

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.

Skill development in support of end of year goals Pupils will be taught to:	
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.
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.
Expression	Follow given dynamic markings. Suggest dynamics for the music they create/perform.
Composing	Improvise 1 or 2-bar response phrases to a given call (rhythm).
	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.
Listening and analysing	Identify key features of the music they engage with using the given terms/concepts.
	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.
	Learn rhythmic/melodic phrases and songs by ear. Sing and play simple phrases using solfa.
Aural development	

Knowledge development in support of end of year goals. Pupils will be taught about the following terms/concepts.		
	Prior learning	New terms/concepts
Structure	Ostinato, call and response, phrase	Round, partner song, form
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)
Pitch and melody	Pitch, high, low, solfa (D, R, M, S, L), higher, lower	Step, leap
Harmony and tonality	[H] Drone. [] Pentatonic scale	[] Major: do-scale
Texture	Melody, accompaniment	Unison
Dynamics and articulation	Loud, quiet	Dynamics Heavy, light
Performing forces and playing techniques		A selection of instruments from classical, world, folk and popular traditions and basic playing techniques

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.
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Scheme of work

Lesson	Learning aims	Warm-up	Core Activity	Development	Plenary/review (Checking for understanding)
1	<p>Introduce routines/share project overview</p> <p>To learn to use their speaking, whispering and singing voice.</p> <p>To learn a body percussion pattern using 'bass and tone' strokes.</p> <p>To transfer body percussion pattern to djembe</p>	<p>Sing 'hello'</p> <p>Name game</p> <p>'Copy cat' using body percussion</p> <p>Sing musical instructions (stand up - sit down)</p>	<p>Give brief project overview</p> <p>Sing Queen Caroline (listen/copy) and introduce speaking, whisper and singing voice.</p> <p>Clap rhythm, walk rhythm as helpful. [Thinking voice]</p>	<p>Teach body percussion pattern (that links to Queen Caroline) using 'tone and bass' sounds.</p> <p>Transfer body percussion rhythm to djembe, ensuring correct hold/playing technique.</p>	<p>What voice am I using?</p> <p>Show me a bass sound</p> <p>How much have you enjoyed?</p>
2	<p>To learn a new song with increased range, and recognising structure</p> <p>To learn a new rhythm with body percussion</p> <p>To transfer body percussion rhythm to djembe using learned strokes</p>	<p>Sing 'hello'</p> <p>Name game</p> <p>'Copy cat' using body percussion</p> <p>Sing musical instructions (stand up -- sit down)</p> <p>Wellbeing: Heartbeat, breathing</p>	<p>Recap Queen Caroline – speaking, whisper, singing voice</p> <p>Sing Senwa Dedende (listen/copy)</p> <p>Body percussion: establish bass/tone on knees/legs and learn Nyabinghi rhythm</p> <p>Djembe: recap correct holding/playing technique</p>	<p>Senwa Dedende: understand pitch, range and structure</p> <p>Djembe: transfer Nyabinghi rhythm from body percussion to djembe</p>	<p>Teacher claps Senwa Dedende rhythm – who recognises it?</p>
3	<p>To learn singing song in two parts</p> <p>To play different rhythms in two groups on body percussion and djembe</p>	<p>Sing Hello</p> <p>Wellbeing; heartbeat, breathing</p> <p>Sofa – solo singing</p> <p>Body percussion – I Like Toast</p>	<p>Song ; Senwa Dedende</p> <p>Song – Little Bird</p> <p>Djembe - Nyabinghi</p>	<p>Senwa Dedende – sing in two parts as a round</p> <p>Nyabinghi – divide into two groups with one group playing the pulse alongside the rhythm – use adults or confident children as group leaders</p>	<p>Can you play Nyabinghi rhythm without a leader?</p> <p>Can you recognise Little Bird just from hand signs?</p>
4	<p>To learn to read rhythm notation</p> <p>To learn a third sound on djembe</p> <p>To learn to play djembe with different dynamics</p>	<p>Sing Hello – class, solo</p> <p>Body percussion – I Like Toast</p> <p>Senwa Dedende – sing as round</p>	<p>Read rhythm notation – 4 beat flashcards</p> <p>Djembe – Nyabinghi</p>	<p>Queen Caroline – learn to recognise from rhythm flashcards</p> <p>Nyabinghi – introduce muffled tone, introduce dynamics</p>	<p>Can you demonstrate the three djembe sounds?</p> <p>Can you recognise Queen Caroline from teacher clapping/playing the rhythm?</p>

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

Facilitating repertoire		Application			Context and conventions	
Song title / Rhyme	Tone set	Time signature	Structure	Origin, composer, source	Additional comments	
Name songs/games Echo games	S, L, M M, R, D				Teacher starts to learn childrens' 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! <i>bka</i>	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! <i>bka</i>	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			
Nayabinghi		4/4	2 different parts	LMS Mx Play manual		
Kuku		4/4	2 different parts			
Rhythm cards		4/4		LMS OneDrive		

Musitrax Play: Unit 2

Unit summary: Building on the skills/musicianship learned in the first term, this term will introduce the second of the three instruments that will be taught this year. The focus will be on learning basic instrumental skills with precision and accuracy, as well as on ensemble playing and singing.

Skill development in support of end of year goals Pupils will be taught to:	
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.
Playing (technical skills)	Hold a recorder correctly and play music with a range of up to a sixth with an awareness of soft sound and articulation. Hold the djembe correctly using correct posture and play simple rhythms that make use of bass, tone, muffled tone and slap strokes.
Ensemble skills	Maintain own part within an ensemble performance (2 different parts). Sing/play in time with a conductor/leader.
Expression	Follow given dynamic markings. Suggest dynamics for the music they create/perform.
Improvising (generating ideas)	Improvise 1 or 2-bar response phrases to a given call (using at least 2 notes for melodic responses).
Composing (developing ideas)	Compose short rhythms and/or melodic phrases and sound patterns making use of learnt techniques (e.g. on djembe or recorder). Contribute ideas to a whole class composition
Listening and analysing	Identify key features of the music they engage with using the terms/concepts listed below.
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.
Aural development	Learn rhythmic/melodic phrases and songs by ear. Sing and play simple phrases using solfa.

Knowledge development in support of end of year goals. Pupils will be taught about the following terms/concepts:		
	Prior learning	New terms/concepts
Structure	Ostinato, call and response, phrase, form, round, partner song	Bar, question phrase, answer phrase
Rhythm, metre and tempo	Pulse, beat, rhythm, long, short, tempo, fast, slow, Kodaly rhythm syllables, beat groupings (2, 3, 4)	Pair of quavers, crotchet, minim, semibreve, crotchet rest Syncopation unconscious
Pitch and melody	Pitch, high, low, solfa (DO to DO), step, leap.	Solfa (LA to LA)
Harmony and tonality	[H] Drone, [] Pentatonic scale, [] Major: DO-scale	[] LA-Pentatonic, [] Minor: LA scale
Texture	Melody, accompaniment, unison	Harmony
Dynamics and articulation	Dynamics, loud, quiet	Crescendo, diminuendo
Performing forces and playing techniques		A selection of instruments from classical, world, folk and popular traditions and basic playing techniques

Working with/from notation		Follow rhythm notation and staff notation when performing and listening to music. Use rhythm notation and grid notation to represent rhythms and pitch shapes created and heard.				
Facilitating repertoire		Context and conventions				
Song title / Rhyme	Application	Time signature	Structure	Origin, composer, source	Additional comments	
	Tone set	Rhythm set				
Name songs/games Echo games	S, L, M M, R, D S, M, D				Echo / copycat games: melodic or rhythmic Consolidate and support solo work Use this opportunity for children to find their own singing voice and pitch. They are going first – therefore they won't be wrong! Can the class match their pitch?	
Queen Caroline	Rhyme Note B on recorder	4/4 ta ta te-te ta te-te te-te te-te ta	Rhythm: ABBA	Nursery rhyme LMS Mx Play manual	Recorder: note B Backing track available on OneDrive	
Little Bird	M, R	4/4	irregular	J Vinten LMS Mx Play manual	Recorder: notes B, A Backing track available on OneDrive	
Tractors Lorries Motorbikes	M, R	4/4 Te-te te-te te-te ta	8 bars same rhythm	LMS Mx Play manual	Recorder: notes B, A Backing track available on OneDrive	
Gentle A	R	4/4 (can be felt in 2/2 when listening to backing track)	irregular	J Vinten LMS Mx Play manual	Recorder: note A Backing track available on OneDrive Option: ignore the lyrics of this song and just sing/play minims on note A with the backing track. The aim is to get a feel for 2/2 and to practice repeating longer notes on the recorder.	
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)	Recorder: notes B, A, G This song has a challenging djembe part that lets you practice light (upbeat) and heavy (downbeat).	
Hot Ska Fun / Hot Cross Buns	M, R, D	4/4 Ta ta sh Te-te te-te te-te te-te	AABA	Traditional LMS Mx Play manual	Recorder: notes B, A, G	
Cobbler cobbler	S, M	Te-te te-te te-te ta	4 bars same rhythm	Traditional LMS Mx Play manual	Recorder: notes G, E Option: play on C, A once learnt – consolidate the fact that solfa is movable (s, m in this case)	

Chicka Hanka	L, D, R, M	4/4 Te ta te / syncopation	AA'BA	Traditional LMS Mx Play manual	La pentatonic (minor) This song offers the opportunity to explore different sounds you can produce on a recorder to imitate a train. Can you make the sound go quieter and quieter and eventually disappear just like the train in the distance? How does Big Ben really sound?
Big Ben has gone wrong	L, D, R, M	3/4	ABAB'	J Vinten LMS Mx Play manual	
Samba C	S, M	4/4	2 reoccurring sections	David Moses Tinderbox	This is a fun piece to be introduced and practiced aurally and with the backing track. Let groups take turns for different sections. This also helps to understand the structure of the piece.
Pease pudding hot	D, R, M, F	2/4		Traditional LMS Mx Play manual	Recorder: G, A, B, D
Little gnat	D, R, F	4/4		Traditional LMS Mx Play manual	Recorder: G, A, C Make sure to isolate the tricky fingering changes G-C-G
Si si si	D, R, M, F, S, L, T, D'	4/4	AABBCC	Congolese folk song How can I keep from singing! bka	Once the song is learnt, can the children work out the structure themselves? Do indicate high, middle and low pitch with your hands, but don't sing this song with solfa/hand signs.
Boom click click banana	Body percussion	4/4			
Supermarket	Djembe				Introduce the slap on djembe with this rhythm
First Blues B A	B, A Improvisation	4/4			Learn the riff on recorder (notes B, A), then use it for improvisation on recorder, djembe, body percussion, voice and movement. Work in groups as well as solos. Get creative!

Scheme of work

Lesson	Learning aims	Warm-up	Core Activity	Development	Plenary/review
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1	<p>To introduce the recorder To learn the first note To learn first tune on recorder</p>	<p>Sing Hello Solfa song (Do, Do-Re-Mi or 1-2-3-4-5)</p>	<p>Learn how to hold recorder (rest, ready, playing positions) Learn first note</p>	<p>Learn routine for different positions Learn note production for note B – fingering, breathing, articulation Transfer this to song learnt last term – Queen Caroline</p>	<p>What have we learned? Perform Queen Caroline</p>
2	<p>To consolidate first recorder principles To learn a new note To learn a new tune</p>	<p>Sing Hello Solfa song – replace notes with actions – children select</p>	<p>Recap holding etc. and first note Learn new tune – Gentle A</p>	<p>Learn next note A Transfer new tune to recorder</p>	<p>Perform Queen Caroline and Gentle A</p>
3	<p>To consolidate technique and practise first two notes To learn a new tune with two notes To learn new djembe rhythm and new time signature</p>	<p>Sing Hello Solfa song</p>	<p>Practise two notes, A & B Learn new tune – First Blues Learn new djembe rhythm</p>	<p>Practise correct holding, soft blowing, articulation Transfer to new tune – First Blues Learn new kind of time signature – compound time 12/8, with different techniques needed</p>	<p>What have we learned? Play 12/8 time on legs</p>
4	<p>To consolidate new recorder techniques To practise new tune with two notes To introduce melodic improvising To practise rhythmic improvising</p>	<p>Sing Hello Solfa song – children pick notes to substitute</p>	<p>Practise new tune - First Blues Practise djembe rhythm</p>	<p>Inner ear – hearing notes substituted for action in Solfa song and maintaining pitch. Improve technique changing notes in First Blues. Rhythmic and melodic improvising on recorder – First Blues, call and response</p>	<p>What have we learned?</p>

5	<p>To learn a new note</p> <p>To learn a new tune using new note</p> <p>To practise rhythmic and melodic improvisation</p>	<p>Sing Hello</p> <p>Solfa song – 1-2-3-4-5, 5-4-3-2-1</p>	<p>New note – G</p> <p>Hot Cross Buns</p> <p>Improvising on recorder and djembe</p>	<p>Practise correct blowing for lower note, and changing between notes</p> <p>Learn new song – listen, sing, play</p> <p>Practise improvising on recorder – First Blues</p> <p>Practise improvising on djembe – Nyabinghi, concentrating on rhythm and keeping pulse</p>	<p>Add second part to 12/8 rhythm</p>	<p>What have we learned?</p>		
6	<p>To consolidate recorder skills</p> <p>To consolidate djembe skills</p> <p>To read notation</p> <p>To practise both rhythmic and melodic improvisation</p>	<p>Sing Hello</p> <p>1-2-3-4-5 – translate from numbers to solfa</p>	<p>Recap new tune – Hot Cross Buns</p> <p>Learn new note - E</p> <p>Learn new tune - Cobbler Cobbler – listen sing – mime - play</p>	<p>Hot Cross Buns</p> <p>Read HCB from 2-line notation flash cards</p> <p>Add djembe part to HCB</p> <p>Practise new note – soft blowing, covering holes properly</p> <p>Learn two-handed recorder playing – rabbit ears</p>	<p>Hot Cross Buns</p> <p>Practise new note – soft blowing, covering holes properly</p> <p>Learn two-handed recorder playing – rabbit ears</p>	<p>What have we learned?</p>		
7	<p>To consolidate recorder skills</p> <p>To consolidate djembe skills</p> <p>To learn new song using minor La scale</p>	<p>Sing Hello</p> <p>1-2-3-4-5 as solfa song</p>	<p>Practise E – blowing techniques</p> <p>Cobbler Cobbler – solfa – minor La scale</p> <p>Sing Chikka Hanka</p>			<p>What have we learned?</p>		

				Djembe two-part				What have we learned?
8	To develop a multi-part song To introduce dynamics	Sing Hello Solfa song		Learn middle part of Chikka Hanka on recorder Add whispering part to Chikka Hanka – introduce dynamics	Put recorder part of Chikka Hanka in between vocal parts, and add whispering part as accompaniment Introduce dynamics with crescendo and diminuendo			What have we learned?
9	To consolidate recorder skills To consolidate djembe skills To create ensemble piece, adding djembe	Sing Hello Solfa song – sing as round, picking leaders		Develop Chikka Hanka as ensemble piece with arrangement Learn outer parts on recorder 2-part 12/8 djembe	Learn other parts of song on recorder – singing, demonstrating, miming, playing Build ensemble Chikka Hanka with whispering part, djembes, singing and recorder			What have we learned?
10	To experience performing in front of audience, showcasing everything learnt in the term			Performance				

Musitrax Play: Unit 3

Unit summary: Building on the skills/musicianship learned in the first term, this term will introduce the third instrument that will be taught this year. The focus will be on learning basic instrumental skills with precision and accuracy, as well as on ensemble playing and singing.

Skill development in support of end of year goals Pupils will be taught to:		Prior learning	New terms/concepts
Performing	Singing (technical skills)	Ostinato, call and response, phrase, structure, bar, question phrase, answer phrase, musical form, round, partner song	Repetition, contrast
	Playing (technical skills)	Pulse, beat, rhythm, long, short, tempo, fast, slow, Kodaly rhythm syllables, pair of quavers, crotchet, minim, semibreve, crotchet rest, beat groupings (2, 3, 4)	Time signatures (2/4, 3/4, 4/4)
	Ensemble skills	Pitch, high, low, solfa (DO to DO, LA to LA), step, leap.	'Musical alphabet' / Pitch names a-g
	Expression	[H] Drone, [T] DO-Pentatonic scale, [T] Major: DO-scale, Minor: LA-scale	
	Improvising (generating ideas)	Melody, accompaniment, unison, harmony	
Composing	Composing (developing ideas)	Dynamics, loud, quiet, Crescendo, diminuendo	
	Listening and analysing	Performing forces and playing techniques	A selection of instruments from classical, world, folk and popular traditions and basic playing techniques

Skill development in support of end of year goals

Pupils will be taught to:

Performing	Singing (technical skills)	Sing songs with a range of up to an octave with accuracy, fluency and control.
	Playing (technical skills)	Hold the djembe correctly and play simple unison rhythms that make use of bass, tone, muffled tone and slap strokes with fluency, accuracy and control. Hold a recorder correctly and play music with a range of a seventh with an awareness of articulation. Play simple patterns on the glockenspiel using one beater with accuracy and control.
	Ensemble skills	Maintain own part within an ensemble performance (3 different parts) with an awareness of the roles of other parts. Sing/play in time with a conductor/leader.
	Expression	Follow given dynamic markings. Suggest dynamics for the music they create/perform.
	Improvising (generating ideas)	Improvise 1 or 2-bar response phrases to a given call (using at least 3-notes for melodic responses).
Composing	Composing (developing ideas)	Compose short rhythms and/or melodic phrases and sound patterns making use of learnt techniques (e.g. on recorder, glockenspiel and djembe). Contribute ideas to a whole class composition
	Listening and analysing	Identify key features of the music they engage with using the terms/concepts listed below.
Evaluating and justifying	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.
	Aural development	Learn rhythmic/melodic phrases and songs by ear. Sing and play simple phrases using solfa.

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.

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Facilitating repertoire		Application		Context and conventions	
Song title / Rhyme	Tone set	Time signature	Structure	Origin, composer, source	Additional comments
Name songs/games Echo games	S, L, M M, R, D S, M, D Create your own solfa patterns				Echo / copycat games: melodic or rhythmic Every child should have the opportunity to sing solo. Making this part of every week's session will help less confident children to give it a go too.
Chocolate treats	<u>D</u> , S Glockenspiel: D, A or G, D (Any fifth is possible)	4/4 Ta ta ta sh Te-te te-te te-te	AABA		This is a great song for introducing the glockenspiel. Make sure the song is well known before using it on the instrument. Play on D/A for singing with, or on G/D if you want to use it as an ensemble piece. It combines beautifully with Queen Caroline on recorder, and Nyabingi on djembe. Get creative and find your own combinations!
Solfa canon	<u>D</u> , R, M, F, S, L, T, D'	4/4		Lajos Bárdos How can I keep from singing! bka	A beautiful song and round. Tricky interval the falling fifth (D'-F) - practice this separately
My paddle	(M) S, <u>L</u> , D, R, M, L'	4/4 Te ta te / te-te ta / ta ta / ta sh	ABAB'	Traditional LMS Mx Play manual (OneDrive)	Sing this beautiful song with the ostinato: 'dip dip and swing' Sing with the full range up to high la, and down to low mi Recorder: introduce low D for this song,
There was a jolly miller		4/4		Traditional LMS Mx Play manual	
Egyptian Dawn	M, S, <u>L</u> , T, D Recorder: E, G, A, B, C' Ostinato: E, D	4/4 Ostinato: Ta te-te ta-a		J Vintien LMS Mx Play manual	This song lets you practice long notes – often a challenge both for singing and recorder playing. Sing and play the song and ostinato.

Tudor Feast	6/8	ABAC	J Vinten LMS Mx Play manual	A good song to experience and practice the feeling of 3-time
Funky Blues				Improvisation Form Number of bars
El sapo				Song, can be built up into complex ensemble piece if using all instruments and voice

Scheme of work

Lesson	Learning aims	Warm-up	Core Activity	Development	Plenary/review
1	<p>To revisit recorder skills</p> <p>To introduce the glockenspiel</p> <p>To turn learnt piece into ensemble</p>	<p>Sing Hello</p> <p>Solfa song – matching hand signs to singing</p> <p>Learn new solfa song – Solfa Canon</p>	<p>Introduce Glockenspiel</p> <p>Learn Queen Caroline on Glockenspiel</p> <p>3-part ensemble</p>	<p>Learn correct beater-holding and bouncing</p> <p>Learn B on Glock.</p> <p>Sing Queen Caroline then transfer to beater action.</p> <p>Incorporate singing, recorder and djembe rhythm into glock part.</p>	
2	<p>To consolidate recorder skills</p> <p>To consolidate glockenspiel skills</p> <p>To learn new song</p> <p>To learn moving between notes on Glockenspiel</p>	<p>Sing Hello</p> <p>Solfa Song – Solfa Canon</p>	<p>Practise 3-part ensemble – Queen Caroline</p> <p>Recap earlier tune – Little Bird -as glockenspiel then ensemble piece</p>	<p>Practise Queen caroline ensemble.</p> <p>Little Bird – sing, play on recorder, mime with beater movement, play on glockenspiel.</p>	<p>What have we learned?</p> <p>Show beater movement to singing song</p>
3	<p>To refine glockenspiel skills</p> <p>To refine ensemble skills</p> <p>To learn new song, including larger intervals</p>	<p>Sing Hello</p> <p>Solfa Canon – introduce round</p>	<p>Little Bird – incorporate into ensemble</p> <p>Learn new song – Chocolate Treats</p>	<p>Add glock and djembe parts to Little Bird.</p> <p>Talk about intervals in context of Chocolate Treats and Solfa Canon.</p> <p>Learn new notes on glockenspiel – G & D.</p>	<p>What have we learned?</p> <p>Can you remember Queen Caroline djembe rhythm?</p>

					Combine Chocolate Treats (singing) with Queen Caroline (recorder and djembe).	What have we learned? What does 'ensemble' mean?
4	To consolidate glockenspiel skills To consolidate recorder skills To increase ensemble skills	Sing Hello Solfa Canon	Recap Chocolate Treats Recap Queen Caroline Recap Nyabinghi rhythm	Combine Chocolate Treats (singing), Queen Caroline (recorder), Nyabinghi (djembe).		
5	To learn a new recorder note To learn a new song To introduce composition	Sing Hello Solfa song Look at rhythm flash cards	Each child to write own rhythm flash card Learn new note on recorder – low D Learn new song - My Paddle	Composing – talk about number of beats, what you can fit into it, ideas such as call and response. Practise low D – covering holes properly, blowing softly.		
6	To advance composition To consolidate ensemble skills To consolidate recorder skills To introduce ostinato	Sing Hello Solfa song Rhythm flash cards	Composition – look at children's rhythms Add part to My Paddle	Divide into groups to combine rhythms. Talk about ostinato, learn Dip Dip and Swing.		
7	To advance composition To consolidate recorder skills To consolidate ensemble skills	Sing Hello Solfa song Rhythm flash cards	Composition – make arrangements in groups My Paddle – add recorder	Composition – children to choose sequence of rhythms and perform. My Paddle – build ensemble with singing, recorder, ostinato and djembe.		

8	To learn new song with compound time signature	Sing Hello Solfa song	Learn new song – Tudor Feast	Learn new song by listening and singing, adding pulse on legs for understanding compound time	Perform children's compositions Can you remember another compound time rhythm?
9	To consolidate and increase recorder skills To make new song into ensemble piece	Sing Hello Solfa song	Add other ensemble parts to Tudor Feast	Tudor Feast – learn recorder, djembe and glock parts and combine into ensemble	
10			Performance		