

# groove'n'play

## Whole-Class Instrumental and Vocal Programmes

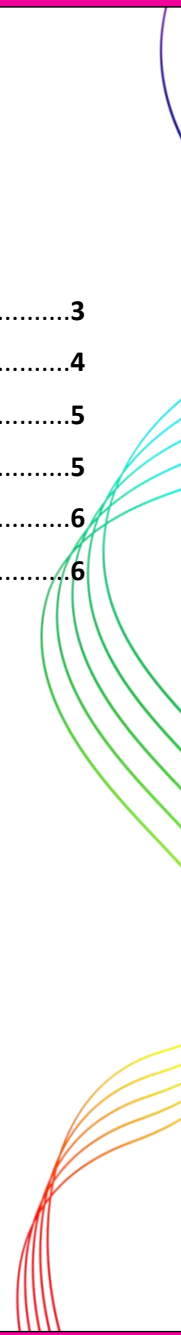
Planning & Progression

# fifths 1



## Contents

Singing.....	3
Playing.....	4
Improvising & Composing.....	5
Listening .....	5
Lyric Reference .....	6
Social Skills & Personal Development .....	6



Singing	Sessions 1-2 Rhythms & Reading	Sessions 3-4 Stick Cup 'n' Pad	Sessions 5-7 The Rap	Session 8-10 The Salsa
	(see playing)	<p>sing &amp; perform in <b>unison</b></p> <p>perform from memory in the style of the song</p> <p><b>demonstrate</b> knowledge &amp; understanding:</p> <p>good vocal quality with supported breathing</p> <p>clear diction</p> <p>rhythmic accuracy</p> <p>accurate tuning</p> <p>appropriate articulation – staccato, accent</p> <p>awareness of structure</p> <p>awareness of varied rehearsal techniques</p>	<p>sing(rap) &amp; perform in <b>unison</b></p> <p>perform from memory in the style of the song</p> <p><b>demonstrate</b> knowledge &amp; understanding:</p> <p>expressive interpretation conveying meaning of lyrics</p> <p>rhythmic accuracy of varied rhythmic patterns</p> <p>dynamic contrast <i>mf- ff crescendo</i></p> <p>supported sustained legato vocal lines</p> <p>sensitive use of dynamics</p> <p>balance between the vocal parts</p> <p>synchronised choreography</p> <p>awareness of structure</p> <p>awareness of varied rehearsal techniques</p> <p>self &amp; peer evaluation to inform improvements</p>	<p>sing &amp; perform in <b>unison</b></p> <p>perform from memory in the style of the song</p> <p><b>demonstrate</b> knowledge &amp; understanding:</p> <p>lively rhythmic expressive vocal interpretation reflective of the style and lyrics of the song</p> <p>rhythmic accuracy – ties, triplets, syncopation</p> <p>articulation – accents</p> <p>synchronised choreography</p> <p>awareness of structure</p> <p>awareness of varied rehearsal techniques</p> <p>self &amp; peer evaluation to inform improvements</p>

	Sessions 1-2 Rhythms & Reading	Sessions 3-4 Stick Cup 'n' Pad	Sessions 5-7 The Rap	Session 8-10 The Salsa
Playing	play & perform <b>percussion</b>	play & perform <b>percussion</b> (2-4 pts)	play & perform <b>percussion</b> (2pts), <b>recorder</b> (4 pts), <b>guitar</b> (4 pts)	play & perform <b>percussion</b> (2pts), <b>recorder</b> (4 pts), <b>guitar</b> (4 pts) <b>violin/keyboard</b>
	<b>demonstrate</b>	<b>demonstrate</b>	<b>demonstrate</b>	<b>demonstrate</b>
	<b>percussion</b> aurally & visually recognition and reading of rhythm notation, notes and rest symbols:	<b>percussion</b> aurally & visually, recognition and reading of rhythm notation, notes and rest symbols:	<b>percussion</b> recognition and reading rhythm & pitch notation, notes & rest symbols: crotchet, paired quavers beats (1&3, 2&4)	<b>percussion</b> recognition and reading rhythm & pitch notation, notes & rest symbols: beats: 1, 2, 3&4, 2&4,1 &3) instrument hold & playing positions appropriate playing techniques
	semibreve minim crotchet paired quavers	crotchet paired quavers (swung)	playing & rest position appropriate playing technique	<b>recorder</b> <b>B A G E</b> playing & rest position appropriate playing technique good breath control scalic movement and by leap
	time signature	playing & rest positions	<b>recorder</b> <b>B A G - C B A G E</b> treble clef, stave lines and spaces playing & rest position appropriate playing technique good breath control scalic movement and by leap	<b>guitar</b> playing & rest position appropriate playing technique: <b>open strings</b> <b>E B (A optional)</b> <b>violin/keyboard</b> G D A E open strings, 1 <sup>st</sup> finger F sharp playing & rest position bowing or pizzicato appropriate playing technique:
	playing co-ordination	playing allocated rhythm patterns	appropriate playing technique: strumming, picking	
	appropriate instrument hold	R L co-ordination, alternating stick patterns	<b>Em, Am, B7</b> alternating chords	
	appropriate playing technique	appropriate instrument hold	<b>E A G Fsharp</b> melody, picking	
	accurate timing	appropriate playing technique		
		accurate timing		
	use of assessment to aid progression			

	<b>Sessions 1-2</b> <b>Rhythms &amp; Reading</b>	<b>Sessions 3-4</b> <b>Stick Cup 'n' Pad</b>	<b>Sessions 5-7</b> <b>The Rap</b>	<b>Session 8-10</b> <b>The Salsa</b>
<b>Improvising &amp; Composing</b>	improvise & develop 4-beat repeated rhythmic patterns using actions, body percussion	improvise & develop 4-beat repeated rhythmic patterns using actions, body percussion and voice  develop improvised rhythm patterns into compositions	improvise & develop 4-beat repeated rhythmic patterns using actions, body percussion and voice  develop improvised rhythm patterns into compositions  rehearse & perform compositions	improvise & develop rhythmic & melodic pattern responses to the piece, and incorporating various elements of music  incorporate rhythmic & or melodic compositions or improvisations within the overall structure of the piece as part of the final performance or as standalone composition
<b>Listening</b>		Anna Kendrick: Cups (Pitch Perfect's When I'm Gone)  Anna Meredith: Hand's Free (extract)  Steve Reich: Clapping Music	Please ensure the suitability of lyrics if listening to rap examples	<b>coming soon</b>

	<b>Sessions 1-2</b> <b>Rhythms &amp; Reading</b>	<b>Sessions 3-4</b> <b>Stick Cup 'n' Pad</b>	<b>Sessions 5-7</b> <b>The Rap</b>	<b>Session 8-10</b> <b>The Salsa</b>
<b>Lyric References</b>	<p>sing/learn:</p> <p>N/A</p>	<p>sing/learn:</p> <p>importance of rhythm when playing any instrument</p>	<p>sing/learn:</p> <p>importance of: continuous counting (in 4) repetition and rehearsal to improve playing the recorder with appropriate technique playing 6 string guitar fun when playing an instrument</p>	<p>sing/learn:</p> <p>importance of: rhythmic beat fun instruments played in the Salsa dances: Salsa, Mambo, Bossa Nova, Merengue and Cha Cha Cha</p>
<b>Social Skills &amp; Personal Development</b>	<ul style="list-style-type: none"> <li>• work as a constructive team member as part of a class ensemble</li> <li>• model or demonstrate to peers and listen to modelling and demonstration of peers</li> <li>• lead activities and/or take instruction from other members of the class</li> <li>• contribute to the evaluative process: listening, considering, suggesting, discussing leading to implementation of ideas suggested by individuals within the group</li> <li>• show mutual respect for other musicians in the class, listening attentively to musical contributions</li> <li>• develop confidence as a member of a group and solo performer as well as confidence to contribute to musical comment</li> </ul>			



**groove'n'play**

**Whole-Class Instrumental  
and Vocal Programmes**

**Planning & Progression**