

HKBU 香港浸會大學音樂學院

ACADEMY OF **MUSIC**

Continuous Music Training

UPPER STRINGS CURRICULUM

YEAR 1 SEMESTER 1

TEACHER MANUAL



JC Project MuSE MISSION

- 1.** Foster positive youth character development and enhance physical wellbeing
- 2.** Strengthen educational performance through improved cognitive functions resulting from developing physical and musical skills
- 3.** Increase social opportunities by developing strong social networks
- 4.** Improve exposure to different forms of music and sports with continuous trainings
- 5.** Enhance motivation and appreciation in music and sports participation



MUSIC CMT OBJECTIVES

- 1.** To develop students' basic musical literacy skills (aligned with our mission 4 & 5)
 - 1.1 Listen and audiate (pitch, rhythm, timbre, etc)
 - 1.2 Sing and play on a musical instrument by ear
 - 1.3 Read musical notation by singing and playing on a musical instrument
 - 1.4 Understand basic music theory (grammar and syntax), musical forms, genres, and styles
- 2.** To enhance the development of select executive functions (aligned with our mission 2)
 - 2.1 Emotional Control - The ability to modulate or deal with feelings
 - 2.2 Working Memory - Ability to hold information when completing a task
 - 2.3 Initiation - Ability to begin an activity and to generate ideas or problem-solving strategies
 - 2.4 Planning and prioritization - Ability to set goals; to develop steps; to grasp main ideas
 - 2.5 Shift - the ability to "Go with the flow". Being able to think and adjust as situations change
 - 2.6 Self-monitoring - The ability to assess one's performance
- 3.** To promote positive character building, social values, cultural literacy and agility, teamwork and sense of community (aligned with our mission 1, 3)
- 4.** To provide opportunities and support for talented music students to access advanced/accelerated training opportunities (aligned with our mission 3, 4, 5)

YEAR 1 OVERVIEW

RANGE

Violin, Viola, Cello:
Open D - B (A1)

Double Bass:
Open D - Open G

SCALE(S)

D major

TIME SIGNATURE

4 / 4

TECHNIQUES

Pizzicato

Open Strings
Call-and-Response
The Shuttle
Flying pizzicato

Bow hold on stick/ bow movements

Bow Bunny
Up like a Rocket
Air bow

Staccato bow arm movement

Staccato/detache
Call-and-Response
Twinkle Variations

String crossing

Open D and A strings
D Major Scale

Slow bow

Long note
Hot Cross Buns

SINGING REPRETOIRE

Hot Cross Buns
Au clair de la lune
Rain Rain Go Away
Twinkle Twinkle Little Star
Frere Jacques
The More We Get Together
Banana Boat

PLAYING REPRETOIRE

Hot Cross Buns
Au clair de la lune
Twinkle Var. A Exercises
Monkey Song
Pop goes the Weasal
Open String Blues

***GROUP
CLASS***

WEEK 1 GROUP CLASS

LESSON OBJECTIVES

Students will be able to:

1. Understand parts of the string instrument through song
2. Understand “Ta” and “Ti-ti”
3. Differentiate between high and low pitches
4. Identify instrument and bow hands

REPERTOIRE

1. Rain Rain Go Away

TECHNIQUE FOCUS


RHYTHM

CARE

PITCH

WEEK 1 GROUP CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
OPENING	Greet and Connect	~10-15 mins
Understand parts of the string instrument through song	<ul style="list-style-type: none"> Parts of the Instrument Song (teacher uses real instrument to show students) 	insert qr code and link for instrument song
Physically getting ready	<ul style="list-style-type: none"> Colour-coded foot mat [New] <ul style="list-style-type: none"> Introduce rest and playing stances Body should be evenly and calmly balanced above feet, with soft unlocked knees In playing position, check balance and mobility by: <ul style="list-style-type: none"> swaying gently back and forth bending the knees standing on balls of the feet, then coming down With the feet in playing stance, have the students turn their heads gently towards the left without twisting the rest of their body. 	
LESSON BODY	Instrument-based	~25-35 mins
Recognise instrument hand and bow hand [New]	<ul style="list-style-type: none"> Identify instrument hand and bow hand <ul style="list-style-type: none"> Quick response games  Introduction to "Bow Bunny" <ul style="list-style-type: none"> Make sure their hands are soft and relaxed Put a "X" on the 1st joint of the middle finger Touch the "X" with the tip of the thumb to form a round shape with middle and ring fingers Encourage students to move gently with their 1st finger and pinky just like the ears of a bunny Practice forming the bunny several times 	
Understand rhythm patterns using "Ta" and "Ti-ti"	<ul style="list-style-type: none"> Key Rhythm Concepts : <ul style="list-style-type: none"> Introduce "Ta" for and "ti-ti" Key Melody Concepts: High & Low <ul style="list-style-type: none"> High head low feet [New] (p. TBD) Call and response used to introduce <ul style="list-style-type: none"> Kodály hand-signs and Solfège vocalization Rain, Rain Go Away (first half) 	
CLOSING	Tidy up the supplies and dismissal	~5-10 mins

WEEK 2 GROUP CLASS

LESSON OBJECTIVES

Students will be able to:

1. Introduce basic set-up for playing position (or posture jam)
2. Begin to develop bow hold and basic bow movements
3. Further develop the understanding of “ta” and “titi” and high/low pitches through solfege

REPERTOIRE

1. Rain Rain Go Away

TECHNIQUE FOCUS

RHYTHM

TONE

POSTURE

WEEK 2 GROUP CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
OPENING	Greet and Connect	~20-25 mins
Warm up activities	<ul style="list-style-type: none"> Parts of the Instruments Song Instrument hand-Bow hand Colour-coded foot mat 	
LESSON BODY	Instrument-based	~20-30 mins
Introduce basic set-up for playing position (or posture jam)	<ul style="list-style-type: none"> Left arm and hand set up <ul style="list-style-type: none"> With the feet in playing stance, hold up the left arm in playing position, shaping the hand like a candy cane or an umbrella handle. Practice finding this position and hand shape several times, with head gently turned towards the left and eyes on the hand. Once in position, shuttle the left arm back and forth towards and away from the body to release tension in the shoulders. 	
Further develop bow hold and learn basic bow movements	<ul style="list-style-type: none"> Bow Bunny <ul style="list-style-type: none"> Have the students look for: thumb placement across from the middle finger, soft hand, and round fingers Up like a rocket [New] <ul style="list-style-type: none"> Maintain the bow bunny through the song Introduce the practice bow <ul style="list-style-type: none"> Help the students set up the bow bunny onto the practice bow first, then have them practice finding it themselves 	ATTACH TEACHING VID
Further develop the understanding of “ta” and “titi” and high/low pitches through solfege	<ul style="list-style-type: none"> High head feet low Call and response using ta and titi and Kodály signs Rain Rain Go Away 	
CLOSING	Tidy up the supplies and dismissal	~5-10 mins

LESSON OBJECTIVES

Students will be able to:

1. Keep a constant and steady pulse as they echo a 4-beat rhythmic pattern using Kodály rhythm syllables consisting of “Ta”, “Ti-ti”, and (new) “Ta-a”
2. Demonstrate conjunct intervals through singing “Hot Cross Buns” in D Major
3. Find Rest Position on practice instrument

REPERTOIRE

1. Hot Cross Buns

TECHNIQUE FOCUS



RHYTHM

POSTURE

PITCH

WEEK 3 GROUP CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
OPENING	Greet and Connect	~10-15 mins
Warm up activities	<ul style="list-style-type: none"> Parts of the instrument Song (Variation: teacher asks where a part is on the instrument and student points) Colour-coded foot mat Instrument hand-bow hand Bow Bunny (set up on practice bow) Up like a rocket 	
LESSON BODY	Instrument-based	~25-35 mins
Perform rest and playing positions, focusing on posture	<ul style="list-style-type: none"> Introduce Practice Instrument Introduce Rest Position <ul style="list-style-type: none"> Hold the instrument under the right arm in guitar style, with the scroll close to the face and points slightly up towards the ceiling. The left hand is in the middle position 	Practice instrument 
Basic set-up for Playing position with Practice Instrument (or posture jam)	<ul style="list-style-type: none"> Shape the left hand like Candy Cane/Umbrella handle Hold it up in Playing position Swing the arms back and forth and sideways to release tension in the shoulders and to test the support 	
Keep a constant and steady pulse as they echo a 4-beat rhythmic pattern using Kodály rhythm syllables consisting of “Ta”, “Ti-ti”, and (new) “Ta-a”	<ul style="list-style-type: none"> Key Melody Concepts: High & low <ul style="list-style-type: none"> High head low feet Key Rhythm Concepts :  <ul style="list-style-type: none"> Introduce “ta-a” for Solfège and sing with hand signs and body solfège: <ul style="list-style-type: none"> Rain Rain Go Away Hot Cross Buns (m-r-d) 	<u>VIDEO FOR PASS THE RHYTHM</u>
Demonstrate conjunct intervals through singing “Hot Cross Buns” in D Major	<ul style="list-style-type: none"> Challenge: Clapping a steady 4/4 while verbalizing new rhythmic patterns or singing new tunes <ul style="list-style-type: none"> Pass the Rhythm [New] 	
CLOSING	Tidy up the supplies and dismissal	~5-10 mins

LESSON OBJECTIVES

Students will be able to:

1. Demonstrate rhythm patterns consisting of “Ta-a”, “Ta”, “Ti-ti”, and (new) “Ti-ri-ti-ri”
2. Demonstrate conjunct and disjunct intervals through singing
3. Find rest position and playing position (practice sponge violin/viola, practice instrument violin/viola/cello, real instrument double bass)
4. Identify the finger numbers in the left hand

REPERTOIRE

1. Au Clair de la Lune (sing)
2. Open Strings Blues (movements)
3. The Shuttle (on the instrument)
4. Finger Tapping (on the instrument)

TECHNIQUE FOCUS



POSTURE

PITCH

RHYTHM

WEEK 4 GROUP CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
OPENING	Greet and Connect	~20-25 mins
Warm up activities and check for understanding	<ul style="list-style-type: none"> • Parts of the String Instruments • Colour-coded foot mat • Bow Bunny • Up like a rocket (practice bow) 	
LESSON BODY	Instrument-based	~20-25 mins
Demonstrate conjunct and disjunct intervals through singing	<ul style="list-style-type: none"> • Musicianship: Review Week 3 choral and rhythm games • Key Rhythm Concepts: • Introduce “Ti-ri-ti-ri”  , preparing for Twinkle Variation later • Sing “Au Clair de la Lune” using solfège and rhythm syllables • Body movements for “Open String Blues” • Finger matching <ul style="list-style-type: none"> ◦ Number the left hand fingers 1-4, and practice matching each to the thumb in a circular shape, using the pad of the fingers. ◦ Variations <ul style="list-style-type: none"> ▪ Teacher calls out the numbers and students respond by matching the fingers quickly. ▪ Students close the eyes and match the fingers ▪ Students tap out rhythms with each finger and the thumb by their ears and listen for a ‘popping’ sound (finger strengthening) 	
Demonstrate rhythm patterns consisting of “Ta-a”, “Ta”, “Ti-ti”, and (new) “Ti-ri-ti-ri”		
Identify the finger numbers in the left hand		
Apply rest position and playing position (practice sponge violin/viola, practice instrument violin/viola/cello, real instrument double bass)	<ul style="list-style-type: none"> • With practice instrument (include endpin) apply rest position and playing position <ul style="list-style-type: none"> ◦ Begin with Rest Position and stand without tension on the footmat ◦ Left hand rest and cover the middle part of the fingerboard ◦ Make a “V” on the blue foot print ◦ Move right foot to the green foot print ◦ Raise the instrument high at the head level ◦ Use right hand to touch the bottom button of the instrument ◦ Place the instrument on the shoulder from above ◦ Rest the jaw on the chin rest and support the instrument with the right hand • Apply the following activities in both Rest and Playing position <ul style="list-style-type: none"> ◦ The shuttle - Sliding back and forth from the bout to 1st position ◦ Finger tapping - introduce tapping fingers on finger board 	 <p>Prac instru</p>
CLOSING	Tidy up the supplies and dismissal	~5-10 mins

LESSON OBJECTIVES

Students will be able to:

1. Demonstrate transition between rest and playing posture, establishing understanding of LH/RH
2. Become familiar with the finger numbers in left hand
3. Develop basic bow arm movements

REPERTOIRE

1. Open Strings Blues (level 1) -NEW!
2. Hot Cross Buns (sing)
3. Au Clair de la Lune (sing)

TECHNIQUE FOCUS


PITCH

POSTURE

TONE

WEEK 5 GROUP CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
OPENING	Review and build	~15 mins
Review and build	<ul style="list-style-type: none"> • Musicianship: Choral and rhythm games • Key Melody Concepts: <ul style="list-style-type: none"> ◦ Open Strings Blues (Level 1) [New] • Solfège and sing: <ul style="list-style-type: none"> ◦ Hot Cross Buns ◦ Au clair de la lune (m-r-d) <hr/> <ul style="list-style-type: none"> • Review week 1-4 warm up activities (optional) 	
LESSON BODY	Instrument-based	~30-35 mins
Perform rest and playing positions, focusing on posture	<ul style="list-style-type: none"> • Review transition from Rest Position to Playing position on practice instrument <ul style="list-style-type: none"> ◦ Posture Jam ◦ The shuttle - Sliding back and forth from the bout to 1st position ◦ Put your hand 	Practice instrument 
Demonstrate transition between rest and playing posture, establishing understanding of LH/RH	<ul style="list-style-type: none"> • Finger matching <ul style="list-style-type: none"> ◦ Without instrument, review the finger numbers by matching with the thumb ◦ Sing Hot Cross Buns with finger numbers while matching the fingers with the thumb • Finger tapping on the Practice instrument different rhythmic patterns in call-and-response 	
Introduce right hand technique	<ul style="list-style-type: none"> • Bow arm movement preparation <ul style="list-style-type: none"> ◦ Right hand rubbing the left arm from shoulder to elbow using rhythms from Twinkle/ Hot Cross Buns ◦ Verbalise the rhythms while rubbing ◦ Use backing tracks 	
Summarize/ Consolidate	<ul style="list-style-type: none"> • Prepare for mid-term checklist 	see page. ? - ATTACH CHECKLIST
CLOSING	Tidy up the supplies and dismissal	~5-10 mins

LESSON OBJECTIVES

Students will be able to:

1. Set up their real instrument with assistance
2. Identify and name the open strings on their real instrument
3. Develop pizzicato technique and left hand dexterity

REPERTOIRE

1. Pop Goes the Weasel [level 3 and 4] (play)
2. Open Strings Blues [level 2] (play)

TECHNIQUE FOCUS

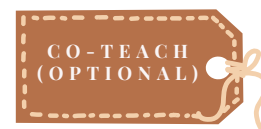
TONE

POSTURE

BREATHING

WEEK 6 GROUP CLASS

Suggested Lesson Plan (in any order)



Purpose	Content	Remarks
OPENING	Greet and Review	~15 mins
Review routines on posture and hand positions	<ul style="list-style-type: none"> • Colour-coded foot mat • Posture Jam • Put your hand..? - CHECK WITH ASHLEY 	
LESSON BODY	Instrument-based	~25-40 mins
Summarize/ Consolidate	<p>Mid-term checklist (formative assessment)</p> <ul style="list-style-type: none"> • Please refer to Upper Strings Phase 1 Checklist • Note: <ul style="list-style-type: none"> ◦ This exercise is for instructors to check whether students have met the intended learning outcomes up to this point ◦ Instructors should not perform this as a formal assessment. This checklist should be done while carrying on with intended lesson activities 	
Introduce the REAL instrument	<ul style="list-style-type: none"> • Unpack the real instrument <ul style="list-style-type: none"> ◦ <i>Suggestion: Share 1-2 instruments among the class</i> <ul style="list-style-type: none"> ▪ Review parts of the string instrument ▪ Practice transition from Rest Position to Playing position 	
Develop pizzicato technique	<ul style="list-style-type: none"> • Intro to pizzicato: <ul style="list-style-type: none"> ◦ Flying pizzicato <ul style="list-style-type: none"> ▪ Begin with Playing Position ▪ Balance the weight on both feet ▪ Pluck an open string, extending the hand forward and outward as if executing a full and slow bow stroke, while at the same time shifting most of your body weight onto the left foot. ▪ As the hand circles back toward the string, allow your weight to settle evenly over both feet, returning to a balanced stance. ◦ Pop goes the weasel (level 3 and 4) ◦ Open Strings Blues (level 2) 	
Develop left hand dexterity	<ul style="list-style-type: none"> • Finger flicking, tap on the thumb • Finger Tapping on the instrument <ul style="list-style-type: none"> ◦ Different rhythmic patterns in Call-and-Response manner ◦ Hot Cross Buns (Rhythms and / or Fingerings) 	
CLOSING	Tidy up the supplies and dismissal	~5-10 mins

LESSON OBJECTIVES

Students will be able to:

1. Sing a D Major Scale with Kodály solfege hand signs, accessing their head voice
2. Create 4-beat rhythm patterns consisting of “Ta-a”, “Ta”, “Ti-ti”, “Ti-ri-ti-ri”, and (new) “Sh”
3. Demonstrate Finger Patterns **Set up left arm and hand in first position**

REPERTOIRE

1. D Major Scale (sing)
2. Pop Goes the Weasel (Level 3)
3. Open Strings Blues (level 2)

TECHNIQUE FOCUS

PITCH

RHYTHM

WEEK 7 GROUP CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
LESSON BODY I	MUSICIANSHIP	~15-20 mins
<p>Create 4-beat rhythm patterns consisting of “Ta-a”, “Ta”, “Ti-ti”, “Ti-ri-ti-ri”, and (new) “Sh”</p>	<ul style="list-style-type: none"> Key Rhythm Concepts: <ul style="list-style-type: none"> Introduce “sh” for Students create their own four beat rhythm and incorporate ‘sh’ - class echos student in a call-and-response manner 	
<p>Sing a D Major Scale with Kodály solfege hand signs, accessing their head voice</p>	<ul style="list-style-type: none"> Sing D Major scale with Kodály signs <ul style="list-style-type: none"> Identify “head voice” 	
LESSON BODY II	Instrument-based	~25-40 mins
<p>Introduce the REAL instrument (CONTD)</p>	<ul style="list-style-type: none"> Unpack the real instrument <ul style="list-style-type: none"> Practice transition from Rest Position to Playing position 	
	<ul style="list-style-type: none"> Pizzicato open strings <ul style="list-style-type: none"> Flying pizzicato Pop Goes the Weasel (Level 3) Open Strings Blues (Level 2) 	
<p>Demonstrate Finger Patterns</p>	<ul style="list-style-type: none"> Finger Tapping on the instrument <ul style="list-style-type: none"> The shuttle Review finger numbers Introduce pattern 0-1-2-3 Repeat finger patterns by echoing rhythmic patterns in Call-and-Response manner Hot Cross Buns (Rhythms or Fingerings) Pizzicato Hot Cross Buns rhythm on open string 	
CLOSING	Tidy up the supplies and dismissal	~5-10 mins

LESSON OBJECTIVES

Students will be able to:

1. Demonstrate through call and response on 4-beat rhythm patterns consisting of "Ta-a", "Ta", "Ti-ti", "Ti-ri-ti-ri", and "Sh"
2. Demonstrate balanced bow hold and bow control away from the instrument (bow only)
3. Combine left hand fingers and right hand for pizzicato

REPERTOIRE

1. Air Bow Exercises (with bow)
2. Pop Goes the Weasel (level 3)
3. Open Strings Blues (level 3)
4. Hot Cross Buns

TECHNIQUE FOCUS

PITCH

RHYTHM

TONE

WEEK 8 GROUP CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
LESSON BODY I		
Work on 8-beat rhythm patterns consisting of "Ta-a", "Ta", "Ti-ti", "Ti-ri-ti-ri", and "Sh"	<ul style="list-style-type: none"> • Challenge: Clapping a steady 4/4 while verbalizing new rhythmic patterns or singing new tunes 	~15 mins
Review REAL instrument handling - unpack and posture routine	<ul style="list-style-type: none"> • Unpack the instruments • Posture Jam • Put Your Hand • Rest Position to Playing position • Finger taps • The shuttle 	
LESSON BODY II		
Correct bow hold and bow control away from the instrument (bow only)	<ul style="list-style-type: none"> • Unpack the bow <ul style="list-style-type: none"> ◦ Tightening and loosening the bow hair ◦ Rosining the bow • Parts of the Bow Song <ul style="list-style-type: none"> ◦ Air Bow Movements (Tip pointing at the ceiling) <ul style="list-style-type: none"> ▪ Up and Down Bow in the Air ▪ Tapping ▪ "Windshield Wiper" (Challenge) [move to phase 2] ▪ Spider crawling (Challenge) [move to phase 2] 	~40 mins
Combine left hand fingers and right hand for pizzicato	<ul style="list-style-type: none"> • Left hand with instrument <ul style="list-style-type: none"> ◦ Flying pizzicato ◦ Pop goes the weasel (level 3) ◦ Open Strings Blues (level 3) ◦ Finger tapping on the instrument (Hot Cross Buns) ◦ Combine left and right hand with pizzicato Hot Cross Buns on D String 	
CLOSING	Tidy up the supplies and dismissal	~5 mins

LESSON OBJECTIVES

Students will be able to:

1. Build up endurance in holding and playing their instruments
2. Understand how to carry themselves in a performance
3. Exhibit audience etiquette

REPERTOIRE

1. Monkey Song
2. Hot Cross Buns
3. Up Like a Rocket

TECHNIQUE FOCUS


TONE

ARTICULATION

PITCH

WEEK 9 - 11 GROUP CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
OPENING	REVIEW	~30-35 mins
Review two choral and rhythm games	<ul style="list-style-type: none"> Review week 5 choral and rhythm games Unpack the instruments 	
Review preparation routines	<ul style="list-style-type: none"> Posture Jam Rest Position to Playing position Left Pinky Pizz. on Open A String Pop goes the weasel (level 3) Open Strings Blues (level 3) 	
LESSON BODY	Instrument-based	~25 mins
Practice bowing skills on body	<ul style="list-style-type: none"> Bow Bunny Up Like a Rocket Air Bow Movements Bow on the left shoulder <ul style="list-style-type: none"> Set and wiggle  Practice the rhythmic patterns 'stop stop', 'tiri tiri', and HCB on the left shoulder using bow tapes 	
Practice rhythmic patterns with bow including ti-ri-ti-ri stop stop	<ul style="list-style-type: none"> Call-and-Response on different rhythmic patterns Twinkle Var. A: Ti-ri-ti-ri Stop Stop rhythm on open strings (E and A for violins, A and D for violas) 	
Understand how to carry themselves in a performance	<ul style="list-style-type: none"> Review the singing repertoire Review the playing repertoire <p>INFORMANCE REHEARSAL</p> <ul style="list-style-type: none"> Teachers go through expected on-stage & off-stage behavior Run-through the informance/ concert order Practice listening to each other/ music sharing Practice following the teacher's cues 	
Understand basic performance and audience etiquette	<ul style="list-style-type: none"> Introduce performer/ audience etiquette (refer to p.8) <p>INFORMANCE CONTENT (Suggestions)</p> <ul style="list-style-type: none"> Hand signs/ body solfege Singing (+ clapping/ stomping) Playing simple tunes/ festive tunes (e.g. Christmas/ Chinese New Year) 	
Consolidate and execute what they have learnt in phase 1 - carry out final assessment	<ul style="list-style-type: none"> Assessment content & rubrics (refer to p.50) 	
CLOSING	Tidy up the supplies and dismissal	~5-10 mins

Assessment Task:

1. Perform “Up Like a Rocket” - Singing and Bow Technique
2. Play a rhythm pattern using pizzicato on the D or A string through call-and-response

Strings Phase 1 Semester End Music Instrument Playing Assessment Rubric

Category	Intended Learning Outcome	Exceeding Expectations	Meeting Expectations	Room for Improvement
Aural	<i>Student demonstrates pitch and rhythm accuracy while singing “Up Like a Rocket”</i>	Sings “Up Like a Rocket” with accurate pitch and rhythm, demonstrating clear tone and steady tempo	Sings “Up Like a Rocket” with some pitch or rhythm inaccuracies; tone or tempo occasionally uneven	Struggles to sing “Up Like a Rocket” with accurate pitch or rhythm; tone is inconsistent and tempo is irregular
	<i>Student is able to perform a given rhythm pattern on the D or A string through call-and-response</i>	Performs rhythm pattern accurately and confidently on the D or A string through call-and-response	Performs rhythm pattern with some errors or hesitations on the D or A string during call-and-response	Unable to perform rhythm pattern accurately on the D or A string
Playing	<i>Student is able to hold the bow with proper bow hold while performing “Up Like a Rocket”</i>	Demonstrates proper bow hold and performs “Up Like a Rocket” accurately	Demonstrates bow hold with minor errors.	Struggles with bow hold; unable to perform “Up Like a Rocket” correctly
	<i>Student is able to perform a given rhythm pattern on the D or A string with correct playing position and pizzicato technique</i>	Performs rhythm pattern correctly on D or A string using appropriate position and pizzicato	Performs rhythm pattern on D or A string with some inaccuracies in position or pizzicato	Unable to perform a given rhythm pattern on the D or A string in playing position and pizzicato technique are incorrect

ENSEMBLE CLASS

WEEK 1 ENSEMBLE CLASS

LESSON OBJECTIVES

Students will be able to:

1. Demonstrate some autonomy in setting the room for learning
2. Establish understanding of left hand and right hand
3. Clap to a steady beat

SINGING & PLAYING REPERTOIRE


1. Rain Rain Go Away

MOVEMENTS & EURHYTHMICS

1. Tap the beat (in a circle)

WEEK 1 ENSEMBLE CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
OPENING		
	Assemble and ritual	~10-20 mins
Musicianship: Choral and rhythm games	<ul style="list-style-type: none"> Key Rhythm Concepts : <ul style="list-style-type: none"> Introduce “Ta” for and “ti-ti” for  Key Melody Concepts: High & Low <ul style="list-style-type: none"> High head low feet [New] (p.28) Call and response used to introduce the Kodály hand-signs and Solfège vocalization <ul style="list-style-type: none"> Rain, Rain Go Away (first half – s-m) 	
Practicing difference between bow and instrument hand	<ul style="list-style-type: none"> Put Your Hand Instrument hand/bow hand Bow Bunny 	
LESSON BODY		
	SINGING & DANCING	~30-40 mins
Establish understanding of left hand and right hand	<ul style="list-style-type: none"> Hokey Pokey 	
	MOVEMENT & EURHYTHMICS	
Establish the Beat with Body Percussion [New]	<ul style="list-style-type: none"> Students form 1 or 2 circles with the teaching assistants (Suggestion: begin with a simple Circle Dance. p. xx) Clap, tap knees, or other body percussions to a simple, steady beat without music, just follow teacher’s beat or a metronome. Count aloud: “1, 2, 3, 4...” Add music with a clear, steady beat. Suggested Music: <ul style="list-style-type: none"> Tchaikovsky – “March” (from The Nutcracker) Johann Strauss II – “Radetzky March” Camille Saint-Saëns – “The Elephant” (from Carnival of the Animals) 	
CLOSING		
	Tidy up the supplies and dismissal	~5-10 mins
Summarize/ Consolidate?	<ul style="list-style-type: none"> Short quiz/ game regarding concepts covered? Teacher/ student’s music sharing (Mozart/ tunes the kids like)? 	

WEEK 2 ENSEMBLE CLASS

LESSON OBJECTIVES

Students will be able to:

1. Demonstrate some autonomy in setting the room for learning
2. Establish understanding of LH/RH
3. Clap and march in a circle to a steady beat

SINGING & PLAYING REPERTOIRE

1. Rain, Rain Go Away
2. Hokey Pokey

MOVEMENTS & EURHYTHMICS

Beat Games: Pass the beat, Change directions, Beat change

WEEK 2 ENSEMBLE CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
OPENING	Assemble and ritual	~10-20 mins
<p>Musicianship: Choral and rhythm games</p>	<ul style="list-style-type: none"> • High Head, Low Feet • Key Melody Concepts (connect high and low to s-m) <ul style="list-style-type: none"> ◦ Rain Rain Go Away - clap rhythm and sing with hand signs • Call-and-response on 4-note patterns 	
<p>Posture and Technique</p>	<ul style="list-style-type: none"> • Put Your Hand • Instrument Hand/Bow Hand • Bow Bunny • Up like a rocket 	
LESSON BODY		~30-40 mins
SINGING & DANCING		
<p>Establish understanding of left hand and right hand</p>	<p>Hokey Pokey</p>	
MOVEMENT & EURHYTHMICS		
<p>Establish the Beat with Body Percussion and Marching (Con't)</p>	<ul style="list-style-type: none"> • Form 1 to 2 circles 	
	<ul style="list-style-type: none"> • Pass the Beat [New] <ul style="list-style-type: none"> ◦ Pass props like cups or beanbags in a circle to a steady beat or music 	
	<ul style="list-style-type: none"> • Change Direction [New] <ul style="list-style-type: none"> ◦ Occasionally change the direction to keep them alert and engaged. 	
	<ul style="list-style-type: none"> • Beat Change Game [New] <ul style="list-style-type: none"> ◦ Change tempo (slow, fast) and have students adjust their walking speed accordingly. 	
	<ul style="list-style-type: none"> • Suggested music: <ul style="list-style-type: none"> ◦ Edvard Grieg - In the Hall of the Mountain King ◦ Rossini - William Tell Overture ◦ Amilcare Ponchielli - "Dance of the Hours" 	
CLOSING	Tidy up the supplies and dismissal	~5-10 mins
<p>Summarize/ Consolidate?</p>	<ul style="list-style-type: none"> • Short quiz/ game regarding concepts covered? • Teacher/ student's music sharing (Mozart/ tunes the kids like)? 	

WEEK 3 ENSEMBLE CLASS

LESSON OBJECTIVES

Students will be able to:

1. Sing short melodic patterns and access their head voice
2. Respond to music as an ensemble through movements
3. Respond to when the music stops and starts or changes tempo

SINGING REPERTOIRE

1. Head Shoulders Knees and Toes
2. Hot Cross Buns
3. Au Claire de la Lune

PLAYING REPERTOIRE


N/A

MOVEMENTS & EURHYTHMICS

1. Freeze walk with scarves

WEEK 3 ENSEMBLE CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
OPENING		
	Assemble and ritual	~10-20 mins
<p>Musicianship: Choral and rhythm activities</p>	<ul style="list-style-type: none"> Key Rhythm Concepts : <ul style="list-style-type: none"> Introduce “ta-a” for  Call-and-response on 4-beat patterns Solfège practice <ul style="list-style-type: none"> High head low feet [New] (p.TBD) Hot Cross Buns (m-r-d) Au Clair de la Lune (m-r-d) 	
<p>Posture and Technique</p>	<ul style="list-style-type: none"> Put Your Hand High head low feet Bow Bunny Up like a rocket 	
LESSON BODY		
SINGING & DANCING		
	Head Shoulders Knees and Toes	~30-40 mins
<p>Respond to music as an ensemble through movements</p>		
MOVEMENT & EURHYTHMICS		
<p>Establish the Beat with Body Percussion and Marching (Con’t)</p>	<ul style="list-style-type: none"> Form 1 to 2 circles “T-sign” and “Set” Change Direction Beat Change Game 	
	<ul style="list-style-type: none"> Freeze Walk <ul style="list-style-type: none"> While music plays, students walk to the beat. When music stops, they freeze. Restart and repeat. 	
	<ul style="list-style-type: none"> Add Scarves <ul style="list-style-type: none"> Use scarves to help students visualize the beat as they walk. 	
	<ul style="list-style-type: none"> Beat Change Game <ul style="list-style-type: none"> Change tempo (slow, fast) and have students adjust their walking speed accordingly. 	
	<ul style="list-style-type: none"> Suggested music: <ul style="list-style-type: none"> Mr. Nature’s Music Garden - “Go Go Go Stop” Hap Palmer - “Pause” Leroy Anderson - “The Syncopated Clock” 	
CLOSING		
	Tidy up the supplies and dismissal	~5-10 mins
<p>Summarize/ Consolidate?</p>	<ul style="list-style-type: none"> Short quiz/ game regarding concepts covered? Teacher/ student’s music sharing (Mozart/ tunes the kids like)? 	

WEEK 4 ENSEMBLE CLASS

LESSON OBJECTIVES

Students will be able to:

1. Sing short melodic patterns and access their head voice
2. Respond to music as an ensemble through movements
3. Respond to when the music stops and starts or changes tempo

SINGING REPERTOIRE

1. Hot Cross Buns
2. Au Claire de la Lune
3. Head Shoulders Knees and Toes

PLAYING REPERTOIRE

1. Rest position/playing position

MOVEMENTS & EURHYTHMICS

1. Follow the Leader
2. Pop Goes the Weasel (Level 2)
3. Seven Jumps

WEEK 4 ENSEMBLE CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
OPENING		
	Assemble and ritual	~10-20 mins
Musicianship: Choral and rhythm activities	<ul style="list-style-type: none"> • High head low feet • Call-and-response on 4-note patterns • Sing with Solfège and hand signs <ul style="list-style-type: none"> ◦ Hot Cross Buns (m-r-d) ◦ Au Claire de la Lune (m-r-d) • Open String Blues - repond with movement 	
Posture and Technique	<ul style="list-style-type: none"> • Put Your Hand • Bow Bunny • Up like a rocket • Rest Position/Playing Position 	
LESSON BODY		
	SINGING & DANCING	~30-40 mins
Respond to music as an ensemble through movements	Head Shoulders Knees and Toes Pop Goes the Weasel (Level 2) <ul style="list-style-type: none"> • March to the steady beat and clap/jump the “pop” Seven Jumps	
	MOVEMENT & EURHYTHMICS	
Establish the Beat with Body Percussion and Marching (Con't)	<ul style="list-style-type: none"> • Form 1 to 2 circles • “T-sign” and “Set” • Change Direction • Beat Change Game • Freeze Walk • Add Scarves 	
	<ul style="list-style-type: none"> • Follow the Leader [New] <ul style="list-style-type: none"> ◦ One student leads the circle, changing movements (march, tiptoe, stomp) but always to the beat. 	
	<ul style="list-style-type: none"> • Suggested music: <ul style="list-style-type: none"> ◦ Tchaikovsky – “March” (from The Nutcracker) ◦ Johann Strauss II – “Radetzky March” ◦ Camille Saint-Saëns – “The Elephant” (from Carnival of the Animals) 	
CLOSING		
	Tidy up the supplies and dismissal	~5-10 mins
Summarize/ Consolidate?	<ul style="list-style-type: none"> • Short quiz/ game regarding concepts covered? • Teacher/ student’s music sharing (Mozart/ tunes the kids like)? 	

WEEK 5 ENSEMBLE CLASS

LESSON OBJECTIVES

Students will be able to:

1. Distinguish between beat and rhythm
2. Identify parts of the string instruments
3. Identify different finger numbers on left hand

SINGING REPERTOIRE

1. Head Shoulders Knees and Toes (with instrument part names)
2. Pom Pom Pom

PLAYING REPERTOIRE

1. Rest position/playing position

MOVEMENTS & EURHYTHMICS

1. Human Rhythm Game

WEEK 5 ENSEMBLE CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
OPENING	Assemble and ritual	~10-20 mins
Musicianship: Choral and rhythm activities	<ul style="list-style-type: none"> Review 2-3 Musicianship Choral and Rhythm activities from Week 4 	
LESSON BODY		~30-40 mins
	Singing	
Identify Different Finger Numbers	Pom Pom Pom in portuguese	
	MOVEMENT & EURHYTHMICS	
Establish the Beat with Body Percussion and Marching (Con't)	<ul style="list-style-type: none"> Pop Goes the Weasel Level 2 Review 1-2 Beat Keeping games Suggested music: <ul style="list-style-type: none"> Joplin's Maple Leaf Rag Trepak from Nutcracker Delibes' "Pizzicati" (from Sylvia) 	
Distinguish between beat and rhythm	<ul style="list-style-type: none"> Call-and-response on 4-note patterns Human Rhythm Game 	
	Instrument Playing	
Identify Parts of the String Instrument	<ul style="list-style-type: none"> Parts of the Strings Instruments <ul style="list-style-type: none"> Head Shoulders Knees and Toes with instrument names Put Your Hand Rest Position/Playing Position Finger tapping <ul style="list-style-type: none"> Call and response different finger numbers Hot Cross Buns and Au Claire de la Lune with no instrument 	
CLOSING	Tidy up the supplies and dismissal	~5-10 mins
Summarize/ Consolidate?	<ul style="list-style-type: none"> Short quiz/ game regarding concepts covered? Teacher/ student's music sharing (Mozart/ tunes the kids like)? 	

WEEK 6 ENSEMBLE CLASS

LESSON OBJECTIVES

Students will be able to:

1. Distinguish between beat and rhythm
2. Identify parts of the string instruments
3. Identify different finger numbers on left hand

SINGING REPERTOIRE

1. Hot Cross Buns
2. Au Claire de la Lune
3. Pom Pom Pom

PLAYING REPERTOIRE

1. Rest Position/Playing Position

MOVEMENTS & EURHYTHMICS

1. Human Rhythm Game
2. Pass the Rhythm Game

WEEK 6 ENSEMBLE CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
OPENING	Assemble and ritual	~10-20 mins
Musicianship: Choral and rhythm activities	<ul style="list-style-type: none"> Review Musicianship Choral and Rhythm activities from previous weeks 	
Posture and Technique with real instrument	<ul style="list-style-type: none"> Parts of the Strings Instruments Put Your Hand Bow Bunny Up like a rocket Rest Position/Playing Position with real instrument Finger tapping with real instrument <ul style="list-style-type: none"> Call and response different finger numbers Hot Cross Buns and Au Claire de la Lune with no instrument 	
LESSON BODY		~30-40 mins
SINGING & DANCING		
Identify different finger numbers on left hand	Pom Pom Pom with finger numbers	
MOVEMENT & EURHYTHMICS		
Establish the Beat with Body Percussion and Marching (Con't)	<ul style="list-style-type: none"> Form 1 to 2 circles "T-sign" and "Set" Change Direction Beat Change Game Freeze Walk Add Scarves Follow the Leader 	
	<ul style="list-style-type: none"> Human Rhythm Game Passing the Rhythm Game 	
	<ul style="list-style-type: none"> Suggested music: <ul style="list-style-type: none"> Tchaikovsky – "March" (from The Nutcracker) Johann Strauss II – "Radetzky March" Camille Saint-Saëns – "The Elephant" (from Carnival of the Animals) 	
CLOSING	Tidy up the supplies and dismissal	~5-10 mins
Summarize/ Consolidate?	<ul style="list-style-type: none"> Short quiz/ game regarding concepts covered? Teacher/ student's music sharing (Mozart/ tunes the kids like)? 	

WEEK 7-8 ENSEMBLE CLASS

LESSON OBJECTIVES

Students will be able to:

1. Sing alone and with others with confidence
2. Sing ascending D major scale with solfege and hand signs
3. Review pizzicato on open strings with real instrument

SINGING REPERTOIRE

1. Who's Tapping at My window

PLAYING REPERTOIRE


1. Pop Goes the Weasel (Level 3)

MOVEMENTS & EURHYTHMICS

None

WEEK 7-8 ENSEMBLE CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
OPENING	Assemble and ritual	~10-20 mins
Musicianship: Choral and rhythm activities	<ul style="list-style-type: none"> • Key Rhythm Concepts : <ul style="list-style-type: none"> ◦ Introduce “tiri tiri” for  ◦ Call-and-response on 4-beat patterns • Solfège practice <ul style="list-style-type: none"> ◦ D major scale with Solfège and hand signs ◦ Identify head voice 	
LESSON BODY		~30-40 mins
SINGING & DANCING		
Sing alone and with others with confidence	<ul style="list-style-type: none"> • Who’s that Tapping at the Window (s-m-r-d) <ul style="list-style-type: none"> ◦ Sing song with solfege ◦ Play game 	
MOVEMENT & EURHYTHMICS		
Establish the Beat with Body Percussion and Marching (Con’t)	<ul style="list-style-type: none"> • Review one or two beat keeping games 	
INSTRUMENT PLAYING		
Review pizzicato on open strings with real instrument	<ul style="list-style-type: none"> • Unpack instruments • Parts of the Strings Instruments <ul style="list-style-type: none"> ◦ Head Shoulders Knees and Toes with instrument names • Put Your Hand • Bow Bunny • Up like a rocket • Rest Position/Playing Position with real instrument • Pizzicato practice <ul style="list-style-type: none"> ◦ Flying pizzicato ◦ Pop Goes the weasel (level 3) 	
CLOSING	Tidy up the supplies and dismissal	~5-10 mins
Summarize/ Consolidate?	<ul style="list-style-type: none"> • Short quiz/ game regarding concepts covered? • Teacher/ student’s music sharing (Mozart/ tunes the kids like)? 	

WEEK 9-10 ENSEMBLE CLASS

LESSON OBJECTIVES

Students will be able to:

1. Demonstrate basic bowing skills on the body
2. Combine left hand fingers and right hand for pizzicato
3. Create movements in response to music

SINGING REPERTOIRE

1. Who's Tapping at My Window

PLAYING REPERTOIRE

1. Pop Goes the Weasel
2. Open String Blues
3. Hot Cross Buns

MOVEMENTS & EURHYTHMICS

1. Seven Jumps
2. Seed Game

WEEK 9-10 ENSEMBLE CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
OPENING	Assemble and ritual	~10-20 mins
Musicianship: Choral and rhythm activities	Review Musicianship Choral and Rhythm activities from previous weeks. <ul style="list-style-type: none"> • Who's That Tapping at My Window (s-m-r-d-) with Solfège and handsigns 	
LESSON BODY		~30-40 mins
SINGING & DANCING		
Solo Singing	Who's That Tapping at My Window game	
MOVEMENT & EURHYTHMICS		
Establish the Beat with Body Percussion and Marching (Con't)	<ul style="list-style-type: none"> • Review Seven Jumps • Seed Game (students now create their own movements in response to a given work) <hr/> <ul style="list-style-type: none"> • Suggested music for Seed Game: <ul style="list-style-type: none"> ◦ Edvard Grieg - In the Hall of the Mountain King ◦ Rossini - William Tell Overture ◦ Amilcare Ponchielli - "Dance of the Hours" 	
INSTRUMENT PLAYING		
Posture and Technique with real instrument	Review posture and left hand technique <ul style="list-style-type: none"> • Unpack instruments • Rest Position to Playing position • Pop goes the weasel (level 3) • Open Strings Blues (level 3) • Hot Cross Buns pizzicato 	
CLOSING	Tidy up the supplies and dismissal	~5-10 mins
Summarize/ Consolidate?	<ul style="list-style-type: none"> • Short quiz/ game regarding concepts covered? • Teacher/ student's music sharing (Mozart/ tunes the kids like)? 	

WEEK 11 ENSEMBLE CLASS

LESSON OBJECTIVES

Students will be able to:

1. Build up endurance in holding and playing their instruments
2. Understand how to carry themselves in a performance
3. Demonstrate confidence in their coming performance and audience etiquette (co-teach)

SINGING REPERTOIRE

1. Hokey Pokey
2. Head Shoulders Knees and toes
3. Pom Pom Pom

PLAYING REPERTOIRE

1. Pop Goes the Weasel
2. Open String Blues
3. Hot Cross Buns

MOVEMENTS & EURHYTHMICS

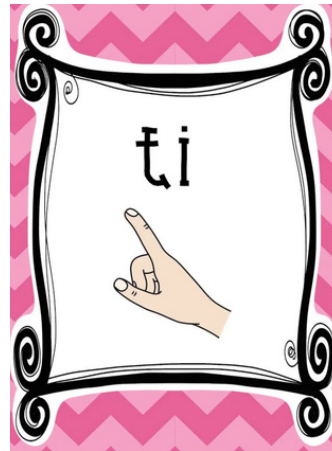
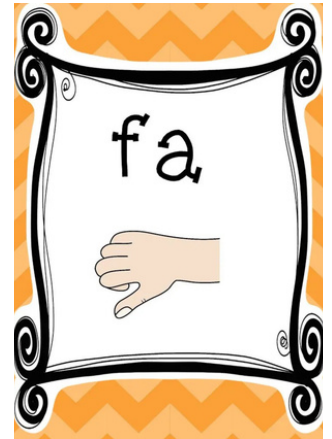
1. Seven Jumps
2. Who's That Tapping at My Window
3. Seed Game
4. Pass the Rhythm

WEEK 11 ENSEMBLE CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
OPENING	Assemble and ritual	~10-20 mins
<p>Musicianship: Choral and rhythm activities</p>	<p>Select Musicianship and Choral activities at discretion of the teacher</p> <ul style="list-style-type: none"> • Au clair de la lune • Twinkle with body Solfège/ finger numbers/ finger matching 	
LESSON BODY		~30-40 mins
	SINGING & DANCING	
<p>Understand how to carry themselves in a performance</p>	<p>Review on the singing repertoire, how do we stand when we sing?</p> <ul style="list-style-type: none"> • Hokey Pokey • Head Shoulders Knees • Pom Pom Pom 	
	MOVEMENT & EURHYTHMICS	
<p>Establish the Beat with Body Percussion and Marching (Con't)</p>	<p>Listening and Movements (pick 1-2 as time allows), how do we perform movements (face the audience, be aware of space and body)</p> <ul style="list-style-type: none"> • Seven Jumps • Who's That Tapping at My Window • Seed Game • Pass the Rhythm 	
	INSTRUMENT PLAYING	
<p>Performance Preparation - what do we do in a performance? How does a performance start and end?</p>	<ul style="list-style-type: none"> • Unpack instruments • Review rest and playing positions • Review on the playing repertoire <ul style="list-style-type: none"> ◦ Open String Blues ◦ Hot Cross Buns ◦ Au Claire de la Lune <p><u>INFORMANCE REHEARSAL</u></p> <ul style="list-style-type: none"> • Teachers go through expected on-stage & off-stage behavior • Run-through the informance/ concert order • Practice listening to each other/ music sharing • Practice following the teacher's cues 	
CLOSING	Tidy up the supplies and dismissal	~5-10 mins
<p>Summarize</p>	<ul style="list-style-type: none"> • Share concert details 	

KODÁLY HAND SIGNS



BODY SOLFÈGE





HOT CROSS BUNS

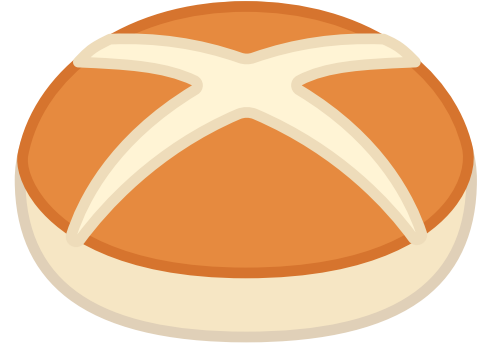
Materials Needed

- Nil

Objectives

The learner will be able to:

- Learn d-r-m with Kodály Solfège.



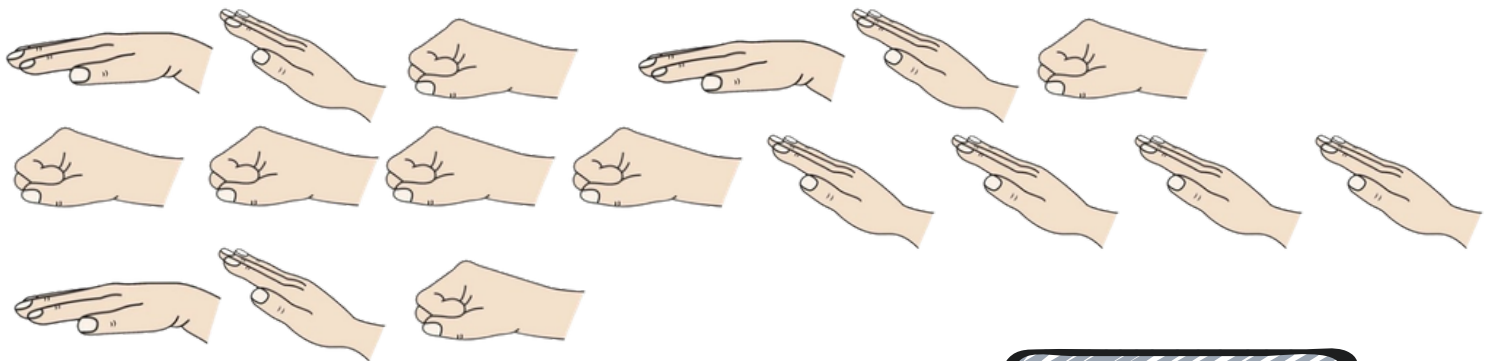
Formation

- Students sit in a circle.



Sheet Music & Solfège

Mi Re Do Mi Re Do Do Do Do Do Re Re Re Re Mi Re Do
 Hot cross buns, hot cross buns. One a pen-ny two a pen-ny, hot cross buns.

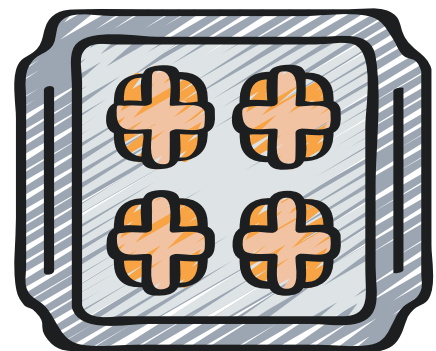
Hand sign



Finger Number

- Violin & Viola  : 21D, 21D, DDDD, 1111, 21D
- Cello  : 31D, 31D, DDDD, 1111, 31D

Reference Video



POSTURE JAM

Materials Needed

- Nil

Objectives

The learner will be able to:

- Speak and move through different elements of their playing posture

Formation

- Students seated on a chair with feet on their foot mat

Text	Movements
<p>Shoulders are down, feet firmly on the ground, my cello between my knees</p> <p>My back is straight with even weight and my arms are hanging free</p> <p>Left arm out and in, bow on the string, now I am ready to play</p>	<p>Roll shoulders back and down Stomp each foot Knees opened for cello placement (with or without instrument)</p> <p>Back straight, sway side to side Move arms forward and back at the sides of the body</p> <p>Left arm straight out from body, bend elbow into Bow arm prepared (ready to pizz if without bow) Smile and eyes on teacher after “play”</p>

Notes:

Have student chant this as an “attention getter” or before playing. Use throughout the phase (and

THE SHUTTLE

Materials Needed

- Instrument

Objectives

The learner will be able to:

- prepare left hand shape
- release body tension in playing posture

Formation

- Students seated with practice or real instrument

Reference Video

PUT YOUR HAND

Materials Needed

- Nil

Objectives

The learner will be able to:

- gain body awareness
- respond to teacher directions

Formation

- Students standing or sitting

Reference Video

FLYING PIZZICATO

Materials Needed

- Instrument

Objectives

The learner will be able to:

- practice pizzicato

Formation

- Students sitting with real instrument

Reference Video

AIR BOW MOVEMENTS

Materials Needed

- Dowel or real bow

Objectives

The learner will be able to:

- practice bow movements prior to putting bow on instrument

Formation

- Students seated with dowels or real bows

Reference Video



AU CLAIR DE LA LUNE

Materials Needed

- Nil

Objectives

The learner will be able to:

- Learn d-r-m with Kodály Solfège.

Formation

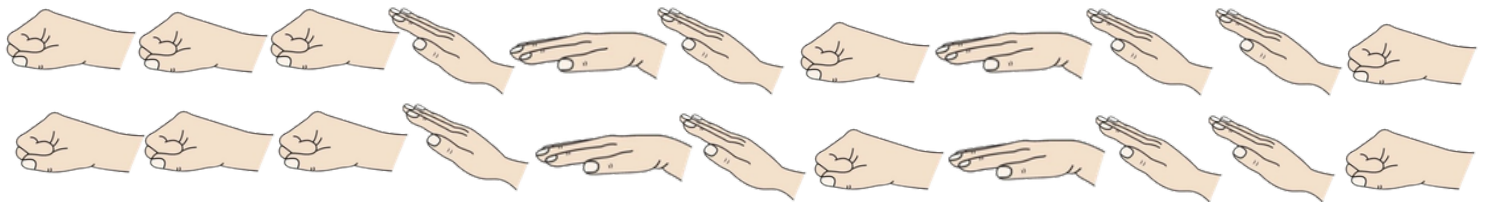
- Students sit in a circle.



Sheet Music & Solfège

Do Do Do Re Mi Re Do Mi Re Re Do Do Do Do Re Mi Re Do Mi Re Re Do

Hand sign



Finger Number

- Violin & Viola :
- Cello :

Reference Video



WHO'S THAT TAPPING AT THE WINDOW?

Materials Needed

- Nil

Objectives

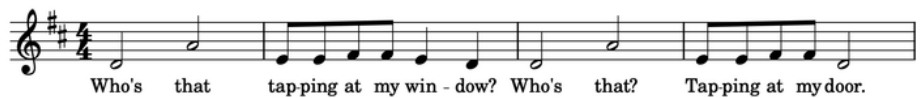
The learner will be able to:

- Learn s-m-r-d with Kodály solfège.

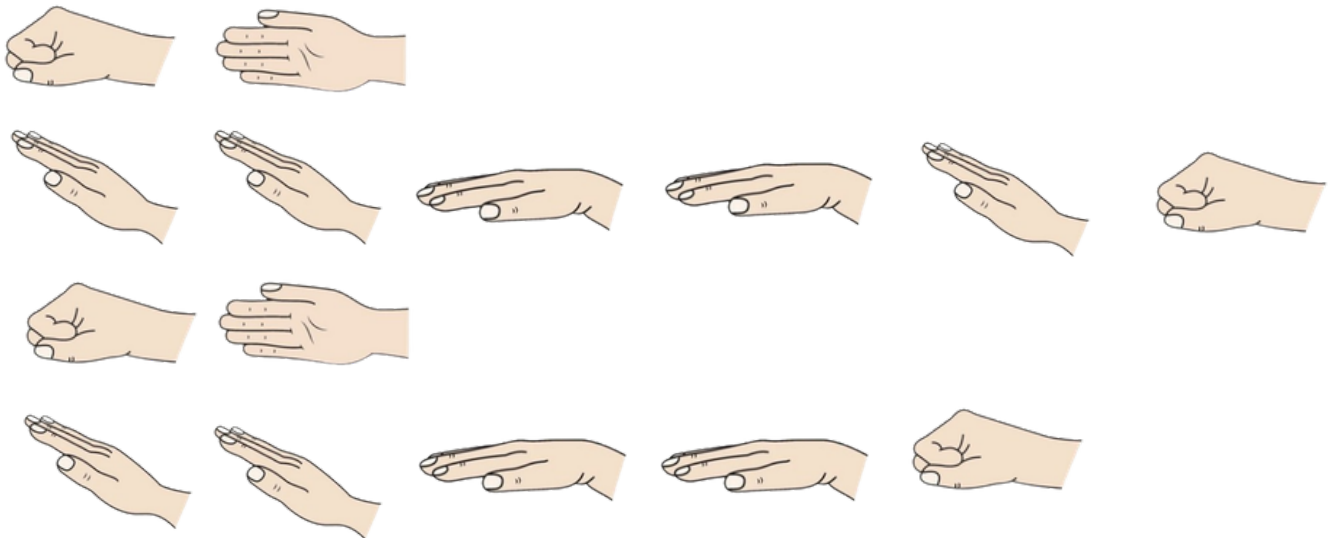
Formation

- Students sit in a circle with one person in the middle hiding their eyes.

Sheet Music & Solfège



Hand sign



Singing game instructions:

- Students sing the song to the person hiding their eyes in the middle while the teacher identifies two soloists to sing the second line.
- The first soloist sings 'It's me, knocking at your window' the second sings "It's me, knocking at your door" by themselves.
- When they are finished, the child in the middle opens their eyes and guesses who sang the solos



RAIN RAIN GO AWAY

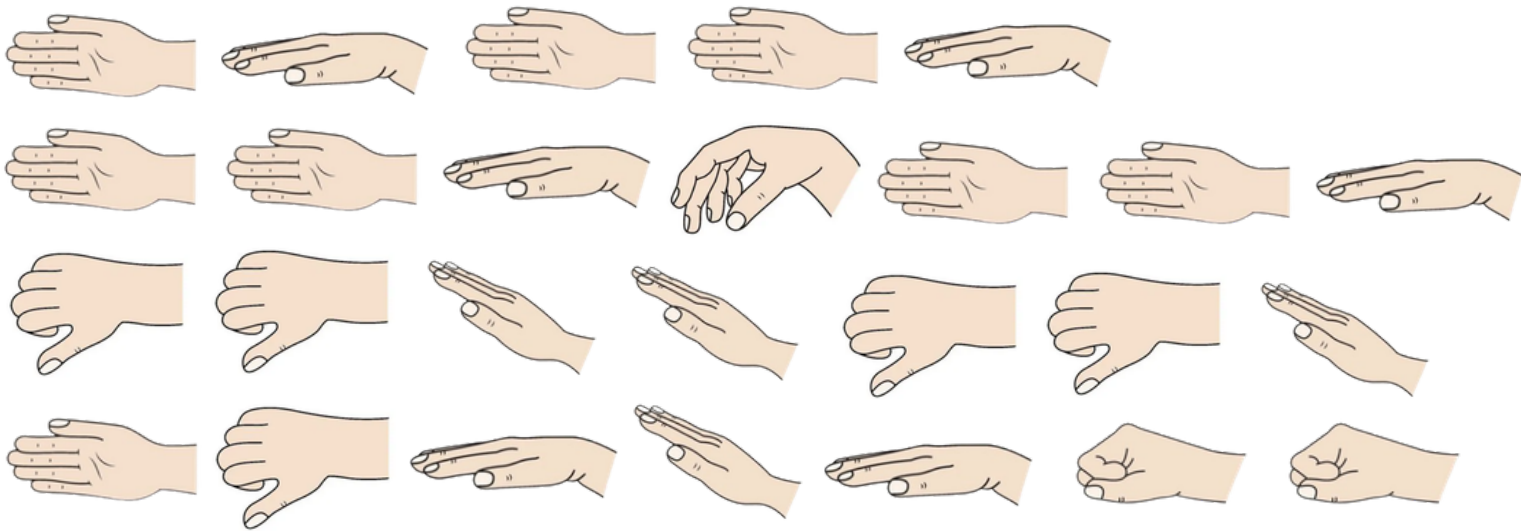


Sheet Music & Solfège

Rain Rain Go Away

Rain, rain, go a - way, come a - gain an - o - ther day,
 lit - tle chil - dren want to play, rain, rain, go a - way

Hand Sign



Notes:

For first several weeks just do first half of song until “la” is introduced.

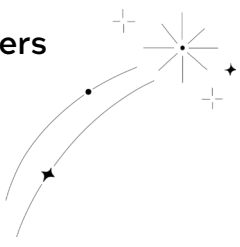




TWINKLE TWINKLE LITTLE STAR

Body Solfège & Finger Numbers

- Violin & Viola:
- Cello:
- Double Bass:



	D	D	A	A	1	1	A	3	3	2	2	1	1	D
	D	D	A	A	1	1	A	4	4	3	3	1	1	D
	D	D	1	1	4	4	1	G	G	4	4	1	1	D



	A	A	3	3	2	2	1	A	A	3	3	2	2	1
	A	A	4	4	3	3	1	A	A	4	4	3	3	1
	1	1	G	G	4	4	1	1	1	G	G	4	4	1



	D	D	A	A	1	1	A	3	3	2	2	1	1	D
	D	D	A	A	1	1	A	4	4	3	3	1	1	D
	D	D	1	1	4	4	1	G	G	4	4	1	1	D

Reference Videos



TWINKLE TWINKLE LITTLE STAR



Variation A

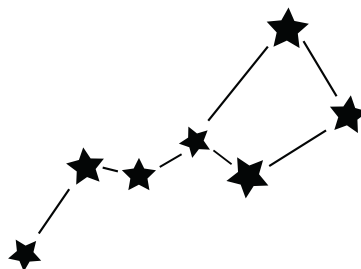


Music Score

Twinkle Twinkle Little Star (Variation A)

The musical score is written on a single treble clef staff in 4/4 time with a key signature of one sharp (F#). The melody consists of six measures of music. The first measure starts with a quarter rest, followed by a quarter note G4, a quarter note A4, and a quarter note B4. The second measure contains a quarter note C5, a quarter note B4, a quarter note A4, and a quarter note G4. The third measure has a quarter note F#4, a quarter note E4, a quarter note D4, and a quarter note C4. The fourth measure contains a quarter note B3, a quarter note A3, a quarter note G3, and a quarter note F#3. The fifth measure has a quarter note E3, a quarter note D3, a quarter note C3, and a quarter note B2. The sixth measure concludes with a quarter note A2, a quarter note G2, a quarter note F#2, and a quarter note E2. Measure numbers 3, 5, 7, 9, and 11 are indicated at the beginning of their respective lines.

Reference Videos



PASS A RHYTHM

Materials Needed

- Nil

Objectives

The learner will be able to:

- Enhance listening skills, coordination, and rhythmic awareness among participants while fostering a sense of community and engagement.

Formation

- Arrange students in a sit-down circle.

Gameplay

1. The teacher claps out a rhythm and passes it on to the next student in the circle until it is passed all the way around the circle.
2. Continue playing and increasing the difficulty of the rhythm until there is only one student left.
3. This student is the winner.



Reference Videos



YouTube - The Ping Pong Ball_Warm Up #25

COLOUR-CODED FOOT MAT

Materials Needed

- Colour feet foot mat

Objectives

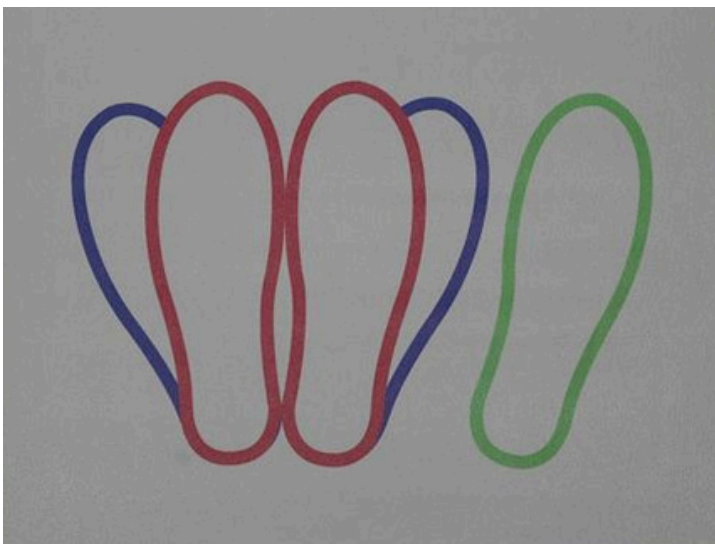
The learner will be able to:

- Adjust and consolidate standing posture for both resting and Playing positions

Formation

- Arrange students to stand in a line

How to use

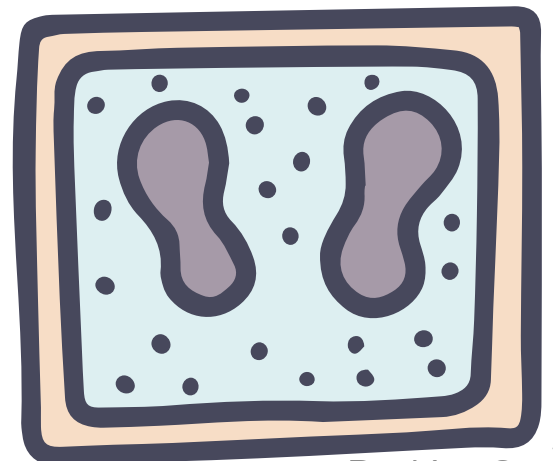


Red feet: Resting feet

Blue feet: Ready Feet

Green left foot with Blue right foot: Playing feet

Reference Video



PARTS OF THE STRING INSTRUMENTS

Materials Needed

- Nil

Objectives

The learner will be able to:

- Learn about the name of different parts of the string instruments.

Formation

- Arrange students to sit down and sing.

Remarks

- Sing to the pitches of D Major scale.
- Bottom to top part of the instrument according to the scale degrees.



Lyrics

Violin & Viola

Teacher: “What is this?”

Teacher: “What is this?”

Teacher: “What are these?”

Teacher: “What is this?”

Teacher: “What is this?”

Teacher: “What are these?”

Teacher: “What are these?”

Teacher: “What is this?”

Student: “This is the Chin Rest”

Student: “This is the Tailpiece”

Student: “These are the F Holes”

Student: “This is the Bridge”

Student: “This is the Fingerboard”

Student: “These are the Strings”

Student: “These are the Pegs”

Student: “This is the Scroll”

Cello

Teacher: “What is this?”

Teacher: “What is this?”

Teacher: “What are these?”

Teacher: “What is this?”

Teacher: “What is this?”

Teacher: “What are these?”

Teacher: “What are these?”

Teacher: “What is this?”

Student: “This is the Endpin”

Student: “This is the Tailpiece”

Student: “These are the F Holes”

Student: “This is the Bridge”

Student: “This is the Fingerboard”

Student: “These are the Strings”

Student: “These are the Pegs”

Student: “This is the Scroll”

PARTS OF THE STRING INSTRUMENTS

- Variation

Violin & Viola

Teacher: “Where is the Chin Rest?”
 Teacher: “Where is the Tailpiece?”
 Teacher: “Where are the F Holes?”
 Teacher: “Where is the Bridge”
 Teacher: “Where is the Fingerboard”
 Teacher: “Where are the Strings”
 Teacher: “Where are the Pegs”
 Teacher: “Where is the Scroll”

Student: “Here is the Chin Rest”
 Student: “Here is the Tailpiece”
 Student: “Here are the F Holes”
 Student: “Here is the Bridge”
 Student: “Here is the Fingerboard”
 Student: “Here are the Strings”
 Student: “Here are the Pegs”
 Student: “Here is the Scroll”

Cello

Teacher: “Where is the Endpin?”
 Teacher: “Where is the Tailpiece?”
 Teacher: “Where are the F Holes?”
 Teacher: “Where is the Bridge”
 Teacher: “Where is the Fingerboard”
 Teacher: “Where are the Strings”
 Teacher: “Where are the Pegs”
 Teacher: “Where is the Scroll”

Student: “Here is the Endpin”
 Student: “Here is the Tailpiece”
 Student: “Here are the F Holes”
 Student: “Here is the Bridge”
 Student: “Here is the Fingerboard”
 Student: “Here are the Strings”
 Student: “Here are the Pegs”
 Student: “Here is the Scroll”

Reference Audio



UP LIKE A ROCKET

Materials Needed

- Marker(s) / Wood Stick(s)

Objectives

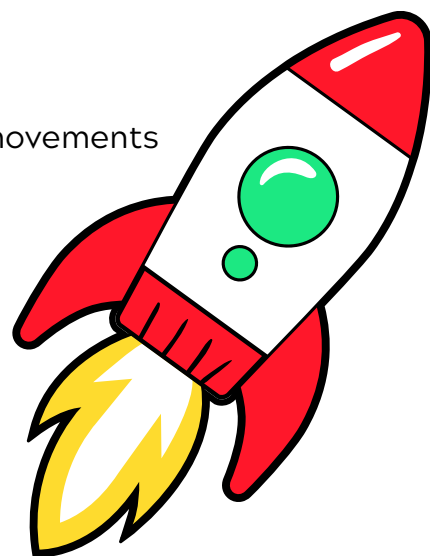
The learner will be able to:

- Build up a proper bow-hold
- Understand different bow movements through the lyrics and movements

Formation

- Arrange students in a circle

Sheet Music & Lyrics



Up Like A Rocket



Up like a roc - ket, down like the rain, back and forth like a choo choo train.



Round and round like the great big sun, land on your hand bend pin - ky bend thumb.



Up like a roc - ket, down like the rain, back and forth like a choo choo train.

UP LIKE A ROCKET

Reference Videos



YouTube - Up Like a Rocket



YouTube - Up Like a Rocket



YouTube - Intro to Violin: Up Like a Rocket



POP GOES THE WEASEL

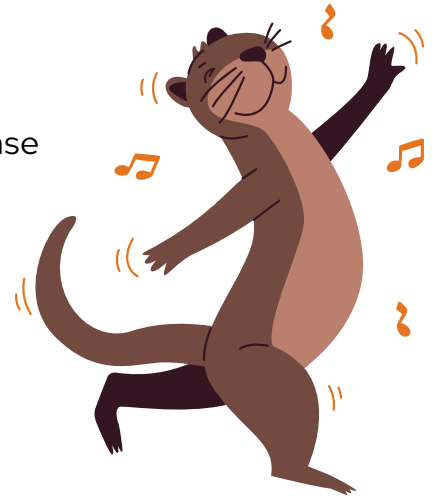
Level 1: Clap or jump on the pops

Level 2:

- Keep the beats steadily on the laps and clap on the pops
- Walk with the beats and clap on the pops

Level 3: Pizz. on the pops with the instrument on the ground/case

Level 4: Pizz. on the pops with Playing position



Materials Needed

- Instrument (Level 3 and 4)

Objectives

The learner will be able to:

- Learn steady counting.
- Learn how to play or clap together on the same beat.

Formation

- Arrange students in a circle.

Sound Track



HIGH HEAD LOW FEET/ OPEN STRINGS BLUES



Materials Needed

- Instrument (Level 2)

Objectives

The learner will be able to:

- Learn the four open strings by responding with body movement. (Level 1)
- Learn pizzicato on the four open strings.

(Level 2: only pizz on each bar's down beat; Level 3: pizz on each beat of the bar)

Formation

- Arrange students in a circle.

Materials Needed

- Nil

Objectives

The learner will be able to:

- Learn high and low pitches through body movements.

Formation

- Students stand in a circle.

Gameplay

VIOLIN, VIOLA, AND CELLO

E = HEAD



A = SHOULDERS



D = WAIST



G = KNEES



C = FEET



DOUBLE BASS:

G = HEAD

D = SHOULDERS

A = WAIST

E = KNEES

Soundtrack



Musical score for Violin, Viola, Violoncello, and Contrabass, measures 1-6. The score is in 4/4 time. The Violin part starts with a treble clef and a key signature of one flat. The Viola, Violoncello, and Contrabass parts start with a bass clef and a key signature of one flat. The music consists of a steady eighth-note accompaniment in the lower strings and a melodic line in the Violin.

Musical score for Violin, Viola, Violoncello, and Contrabass, measures 7-13. The score is in 4/4 time. The Violin part starts with a treble clef and a key signature of one flat. The Viola, Violoncello, and Contrabass parts start with a bass clef and a key signature of one flat. The music consists of a steady eighth-note accompaniment in the lower strings and a melodic line in the Violin. A red dot is visible on the Violin staff in measure 10.

Musical score for Violin, Viola, Violoncello, and Contrabass, measures 14-17. The score is in 4/4 time. The Violin part starts with a treble clef and a key signature of one flat. The Viola, Violoncello, and Contrabass parts start with a bass clef and a key signature of one flat. The music consists of a steady eighth-note accompaniment in the lower strings and a melodic line in the Violin. The score ends with a double bar line in measure 17.

OPEN-STRINGS PIZZICATO

CALL-AND-RESPONSE

Open D and A (Examples)

Musical score for 'Open D and A (Examples)'. It consists of four staves (Treble and Bass clefs) and is divided into four measures. Each measure is labeled 'Teacher' or 'Students'. The notes are: Measure 1 (Teacher: G4, A4, B4, C5; Students: G4, A4, B4, C5); Measure 2 (Teacher: G4, A4, B4, C5; Students: G4, A4, B4, C5); Measure 3 (Teacher: G4, A4, B4, C5; Students: G4, A4, B4, C5); Measure 4 (Teacher: G4, A4, B4, C5; Students: G4, A4, B4, C5).

Musical score for 'Open D and A (Examples)' starting at measure 5. It consists of four staves (Treble and Bass clefs) and is divided into four measures. Each measure is labeled 'Teacher' or 'Students'. The notes are: Measure 5 (Teacher: G4, A4, B4, C5; Students: G4, A4, B4, C5); Measure 6 (Teacher: G4, A4, B4, C5; Students: G4, A4, B4, C5); Measure 7 (Teacher: G4, A4, B4, C5; Students: G4, A4, B4, C5); Measure 8 (Teacher: G4, A4, B4, C5; Students: G4, A4, B4, C5).

Open D and A with rhythms (Examples)

Musical score for 'Open D and A with rhythms (Examples)'. It consists of four staves (Treble and Bass clefs) and is divided into four measures. Each measure is labeled 'Teacher' or 'Students'. The notes are: Measure 1 (Teacher: G4, A4, B4, C5; Students: G4, A4, B4, C5); Measure 2 (Teacher: G4, A4, B4, C5; Students: G4, A4, B4, C5); Measure 3 (Teacher: G4, A4, B4, C5; Students: G4, A4, B4, C5); Measure 4 (Teacher: G4, A4, B4, C5; Students: G4, A4, B4, C5).

OPEN-STRINGS PIZZICATO

No. 2 FROM ESSENTIAL ELEMENTS BOOK 1

Musical score for No. 2, Open-Strings Pizzicato. The score is written for four staves in 4/4 time with a key signature of two sharps (F# and C#). The notes are pink circles with 'D' written inside, indicating the open D string. The notes are placed on the second line of the treble clef and the second space of the bass clef. The piece consists of four measures, each ending with a fermata.

No. 3

Musical score for No. 3, Open-Strings Pizzicato. The score is written for four staves in 4/4 time with a key signature of two sharps (F# and C#). The notes are blue circles with 'A' written inside, indicating the open A string. The notes are placed on the first space of the treble clef and the first space of the bass clef. The piece consists of four measures, each ending with a fermata.

No. 4

Musical score for No. 4, featuring four staves. The key signature is two sharps (F# and C#). The first staff is in treble clef, and the other three are in bass clef. The notes are marked with 'D' (pink) and 'A' (blue). The piece consists of four measures. In the first measure, the treble staff has three notes (D4, D4, D4) and the bass staff has three notes (D3, D3, D3). In the second measure, the treble staff has three notes (A4, A4, A4) and the bass staff has three notes (A3, A3, A3). In the third measure, the treble staff has three notes (D4, D4, D4) and the bass staff has three notes (D3, D3, D3). In the fourth measure, the treble staff has three notes (D4, D4, D4) and the bass staff has three notes (D3, D3, D3).

No. 5

Musical score for No. 5, featuring four staves. The key signature is two sharps (F# and C#). The first staff is in treble clef, and the other three are in bass clef. The notes are marked with 'D' (pink) and 'A' (blue). The piece consists of four measures. In the first measure, the treble staff has three notes (D4, D4, D4) and the bass staff has three notes (D3, D3, D3). In the second measure, the treble staff has three notes (A4, A4, A4) and the bass staff has three notes (A3, A3, A3). In the third measure, the treble staff has three notes (D4, D4, D4) and the bass staff has three notes (D3, D3, D3). In the fourth measure, the treble staff has three notes (D4, D4, D4) and the bass staff has three notes (D3, D3, D3).

No. 7

Musical score for No. 7, featuring four staves. The key signature is two sharps (F# and C#). The score is written in a 4/4 time signature. The first two staves are in treble clef, and the last two are in bass clef. The notes are marked with 'D' (pink) and 'A' (blue). The piece consists of four measures, each containing a whole note. The notes are: Measure 1: D4, A4, D4, A4; Measure 2: A4, D4, A4, D4; Measure 3: D4, A4, D4, A4; Measure 4: D4, D4, D4, D4.

No. 8

Musical score for No. 8, featuring four staves. The key signature is two sharps (F# and C#). The score is written in a 4/4 time signature. The first two staves are in treble clef, and the last two are in bass clef. The notes are marked with 'D' (pink) and 'A' (blue). The piece consists of four measures, each containing a whole note. The notes are: Measure 1: D4, D4, D4, D4; Measure 2: A4, A4, A4, A4; Measure 3: D4, A4, D4, A4; Measure 4: D4, A4, D4, A4.

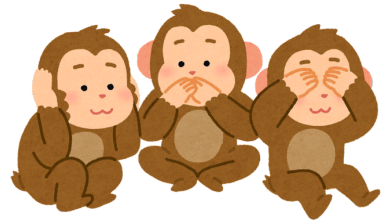
No. 9

The musical score for No. 9 consists of four staves. The first two staves are in treble clef, and the last two are in bass clef. The key signature is two sharps (F# and C#), and the time signature is 3/4. The music is organized into four measures. Notes are marked with 'A' in blue circles and 'D' in pink circles. The first measure contains notes D4, A4, and D5. The second measure contains notes A4, A4, and D5. The third measure contains notes A4, D5, and D5. The fourth measure contains notes D5, A4, and D5. The piece concludes with a double bar line and repeat dots.



Monkey Song

(Call-and-Response)



Teacher

Violin

Viola

Violoncello

Contrabass

6

Teacher

Vln.

Vla.

Vc.

Cb.

12

Teacher

Vln.

Vla.

Vc.

Cb.

MUSIC SEED GAME

Materials Needed

- Nil

Objectives

The learner will be able to:

- Engage in an educational activity that combines music, movement, and creativity, allowing them to have fun while learning about growth and nature, as well as using their bodies to explore and experience different musical elements.

Formation

- Arrange students in a spacious area where they have enough room to move freely.
- Play a variety of music tracks, ranging from soft and calming to upbeat and energetic.

Gameplay

1. Starting as Seeds: At the beginning of the game, instruct the students to crouch down on the ground, curling their bodies into a small ball, representing seeds. They should remain quiet and still, listening for the music to begin.
2. Growing Phase: When the music starts, students will begin to "grow" by slowly and creatively moving their bodies upward, gradually stretching and expanding as if they are plants sprouting from the ground. They can use their arms to mimic branches and leaves, and their movements can vary according to the rhythm and style of the music.
3. Different Stages of Growth: As the music changes, the teacher can call out different stages of growth (e.g., "Now you're a young plant!" or "You're blooming!"), prompting students to adjust their movements accordingly. For instance, they might sway gently for a young plant, or spin and twirl for a blooming flower.
4. Free Movement: In some parts of the game, allow students to move freely around the space, interacting with each other as plants, while still embodying the essence of growth and nature. They can create a garden by gathering in groups or performing synchronized movements. They also need to respond according to musical elements such as dynamics and articulations.
5. Ending the Game: When the music stops, students must freeze in their current "plant" position. The teacher can then discuss the different types of plants they represented and how each one contributes to the ecosystem.

Reference Videos



SEVEN JUMPS

Materials Needed

- Nil

Objectives

The learner will be able to:

- Learn counting, rhythm, coordination, and teamwork through the engaging and interactive elements of the song "Seven Jumps."

Formation

- Arrange students in a circle

Soundtrack



Spotify - Shenanigans



YouTube - Shenanigans

Movement



YouTube - Seven Jumps - Kids Dance Movement Video



YouTube - Seven Jumps Dance for Early Elementary

TREPAK DANCE

Materials Needed

- Nil

Objectives

The learner will be able to:

- Learn rhythm and movement through the lively and energetic elements of the classical song "Trepak Dance."

Formation

- Arrange students in a circle

Song Name

- Tchaikovsky: The Nutcracker - Trepak

Soundtrack



Spotify - Tchaikovsky: The Nutcracker - Trepak (Russian Dance)



YouTube - Tchaikovsky Nutcracker Suite - Russian Dance Trepak



TREPAK DANCE

Movement



YouTube - Trepak Song

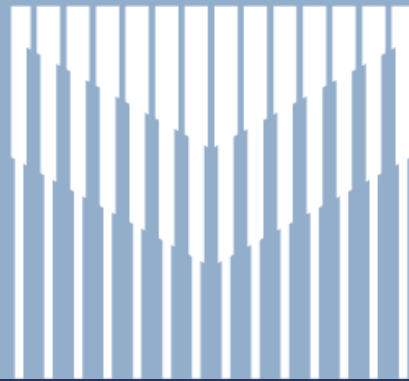


YouTube - Trepak - Form through movement



YouTube - Fun Nutcracker Trepak Russian Dance Creative Movement Activity for Elementary Music and Upper Grades





MUS