**Musitrax Play: Unit 1**

Unit summary: Building on the skills/musicianship learned in MX Sing, this term will introduce the first of the three instruments that will be taught this year and will focus on ensemble skills.

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|  |  | **Skill development in support of end of year goals**  Pupils will be taught to: |  | **Knowledge development in support of end of year goals.**  Pupils will be taught about the following terms/concepts: | | |
|  |  |  |  | **Prior learning** | **New terms/concepts** |
| **Performing** | Singing (technical skills) | Sing songs with a range of up to an octave with accuracy, fluency and control. Perform actions confidently and in time to a range of songs. |  | **Structure** | Ostinato, call and response, phrase | Round, partner song, form |
| Playing (technical skills) | Hold the djembe correctly using correct posture and play simple rhythms that make use of bass, tone and muffled strokes. |  |
| Ensemble skills | Maintain own part within an ensemble performance (2 different parts). Sing/play in time with a conductor/leader. |  | **Rhythm, metre and tempo** | Pulse, beat, rhythm, long, short, tempo, fast, slow, Kodaly rhythm syllables | Pair of quavers, crotchet, minim, crotchet rest, beat groupings (2, 3, 4) |
| Expression | Follow given dynamic markings. Suggest dynamics for the music they create/perform. |  |
| **Composing** | Improvising (generating ideas) | Improvise 1 or 2-bar response phrases to a given call (rhythm). |  | **Pitch and melody** | Pitch, high, low, solfa (D, R, M, S, L), higher, lower | Step, leap |
| Composing (developing ideas) | Compose short rhythms and/or melodic phrases making use of learnt techniques (e. g. body percussion or djembe). Contribute ideas to a whole class composition. |  | **Harmony and tonality** | [H] Drone. [T] Pentatonic scale | [T] Major: do-scale |
| **Listening and engaging critically with music** | Listening and analysing | Identify key features of the music they engage with using the given terms/concepts. |  | **Texture** | Melody, accompaniment | Unison |
| Evaluating and justifying | Describe in simple terms how choices of pitch, tempo, dynamics and timbre create different moods in music using the given terms/concepts. Make simple judgements about the success of performances and peers and give simple constructive feedback. |  | **Dynamics and articulation** | Loud, quiet | Dynamics  Heavy, light |
| Aural development | Learn rhythmic/melodic phrases and songs by ear. Sing and play simple phrases using solfa. |  | **Performing forces and playing techniques** |  | A selection of instruments from classical, world, folk and popular traditions and basic playing techniques |

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| Working with/from notation | Follow stick notation (grid notation?) and staff notation when performing and listening to music. Use stick notation and grid notation to represent rhythms and pitch shapes created and heard. |

**Scheme of work**

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| **Lesson** | **Learning aims** | **Warm-up** | **Core Activity** | **Development** | **Plenary/review (Checking for understanding)** |
| 1 | Introduce routines/share project overview  To learn to use their speaking, whispering, singing and thinking voice.  To learn a body percussion pattern using ‘bass and tone’ strokes.  To transfer body percussion pattern to djembe | Sing ‘hello’  Name game  ‘Copy cat’ using body percussion  Sing musical instructions (stand up  - sit down) | Give brief project overview  Sing Queen Caroline (listen/copy) and introduce speaking, whisper and singing voice.  Clap rhythm, walk rhythm as helpful. [Thinking voice] | Teach body percussion pattern (that links to Queen Caroline) using ‘tone and bass’ sounds.  Transfer body percussion rhythm to djembe, ensuring correct hold/playing technique. | What voice am I using?  Show me a bass sound  How much have you enjoyed? |
| 2 | To learn a new song with increased range, and recognising structure  To learn a new rhythm with body percussion  To transfer body percussion rhythm to djembe using learned strokes | Sing ‘hello’  Name game  ‘Copy cat’ using body percussion  Sing musical instructions (stand up – sit down)  Wellbeing: Heartbeat, breathing | Recap Queen Caroline – speaking, whisper, singing voice  Sing Senwa Dedende (listen/copy)  Body percussion: establish bass/tone on knees/legs and learn Nyabinghi rhythm  Djembe: recap correct holding/playing technique | Senwa Dedende:understand pitch, range and structure  Djembe: transfer Nyabinghi rhythm from body percussion to djembe | Teacher claps Senwa Dedende rhythm – who recognises it? |
| 3 | To learn singing song in two parts  To play different rhythms in two groups on body percussion and djembe | Sing Hello  Wellbeing; heartbeat, breathing  Solfa – solo singing  Body percussion – I Like Toast | Song ; Senwa Dedende  Song – Little Bird  Djembe - Nyabinghi | Senwa Dedende – sing in two parts as a round  Nyabinghi – divide into two groups with one group playing the pulse alongside the rhythm – use adults or confident children as group leaders | Can you play Nyabinghi rhythm without a leader?  Can you recognise Little Bird just from hand signs? |
| 4 | To learn to read rhythm notation  To learn a third sound on djembe  To learn to play djembe with different dynamics | Sing Hello – class, solo  Body percussion – I Lilke Toast  Senwa Dedende – sing as round | Read rhythm notation – 4 beat flashcards  Djembe – Nyabinghi | Queen Caroline – learn to recognise from rhythm flashcards  Nyabinghi – introduce muffled tone, introduce dynamics | Can you demonstrate the three djembe sounds?  Can you recognise Queen Caroline from teacher clapping/playing the rhythm? |
| 5 | To learn diatonic scale  To improvise with body percussion and djembe | Sing hello – class, solo | Song – 1, 1-2-1, 1-2-3-2-1…  Body percussion – improvise 4- or 8-beat rhythms using Nyabinghi as call, children improvise solo response | 1, 1-21, etc. – introduce Do scale; start with pentatonic scale, fill in the gaps  Body percussion – move rhythmic improv to djembe | What is a scale?  Would anyone like to sing the scale with numbers? |
| 6 | To continue learning Do scale  To practise reading notation  To practise improvising | Sing hello – class, solo  Sing 1, 1-2-1, 1-2-3-2-1… - replace chosen numbers with thinking voice or actions | Notation – reading rhythm flashcards  Djembe and body percussion – consolidate Nyabinghi rhythm in 1 and 2 parts  Continue improvising 4- and 8-beat rhythms | Increased familiarity with Do scale and coordinating different actions  Practise improvising in ensemble context | What have you enjoyed today?  Can you show me the Nyabinghi rhythm on body percussion? |
| 7 | To learn a new song with quaver rest on downbeat  To learn about rests  To learn new djembe technique | Sing hello  Sing 1, 1-2-1… - sing in unison then as a round | Song – Who Stole My Chicken and my Hens  Song – Good News  Djembe – new rhythm Kuku | Who Stole My Chickens – once secure this song can be played as a game, promoting solo singing and use of thinking voice  Good News: introducing quaver rest, ask children to choose different actions for the rest  Kuku – leave hands in same place, practise by separating them | What have you learned today?  Who can tell me what a rest is?  Can you show me Kuku rhythm on your knees/legs? |
| 8 | To continue to learn about rests, in an ensemble context  To put new song in ensemble context with djembes  To learn about heavy/light articulation | Sing hello – class, solo  Sing 1, 1-2-1… - in unison then as a round, replace numbers with actions | Song – Good News  Djembe – learn accompaniment for Good News | Good News – use actions instead of quaver rests, ask children to choose actions  Djembe – play accompaniment to song – melody and accompaniment have rests in different places  Introduce heavy and light articulation | Play rhythm on legs with heavy articulation  Play rhythm with light articulation |
| 9 | To learn new song  To introduce triple time  To reinforce concept of heavy and light | Sing hello – class, solo  Sing 1, 1-2-1…. Choose notes to replace with actions  Sing Who Stole My Chickens | Song – Bells in the Steeple | Bells in the Steeple – sing with words (listen, sing), then with solfa and hand signs  Introduce triple time  Use learnt concept of heavy and light | How many beats [eg triple time] am I conducting? |
| 10 | To consolidate new concepts – triple time etc  To add djembe part | Sing hello  1, 1-2-1……  Who Stole My Chickens and my Hens | Song – Bells in the Steeple (listen, sing, solfa, handsigns)  Body percussion – learn rhythmic accompaniment to song | Bells in the Steeple – reinforce triple time and solfa/handsigns  Djembe – transfer body percussion rhythm to djembes |  |

Tips for teaching:

- from the unconscious to the conscious: this matches the children’s prior experience

- teach a song, rhyme, or rhythm until it is secure

- once secure, use it to teach a musical concept (solfa names, hand signs, thinking voice, rhythm, dynamics etc)

- make sure to use a variety of songs to use

**Facilitating repertoire**

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| Facilitating repertoire | Application | | | Context and conventions | |
| Song title / Rhyme | Tone set | Time signature  Rhythm set | Structure | Origin, composer, source | Additional comments |
| Name songs/games  Echo games | S, L, M  M, R, D |  |  |  | Teacher starts to learn children's names  Echo / copycat games: melodic or rhythmic  Encourage solo work straight away |
| Queen Caroline | Rhyme  Sing on one note | 4/4  ta ta te-te ta  te-te te-te te-te ta | Rhythm: ABBA | Nursery rhyme  LMS Mx Play manual | What is turpentine? Is it a good idea to put it in your hair? |
| Little Bird | M, R | 4/4 | irregular | J Vinten  LMS Mx Play manual |  |
| Good news | M, R, D | 4/4  Sh-te ta te-te te-te  Te-te te-te ta Z | Rhythm: AAAB | Traditional  LMS Mx Play manual (OneDrive) | This song has a challenging djembe part that lets you practice light (upbeat) and heavy (downbeat). |
| Senwa Dedende | D, R, M, F, S, L, T, D | 4/4  Te ta te / syn-co-pa | AABA’ | Traditional from Ghana  How can I keep from singing! *bka* | This song offers an easy and joyful way of introducing and practicing syncopation (unconsciously at this stage)  Can be sung in round 2 or 4 parts |
| Who stole my chickens and my hens | D, R, M, F, S  L, D | 4/4 | Rhythm: AABA | Traditional  How can I keep from singing! *bka* | Once the children know this song well, play some fun games, working on the rests. |
| Bells in the steeple | D, M, S | 3/4 | 2 phrases | Traditional | Work on 3-time |
| I like toast | Rhyme  Body percussion | 4/4 | 2 different parts |  |  |
| Nyabinghi |  | 4/4 | 2 different parts | LMS Mx Play manual |  |
| Kuku |  | 4/4 | 2 different parts |  |  |
| Rhythm cards |  | 4/4 |  | LMS OneDrive |  |