

Class Teacher	Instrumental Teacher
<p>Lesson 2 Scales and stepwise melodies L.O. Pupils will understand the significance of the musical ladder (a scale) and will be able to spot melodic shapes/patterns.</p> <p>Warm up ‘Step by Step’ using 8 notes from C – C’.</p> <ul style="list-style-type: none"> • Play a step pattern using some of the notes. • Class sings back. • Repeat using letter names of notes. Repeat always using steps (both up and down). • Introduce a rhythmic shape into the patterns. <p>Main Activity</p> <ul style="list-style-type: none"> • Learn the song “Groovy kind of love.” Use hands to map the contour of the melody as they sing. Take care with repeated notes i.e. at the same pitch. • In pairs plot the shape of the melody on graph paper. What do you notice about how the tune works – are there any repeated phrases? • Play your version on a xylophone or keyboard. F above middle C would be a good starting note and you will need a Bb (a black note on the keyboard). Pupils receiving instrumental tuition can begin to use their instruments – liaise with the instrumental teacher. 	<p>Lesson 2 Scales and stepwise melodies L.O. Pupils will understand the relationship of the notes of the scale and will be able to spot melodic shapes and patterns.</p> <p>Warm up ‘Step by step’ using an appropriate scale or part scale.</p> <ul style="list-style-type: none"> • Begin by singing the phrases then transfer the activity to instruments. • Sing some of the phrases using letter names of the notes. • Develop rhythmic patterns into the melodic phrases. If you are working in a group encourage individual pupils to lead. <p>Main activity</p> <ul style="list-style-type: none"> • Sing through the melody for “Groovy kind of love” – transpose as required. • Play it to the pupils whilst they follow the notation. • Discuss the way the tune works – this should be revision from the class lesson. • Learn to play the melody. Add a simple 2nd part.

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<p>Lesson 3 Smuggler's Lullaby L.O. Pupils will begin to understand the relationship between the sound of melodic patterns and the written notation.</p> <p>Teacher will need to learn the song "Smuggler's Lullaby" and prepare melody and rhythm cards.</p> <p>Warm up "My turn/Your turn" with both rhythmic and melodic patterns.</p> <ul style="list-style-type: none"> • Start by using just one or two notes then use patterns taken from the song. Sing and clap. <p>Main Activity</p> <ul style="list-style-type: none"> • Teach the song. • Discuss the shape of the phrases – how they move up and down. Are any phrases repeated? Use hands to plot the shapes. • Introduce the idea of a drone (in this song this will be D and A played together). Play it lasting for 4 beats. • Introduce one melodic and one rhythmic pattern, aurally as ostinato accompaniments. Add these to the singing. • Introduce the patterns on the notation cards. Sing the patterns and follow the notation. 	<p>Lesson 3 Smuggler's Lullaby L.O. Pupils will develop their understanding of written notation.</p> <p>Teachers will need to learn the song "Smuggler's Lullaby". Sing this in D major but transpose the notation cards and melody as appropriate to the instruments being learned.</p> <p>Warm up Use the prepared cards to play "My turn/Your turn"</p> <ul style="list-style-type: none"> • Clap, then sing, then play. • Introduce the patterns aurally first on only one or two notes then introduce the notation patterns taken from the song. • Encourage the pupils to re-arrange the sequence of the cards and sing and/or play the different arrangements. <p>Main activity</p> <ul style="list-style-type: none"> • Revise the song. • Discuss the shape of the phrases – how they move up and down. This should be revision from the class lesson. Sing through the verse and chorus in D major and follow this notation. • Play through the melody in an appropriate key, gradually introducing one or two patterns as accompaniments – this will depend on the numbers in the group/class and the level of instrumental experience. A drone will be the simplest form of accompaniment. • The complete melody may have to be played by the teacher at this stage – this will depend on the level of experience of the pupils.

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<p>Lesson 4 Fun with octaves L.O. Pupils will understand the specific relationship between notes which are one octave apart.</p> <p>Warm up</p> <ul style="list-style-type: none"> • Sing through “Smugglers Lullaby”. • Sing the lowest and then the highest notes in the song. Match them on an alto xylophone. D and D’. These notes are an octave apart. • Make up some “My turn/Your turn” patterns on other notes an octave apart for the class to repeat. Make sure these are within their singing range. Listen carefully to check the accuracy of the pitching. <p>Main Activity You will need a notation chart to help you and manuscript paper.</p> <ul style="list-style-type: none"> • Work in pairs with any pitched instrument/ keyboard. Start on C. Play up all the notes (on a keyboard all the white notes) until you come to the next C’. You have played a set of eight notes. This is an octave scale. • On the manuscript paper write down the notes you played. Look at the chart carefully. Do the same thing but start on a different note. You should always have eight notes in your scale. If you use a keyboard you can play your scale at different pitches using different parts of the instrument. Choose one of your scales and make up a tune. • Share your piece with the class and record it so you remember it for next week. 	<p>Lesson 4 Fun with octaves L.O. Pupils will understand the specific relationship between notes which are one octave apart. They will begin to understand the pitch range of their instruments.</p> <p>Warm up</p> <ul style="list-style-type: none"> • Sing through the “Smuggler’s Lullaby” song and find the lowest and highest notes which are an octave apart. Follow the notation and check that the pupils understand how this relates to what they sing and play. • Explore other octaves on their instruments. The teacher will need to demonstrate this when it goes beyond the pupils’ own playing ability. How many octaves can they manage within their own singing range? <p>Main Activity</p> <ul style="list-style-type: none"> • Practise one or two scales as appropriate to the instruments. Play these aurally and then following the notation. • Experiment with different rhythm patterns as in lesson 1. Work individually or in pairs – chose a set of notes from a scale and make up your own melody. You may be able to write this down.

musical ladders

A unit of work from Haringey Music Service developed as an outcome of Wider Opportunities, presented here as an example of how class teachers can work collaboratively. As devised by Julie Spencer and Leonora Davies.

NB: other examples may be found in the QCA Schemes of Work

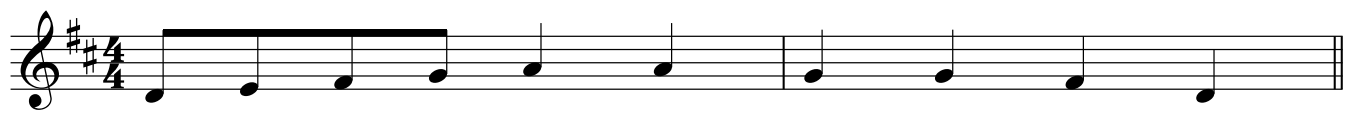
Reference: Resources/QCA Schemes of Work

(L.O. = Lesson Objective)

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<p>In this unit you are invited to work on class arrangements, encouraging pupils who take instrumental lessons to use them in the class lessons alongside those playing other classroom percussion instruments. The final performances will be whole class activity though suggestions are made for some smaller group work to enable pupils to practise certain sections. This could also be reinforced in the music area.</p>	<p>This unit enables the instrumental teacher to develop work either working alongside the class teacher or independently during the pupils' instrumental lessons. This may be group or individual tuition. These suggested activities can be applied to whichever instrument your pupils might be learning. Some melodies may need to be transposed in advance of the lessons.</p>
<p>Lesson 1 Step by step L.O. Pupils will understand the relationship between notes. Pupils will be able to compose short melodic phrases.</p> <p>Warm up 'Step by Step'</p> <ul style="list-style-type: none"> • Use an alto xylophone and notes DEFGA. • The leader makes up a short pattern that moves in steps (next door notes) e.g. DEFGF. The class sings it to <i>lah</i>. • Repeat the pattern singing the letter names of the notes. • The leader plays a different pattern – gradually increasing number of notes. Always move in steps. • Change leaders. <p>Main activity</p> <ul style="list-style-type: none"> • Working in pairs or small groups, use the 8 notes from D to D' on a xylophone/glockenspiel or keyboard – on a keyboard these will all be white notes but they could be anywhere on the keyboard. Experiment with these notes always moving up or down in steps. • Make up short melodic phrases that move in steps but try to experiment with different rhythm patterns. • Put your ideas together to make a longer melody. Listen to each other's ideas and record them 	<p>Lesson 1 Step by step L.O. Pupils will understand the relationship between notes of a scale. They will be able to compose short stepwise melodic phrases and patterns.</p> <p>Warm up</p> <ul style="list-style-type: none"> • Teacher models the notes in a 5 note scale appropriate to the instrument being learned. e.g. DEF[#]GA would be appropriate for a string player, CDEFG may be more appropriate for a beginner wind player though this pitching will not work if they were to play in unison. • Teacher makes up a short pattern, pupils sing this back then transfer the activity to instruments. • Gradually increase the number of notes – always move in steps. Let the students take a lead. <p>Main activity</p> <ul style="list-style-type: none"> • Practise a scale or part scale using different rhythm patterns on each note. This will be teacher led then pupils should work individually or in pairs or small groups. • Experiment with the notes and make up short melodic phrases that move in steps. Try to put your ideas together to make a longer melody.

Reference: Resources/Haringey Scheme of Work & Musical Ladders

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<p>Lesson 5 Preparing for performances L.O. Pupils will learn to work together and consolidate understanding of pitch and melody. Pupils will be able to compose their own version of "Smuggler's Lullaby".</p> <p>Warm up</p> <ul style="list-style-type: none"> • Revisit some of the games from earlier lessons. <p>Main Activity Using the melody and rhythm cards work in small groups.</p> <ul style="list-style-type: none"> • Work out your own version of "Smuggler's Lullaby". Work out an introduction. You may like to use one of the ostinato patterns or the drone. • Build up the accompaniment using different patterns. Take care not to drown the singing. Will you have a different accompaniment for each verse? You may work out a version using instruments only. 	<p>Lesson 5 Preparing for performances L.O. Pupils will consolidate their understanding of pitch and melody. They will be able to compose their own version of "Smuggler's Lullaby".</p> <p>Warm up</p> <ul style="list-style-type: none"> • Revisit and consolidate work covered earlier. • Play "My turn/Your turn" aurally with sets of notes to consolidate their internalisation of melodic patterns. <p>Main Activity</p> <ul style="list-style-type: none"> • Sequence the notation cards to make different arrangements of the song. • Experiment with different accompaniment patterns.





Smuggler's lullaby

Traditional

Verse D G D D G D

See the ex-cise men are com-ing. S p myee lit - tle he - ro,

D G D D A⁷ D

They'll be seek - ing wine and whis - key, S p myee lit - tle he - ro.

Chorus D A⁷ D D A⁷ D

Och yene llia - noo mein cha - dil oo ma lay la.

D A D D A⁷ D

Och yene llia - noo mein cha - dil oo ma lay la.

2.

Daddy's late and we must warn him
Sleep my little hero
This run he'll have not illegal
Sleep my little hero

Chorus

Och yene llianoo mein,
chad il oo ma lay la (twice)

3.

Oh the English men may board her
Sleep my little hero
Nothing wrong will they discover
Sleep my little hero

Chorus

4.

Let them search in boat or dwelling
Sleep my little hero
Nothing's in the hold but herring
Sleep my little hero

Chorus