride, glide and crotchet rest notation cards  Rain Rain song  Smart board  [www.musicmarvels.co.uk](http://www.musicmarvels.co.uk) | Sing on soh, mi and la pitch and show with hands.  Move to walk, jogging, stride, glide and rest and recognise notation.  Play notes C, D and E using correct fingering.  Read, clap and play different rhythms accurately. |
| 9 | Sing a new song and begin to understand 2 and 3 time.  About rhythm – walk, jogging stride, glide and rest.  Play notes C, D and E with increasing accuracy. | Hello song as before.  TTCC as before.  Play a rhythm and ask children to say what it is using walk, jogging etc. Do this with 2 separate rhythms. Put one rhythm in the corner of the room and the other in another corner. Divide children into 2 groups. They move when they hear their rhythm  Sing Dippidu MTYT. Show children the actions for each part of the song and see if they can spot the difference. Talk about metre of 2 and 3 and how there are 3 beats in each group in the first half of the song and 2 in each group in the second half of the song.  Introduce ‘Play the blues’ rhythm on page 9. Say and clap it. Briefly talk to the children about the stave and where the notes sit on the stave but don’t worry if the children are not sure about this yet. Model it to the children and get them to say the notes, say and mime the notes and then play the rhythm back. (It is useful here is you can show the children the music on a smart board and play the backing tracks along to accompany the children at [www.musicmarvels.co.uk](http://www.musicmarvels.co.uk) )  Children to practise these at home. | Teacher’s trumpet  Students pocket trumpets  Music Marvel booklets  Record of achievements  Rhythm cards  Dippidu song  Smart board  [www.musicmarvels.co.uk](http://www.musicmarvels.co.uk) | Sing a new song and begin to recognise a metre of 2 and 3.  Move to different rhythms.  Play notes C, D and E using correct fingering.  Read, clap and play different rhythms accurately. |
| 10 | Revise a new song and 2 and 3 time.  About rhythm – walk, jogging stride, glide and rest.  Play notes C, D and E with increasing accuracy.  Understand the terms pulse, rhythm and tempo. | Hello song as before.  TTCC as before. Use balls to bounce on first beat, then 3rd or 4th etc.  Sing favourite songs from this term.  Play a rhythm and ask children to say what it is using walk, jogging etc. Do this with 2 separate rhythms. Put one rhythm in the corner of the room and the other in another corner. Divide children into 3 groups. They move when they hear their rhythm.  Look at page 8 – can children match the vocab pulse and rhythm to the correct meanings? What does tempo mean then? Play the children one of the tunes we have been looking at at different speeds and get them to identify the fast and slow version.  Revise notes C, D and E and play favourite tunes from this term.  Give stage 1 certificates to teachers to be given out in assembly. Remind children to practise over the Christmas holidays!!! | Teacher’s trumpet  Students pocket trumpets  Music Marvel booklets  Record of achievements  Rhythm cards  Bouncy balls  Smart board  [www.musicmarvels.co.uk](http://www.musicmarvels.co.uk) | Revise a metre of 2 and 3.  Move to different rhythms.  Play notes C, D and E using correct fingering.  Read, clap and play different rhythms accurately.  Understand and explain the terms pulse, rhythm and tempo. |