

Strings - Wider Opps skills development 15-week plan – Autumn/Spring term

Timescale:	15 weeks (Sept – February)					
Objectives <ul style="list-style-type: none">Develop knowledge of solfa using hand-signs related to strings and first finger pitchesDevelop instrument hold and posture while playing on open strings and first fingers.Introduce concepts of ta, tete and rests.Develop understanding of simple notation including string names and finger numbers which indicate rhythmic patterns as well, and be able to perform from this.Sing and then play pieces on instruments connecting learning and knowledge.Understand the difference between pizzicato and arco and be able to perform using both.Perform as an ensemblePerform to an audience as part of a concert		<ul style="list-style-type: none">Repertoire<ul style="list-style-type: none">Chocolate Treats (Doh soh, D/A)Apple Pie (Doh soh, D/A)Music Has a Beat (beat, rhythm, soh me)Bear Necessities (beat, coordination)Lemon Lime/Coca Cola (rhythm, phrasing, listening and identifying/two-part performance)Cobbler Cobbler (soh me)Boom Chicka Boom (copycat rhythms)Double Double (multi action – rhythm/beat/actions/pitch)Kick Start (D & A, doh soh)Hi Lo Chicka Lo (rhythm, coordination, pitch)First you Make Your Fingers Click (beats of bar)Eggs & Bacon (DA)Rain on the Green Grass (DA)Silent Night (GDAE slow, 3time)Jingle Bells (GDA)White Christmas MakatonCircles in the Air (circle bows, 3time)Circle Madness (GDAE, fast circle bows)Wishing Well (GDA slow bowing, 3time)Willow Waltz (GDA 3 time)Jig (1st finger, 6/8time)First Finger Rag (1st finger)ASAP (1st finger, rests)HELLO (C&R)Flapping around (GDAE fast)Fast Lane (GDA, plus rests)Tap Dance (1st Finger)		New vocabulary <p>Pitch Dynamics Tempo Rhythm Ostinato Round (singing) Pizzicato Arco</p> <p>Instrument specific vocabulary: Body, Neck, scroll, Tuning pegs, fingerboard, bridge, tailpiece, strings, bow.</p>	Musical Skills and Knowledge <p>Performing: Play using all four open strings using pizzicato and arco and adding first finger on D and A strings. Perform with a strong sense of pulse including with backing tracks.</p> <p>Singing: Pupils will learn songs in a range of styles, from different times and cultures. Pupils will perform songs as a round holding an independent part. Pupils explore different vocal timbres.</p> <p>Note reading: Pupils will learn Kodaly rhythm names TA, TETE, TA-AA, and SH and be able to read these from notation; clapping and playing their instruments. Pupils will also read from simple notation using string names and finger numbers.</p> <p>Listening: Pupils will be able to make specific musical observations about dynamics, tempo, and voice type, and be able to identify a variety of musical instruments. Pupils will be able to compare two recordings and give musical reasons for their preferences.</p> <p>Composing: Pupils will compose their own rhythm cards and develop this into an open string composition within a simple structure</p>	Resources <p>Listening:</p> <ul style="list-style-type: none">Pizzicato Polka (style, instruments, technique of playing, beat)William Tell Overture.Rondeau Purcell (ostinato accompaniment, style, history, instruments)Bach, Yoyo Ma Cello suite (feelings, mood, images, solo) <p>String books:</p> <ul style="list-style-type: none">VamooshViolin Star 1Ten O’Clock Rock

