

groove'n'play

Whole-Class Instrumental and Vocal Programmes

Planning & Progression

fiddle
sticks & songs



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Singing	<p>sing & perform action song in unison 2 parts</p> <p>perform from memory in the style of the song</p> <p>demonstrate characterful singing different vocal-tone effect e.g. robotic</p> <p>good posture</p> <p>clear diction</p> <p>legato and staccato articulation and phrasing</p> <p>rhythmic singing that is stylistically suited to the song</p>	<p>sing & perform in unison</p> <p>perform from memory in the style of the song</p> <p>demonstrate awareness of humorous lyrical content</p> <p>story telling</p> <p>clear diction</p> <p>rhythmic singing</p> <p>staccato and legato articulation and phrasing</p> <p>increased awareness of vocal tone and intonation</p>	<p>sing & perform in unison call & response</p> <p>perform from memory in the style of the song</p> <p>demonstrate swung rhythms</p> <p>clear diction</p> <p>accurate tuning</p> <p>good tone</p> <p>staccato articulation</p> <p>lively and rhythmic vocal delivery reflective of the style and lyrics of the song</p>	<p>sing & perform 3 pieces</p> <p>demonstrate knowledge & understanding:</p> <p>posture</p> <p>breath control</p> <p>phrasing</p> <p>tuning</p> <p>dynamics</p> <p>diction</p> <p>vocal balance</p> <p>musical styles</p> <p>lyrical content</p>	<p>sing & perform action song in unison 2 parts</p> <p>perform from memory in the style of the song</p> <p>demonstrate good breath control</p> <p>legato phrasing</p> <p>dynamics <i>p pp</i></p> <p>accurate tuning</p> <p>clear entries on each phrase</p> <p>vocal blend</p>	<p>sing & perform in unison</p> <p>perform from memory in the style of the song</p> <p>demonstrate clear diction – singing and spoken</p> <p>energetic and rhythmically accurate</p> <p>staccato articulation</p> <p>increased awareness of meaning of the lyrical content</p>	<p>sing and perform in unison 3 parts</p> <p>perform from memory in the style of the song</p> <p>demonstrate awareness of scalar pitch movement using solfa do-so</p> <p>accurate tuning</p> <p>rhythmic accuracy</p> <p>contrast between staccato and legato phrasing</p> <p>expressive vocal interpretation reflective of the style of the song</p> <p>good balance and blend between vocal parts</p>	<p>sing & perform 3-6 pieces</p> <p>demonstrate knowledge & understanding:</p> <p>appropriate phrasing</p> <p>clear diction</p> <p>good breath control</p> <p>dynamic variety</p> <p>accuracy of tuning</p> <p>balance of vocal parts</p> <p>performance techniques</p> <p>expressive interpretation</p>

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Playing	play & perform drumsticks, & violins	play & perform drumsticks 2 pts & violins	play & perform drumsticks, egg shakers & violins	play & perform 3 pieces	play & perform egg shakers 2 pts, violins	play & perform body percussion/ sticks, violins	play & perform drumsticks, egg shakers, violins	play & perform 3-6 pieces
	demonstrate percussion playing and rest positions	demonstrate percussion playing & rest positions	demonstrate percussion hold & playing techniques	demonstrate knowledge & understanding:	demonstrate percussion playing & rest position	demonstrate percussion hold & playing technique	demonstrate percussion playing & rest positions	demonstrate knowledge & understanding:
	choreographed movement	aurally & visually crotchets, paired quavers & rests	aurally & visually crotchets & rests	rhythmic accuracy	hold & playing technique	rhythmic accuracy	instrument hold & playing techniques	increased rhythmic accuracy
	aurally & visually crotchets & rests	beats (1), (2,3,4) (2,3)	beats (1,3), (2,4), (2,3), (1), (2), (4)	instrumental playing control	aurally & visually crotchets, paired quavers & rests	choreographed movement	aurally & visually crotchets, single quavers & rests	playing co-ordination
	beats (2, 4)	playing allocated rhythm patterns	playing allocated rhythm patterns	playing co-ordination	beats (2,3), (3)	aurally & visually crotchets & rests	beat (3,4), (2,4), (1,2,4), (1,2,3,4), off beat quavers)	playing in time with others
	instrument hold & playing technique	2 pts written notation	2 pts written notation	playing in time with others	(1,2,3), (1,2,3,4)	playing with an awareness of other parts		playing with an awareness of other parts
	violin playing & rest position	violin playing & rest position	violin playing & rest position	appropriate playing & rest positions	violin playing & rest position	violin playing & rest position	violin playing & rest position	responding to signals
	pizzicato strumming	string names pizzicato E written notation	playing technique	pizzicato playing	playing technique	pizzicato G, D, A written notation	pizzicato G, D, A, E written notation	appropriate posture, rest, playing positions & techniques
	aurally & visually crotchets & rests	aurally & visually crotchets & rests	pizzicato A, E written notation	response to signals: start, stop, rest and playing positions	pizzicato D, A written notation	aurally & visually crotchets & rests	aurally & visually crotchets & rests	playing open strings
	beats (1, 3)	beat (1)	aurally & visually crotchets & rests		aurally & visually crotchets & rests	beats (1), (1, 2), (1,2,3), (1,2,3,4)	beats (1, 2), (1,2,3,4)	
choreographed movement	Strings: E	beats (1,3), (1)	Strings: E, A	Strings: D, A	Strings: G, D, A	Strings: G, D, A, E		

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Improvising & Composing	<p>improvise & develop 4-beat repeated rhythm patterns using actions, body percussion and voice</p>	<p>improvise & develop 4-beat repeated rhythm patterns using body percussion</p> <p>lead ensemble rhythm activities based on improvised rhythm patterns</p> <p>explore and rehearse rhythmic movement ideas for choreography</p>	<p>improvise rhythm patterns using body percussion & percussion for others to echo</p> <p>develop improvised rhythm patterns into compositions</p> <p>rehearse and perform compositions</p>	<p>where appropriate:</p> <p>perform rhythmic or vocalised improvisations/compositions</p>	<p>improvise & develop 4-beat repeated rhythmic patterns using:</p> <p>body percussion and percussion</p> <p>these may include echo responses fixed responses solo improvisation</p>	<p>improvise and develop 4-beat rhythm patterns responses to the piece using body percussion and percussion</p> <p>include: solo duo trio quartet responses</p> <p>create a group composition using various combinations of 4 beats</p>	<p>improvise and develop 4-beat rhythmic patterns in response to the piece, and incorporating the various elements of music</p> <p>explore and improvise simple vocal phrases using solfa and simple rhythms</p> <p>do do me do so</p>	<p>where appropriate:</p> <p>incorporate rhythmic & or melodic compositions or improvisations within the overall performances</p> <p>perform compositions, created in response to the music within the programme, as stand-alone pieces within their own right</p>
Listening	coming soon	coming soon	coming soon		coming soon	coming soon	coming soon	

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Lyric References	<p>sing/learn:</p> <p>importance of: performance techniques</p> <p>violin rest position hold/playing technique</p> <p>percussion hold/playing technique co-ordination</p> <p>watching conductor confidence</p>	<p>sing/learn:</p> <p>inventions: mackintosh tarmac telephone</p> <p>playing Violin E</p>	<p>sing/learn:</p> <p>developing understanding of musical elements</p> <p>pizzicato staccato fast and slow high low</p> <p>singing in time</p>	<p>sing/learn:</p> <p>importance of: vocal & instrumental stance, hold and playing technique</p> <p>stylistic features e.g. swung rhythms</p>	<p>sing/learn:</p> <p>developing listening skills</p>	<p>sing/learn:</p> <p>musical terminology</p> <p>solo duet trio quartet</p> <p>importance of counting and understanding beats of the bar</p>	<p>sing/learn:</p> <p>layers that make up the texture of a piece of music</p> <p>chords melody rhythm groove/style</p> <p>solfa scalic movement</p>	<p>sing/learn:</p> <p>importance of music and its role in terms of:</p> <p>concentration education enjoyment generations</p> <p>celebration inspiration</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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