

Classroom Instrumental Learning Clarinet Y4 weeks 1-15

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| <p>Objectives</p> <p>Instrument care: how to hold the instrument with correct posture. How to set up, clean and look after the instrument</p> <p>Sound: To be able to form an embouchure and be aware how produce a consistent sound on the instrument, ideally starting each note with a tongue</p> <p>Breathing: Awareness of diaphragm breathing/how to breathe properly</p> <p>Notes: E D G A F# F</p> <p>To introduce Kodaly names and hand signs: doh, re, mi, fa, soh</p> | <p>Repertoire</p> <p>WARM UPS: Alive, alert, awake: Rhythm canon: Warm up and Stomp canon: HELLO chant: Wake up and shake up TREPAK: Tony Chestnut: Curry Train:</p> <p>SONGS: The Elevator Song, Music has a beat, Senua de dende, Hot potato, Seagull sit on the Shore/London Bridge is Falling Down, Do re Mi</p> <p>CLARINET: Ear pieces: BB Blues: Bluesy E: Hot Cross Buns: Fish and Chips: Music Has a Beat: Au clair de la Lune: I feel Good</p> | <p>New Vocabulary</p> <p>Rhythm, beat/pulse, pitch, unison, canon, dynamics, tempo, ostinato</p> <p>Instrument-specific Vocabulary</p> <p>Embouchure, reed, mouthpiece, ligature, bell, barrel, cap, pull through cleaner, cork grease, keys</p> |
| <p>Rhythms: Ta, ti-ti, shh, tu-u, four</p> <p>The difference between beat and rhythm, how to keep a steady beat and how to internalise the beat</p> <p>Performance: To recognise a clarinet sound within different musical contexts/genres with some knowledge of the family of instruments it belongs to</p> <p>Developing singing voices and vocal care/warming up</p> | <p>Listening</p> <p>Listening and following/keeping a beat as a warm up/brain break: Toss the Feathers, Royals, Bulgar Melody</p> <p>Listening for discussion/identifying musical features:The Cat, Carnival of the Animals, Bulgar Melody, When I'm Sixty Four, Moonlight Serenade, Rhapsody in Blue, Mozart Clarinet Concerto</p> | <p>Musical Skills and Knowledge</p> <p>Performing All pupils will be able to produce a sound on their clarinet. Most pupils will be able to identify the correct fingering and produce a consistent sound for 3 different notes and some may achieve more. All pupils will be able to perform a simple part within an ensemble and have a basic awareness of structure within the repertoire. For most pupils, the sense of pulse will be consistent.</p> <p>Note reading Pupils will learn Kodaly rhythm names for crotchet, minim, quavers and crotchet rest and be able to read and clap these from notation. Pupils will be able to read up to three letter names that are attached to rhythm and perform basic ostinatos.</p> <p>Improvising with the instrument, voice or body</p> |
| <p>How to perform in unison and canon</p> <p>To compose and improvise using our bodies, voices and/or the clarinet</p> <p>Understanding performance etiquette in preparation for a live concert</p> | | <p>Echoing a short rhythm or phrase</p> <p>Listening to the deliverer, to each other and to repertoire of differing genres and styles. Pupils will be able to repeat basic rhythm patterns and dictate simple rhythms. All will be able to find the pulse in the relevant repertoire and begin to talk about musical features of a piece – dynamics, pitch, tempo. Some will be able to name some of the different instruments they can hear.</p> <p>Singing Pupils will learn songs in a range of styles, from different times and cultures. Pupils will perform songs as a canon holding an independent part in small groups. Pupils will explore different vocal timbres and vocal care.</p> <p>Evaluating own performance and that of others. Including own personal reactions to listening repertoire</p> |