



groove'n'play

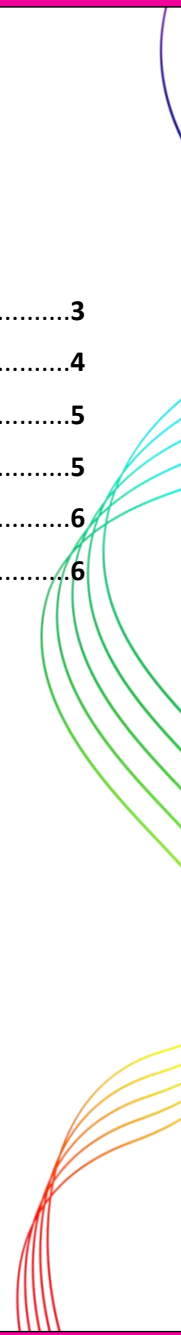
Whole-Class Instrumental and Vocal Programmes

Planning & Progression

fifths 2

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	Sessions 1-4 The I.T Rap	Sessions 5-7 Talk About Jazz	Session 8-11 The Waltz
Singing	<p>sing(rap) & perform in unison</p> <p>perform from memory in the style of the song</p> <p>demonstrate</p> <p>clear diction</p> <p>rhythmic accuracy</p> <p>appropriate articulation and emphasis</p> <p>dynamic variety</p> <p>awareness of varied rehearsal techniques</p>	<p>sing & perform in unison 4 parts</p> <p>perform from memory in the style of the song</p> <p>demonstrate</p> <p>clear diction</p> <p>accurate tuning</p> <p>swung style</p> <p>rhythmic accuracy with syncopation</p> <p>appropriate articulation – stress, accent</p> <p>expressive interpretation conveying meaning of lyrics</p> <p>rhythmic accuracy of varied rhythmic patterns</p> <p>dynamic variety</p> <p>awareness of varied rehearsal techniques</p> <p>supported sustained legato vocal lines</p> <p>self & peer evaluation to inform improvements</p>	<p>sing & perform in unison 2-4 parts</p> <p>perform from memory in the style of the song</p> <p>demonstrate</p> <p>clear diction</p> <p>well supported vocal tone</p> <p>legato shaped phrasing</p> <p>balance and blend of vocal parts</p> <p>expressive vocal interpretation demonstrating lilt of style and time signature</p> <p>rhythmic accuracy – ties</p> <p>accurate phrase endings</p> <p>awareness of varied rehearsal techniques</p> <p>self & peer evaluation to inform improvements</p>

Playing	Sessions 1-4 The I.T Rap	Sessions 5-7 Talk About Jazz	Session 8-11 The Waltz
	<p>play & perform percussion, recorder, guitar, violin, piano/keyboard/ bass</p> <p>demonstrate</p> <p>percussion aurally & visually recognition and reading of rhythm notation, notes and rest symbols: semibreve, minim, crotchet, paired quavers, single quavers, triplets time signature, score reading</p> <p>playing co-ordination appropriate instrument hold & playing technique accurate timing balance within overall texture</p> <p>recorder D' B A E good posture, hold & playing position good breath control appropriate playing technique</p> <p>guitar Am E good posture, hold & playing position appropriate playing technique confident chord changes</p> <p>violin/keyboard open strings A D E first finger B appropriate instrument hold appropriate playing technique legato bowing/rhythmic pizzicato</p>	<p>play & perform percussion, recorder, guitar, violin, piano/keyboard /bass</p> <p>demonstrate</p> <p>percussion recorder guitar violin piano/keyboard/bass</p> <p>aurally & visually, recognition and reading of rhythm notation, notes and rest symbols: playing & rest position appropriate playing technique improvising techniques using rhythmic & melodic patterns, pentatonic and blues scales Jazz</p>	<p>play & perform percussion, guitar, bass, recorder, violin, piano/keyboard</p> <p>demonstrate</p> <p>percussion recognition and reading rhythm in three time & pitch notation, notes & rest symbols: beats: 1, 2, 3&4, 2&4,1 &3) dotted minim - ties instrument hold & playing positions appropriate playing techniques</p> <p>recorder B A G E playing & rest position appropriate playing technique good breath control scalic movement and by leap pitch notation – treble clef, stave - lines/spaces</p> <p>guitar open strings E B (A optional) playing & rest position appropriate playing technique:</p> <p>violin/keyboard G D A E open strings, 1st finger F sharp appropriate playing technique play all instruments with increased confidence</p>

Improvising & Composing	Sessions 1-4 The I.T Rap	Sessions 5-7 Talk About Jazz	Session 8-11 The Waltz
		<p>improvise & develop 8-bar rhythmic patterns ensuring rhythmic accuracy using body percussion and percussion</p> <p>improvise, develop and compose rhythm-based and pitched pieces incorporating varied elements of music</p> <p>write own raps, composing additional instrumental and or vocal parts</p>	<p>improvise & develop vocal improvisations using varied scat patterns</p> <p>develop instrumental improvisation techniques using selected tones from pentatonic scale and blues scale</p> <p>incorporate improvised improvisations into compositions and performance</p>
Listening	<p>Please ensure the suitability of lyrics if listening to rap examples</p>	<p>Duke Ellington: Take The A Train, It Don't Mean a Thing, Sophisticated Lady</p> <p>Count Basie: One O'clock Jump, April in Paris, Only Have Eyes For You</p> <p>Charlie Parker: Yardbird Suite, Groovin' High, Ko-Ko</p> <p>Louis Armstrong: What A Wonderful World, Summertime - Ain't Misbehavin'</p> <p>Ella Fitzgerald: Summertime, It Don't Mean A Thing, Cry Me A River</p>	<p>Chopin: Minute Waltz, Raindrop Prelude, Waterfall Prelude</p> <p>Brahms: Wiegenlied, Waltz in A flat major, Hungarian Dances, Paganini Variations</p> <p>Strauss II: The Blue Danube, Emperor Waltz, Pizzicato Polka, Thunder and Lightning Polka</p> <p>Tchaikovsky: The Sleeping Beauty, Romeo and Juliet, 1812 Overture</p>

	Sessions 1-4 The I.T Rap	Sessions 5-7 Talk About Jazz	Session 8-11 The Waltz
Lyric References	<p>sing/learn:</p> <p>Italian terms and music terminology: technique, feel counting, tempo speed, tempo lento,allegro accelerando (accel.) rallentando (roll.) con arco, pizzicato (pizz.) dynamics, forte (f), piano (p) crescendo (crexc.) diminuendo (dim.) legato, staccato (stacc.)</p>	<p>sing/learn:</p> <p>influential figures in the World of Jazz</p> <p>Duke Ellington Count Basie Charlie Parker Louis Armstrong Ella Fitzgerald</p> <p>swing, scat, improvisation, syncopation</p>	<p>sing/learn:</p> <p>classical composers Johann Strauss Chopin Brahms Tchaikovsky</p> <p>ländler The Sleeping Beauty Waltz Emperor Waltz The Blue Danube</p>
Social Skills & Personal Development	<ul style="list-style-type: none"> • work as a constructive team member as part of a class ensemble • model or demonstrate to peers and listen to modelling and demonstration of peers • lead activities and/or take instruction from other members of the class • contribute to the evaluative process: listening, considering, suggesting, discussing leading to implementation of ideas suggested by individuals within the group • show mutual respect for other musicians in the class, listening attentively to musical contributions • develop confidence as a member of a group and solo performer as well as confidence to contribute to musical comment 		



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