



groove'n'play

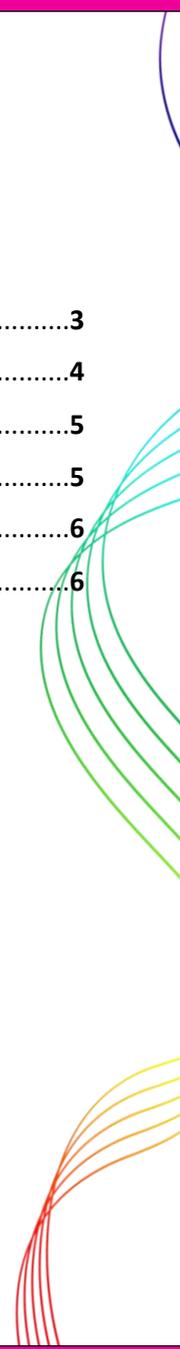
Whole-Class Instrumental and Vocal Programmes

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>	<p>improvise & develop rhythmic patterns in triple time using body percussion, percussion, and voice</p> <p>incorporate rhythmic & or melodic compositions or improvisations within the overall structure of the piece as part of the final performance or as stand-alone composition</p>
Listening	<p>suggestions:</p> <p>It's O So Quiet: Bjork</p> <p>Don't Stop Me Now: Queen</p> <p>Gypsy: Lady Gaga</p> <p>Theme from 'Jaws': John Williams</p> <p>Slavonic Dance – Dvorak</p> <p>Night on a Bare Mountain: Mussorgsky</p> <p>Simple Symphony mvt II: Playful Pizzicato: Britten</p> <p>Pizzicco: Delibes</p> <p>Czardos: Monti</p> <p>Hungarian Dances No. 5 – Brahms</p> <p>Carmina Burana - O Fortuna: Orff</p> <p>William Tell Overture: Rossini</p>	<p>suggestions:</p> <p>Duke Ellington: Take the A Train</p> <p>Count Basie & Orchestra: The One 'o Clock Jump</p> <p>Charlie Parker: Now's the Time</p> <p>Louis Armstrong: West End Blues</p> <p>Ella Fitzgerald: How High the Moon (scat) – Reelin in the Years 66 RITY Archives</p> <p>Current Artists:</p> <p>Hiroki – Balloon Pop – Live at the Blue Note Tokyo</p> <p>Samara Joy – You Stepped Out of a Dream</p> <p>Esperanza Spalding – Dancing the Animal (Live)</p> <p>Trombone Shorty – Tiny Desk Concert</p> <p>Jesus Molina Live / Worthy Lamb Ft. Mohini Dey & Roni Kaspri</p> <p>Moneka Arabic Jazz – Sidi Mansure</p>	<p>suggestions:</p> <p>Waltz of the Flowers: Tchaikovsky</p> <p>Swan Lake Waltz: Tchaikovsky</p> <p>The Sleeping Beauty Waltz: Tchaikovsky</p> <p>Tales From the Vienna Woods: Johann Strauss II</p> <p>Emperor Waltz: Johann Strauss II</p> <p>The Blue Danube: Johann Strauss II</p> <p>The Minute Waltz: Chopin</p> <p>Grande Valse Brillante: Chopin Waltz in A flat major</p> <p>Wiegenlied: Brahms</p> <p>Waltz No 2: Shostakovich</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 		

The background features a white central area with decorative elements. On the left and right sides, there are large, light grey treble clefs. Scattered around are several musical notes in grey and pink. On the right edge, there are colorful, wavy lines in shades of blue, green, and yellow. The top and bottom of the page are solid pink.

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