

HKBU 香港浸會大學音樂學院

ACADEMY OF **MUSIC**

Continuous Music Training

CELLO 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:
d - F#

Double Bass:
d - b

SINGING REPRETOIRE

Hot Cross Buns
Au Clair de la Lune
Who's Tapping at My Window
Rain Rain Go Away
Twinkle Twinkle Little Star
Hokey Pokey
Pom Pom Pom

TIME SIGNATURE

4 / 4

PLAYING REPRETOIRE

Hot Cross Buns
Au Clair de la Lune
Twinkle Twinkle Little Star (Theme and Var. A)
Monkey Song
Pop Goes the Weasel
Open String Blues
Eine Kleine Nachtmusik

TECHNIQUES

General Instrument Posture

Posture Jam
Rest and Playing Positions

Left Hand

Finger Tapping

Pizzicato

Open Strings
Call-and-Response
The Shuttle
Flying Pizzicato

Bow hold on stick/ bow movements

Bow Bunny
Up like a Rocket
Air bow

MUSIC APPRECIATION: TCHAIKOVSKY

- Trepak from the Nutcracker
- Waltz from the Nutcracker
- Pizzicato from Swan Lake
- Serenade for Strings Mvmt 2: Valse



***GROUP
CLASS***

WEEK 1 GROUP CLASS

LESSON OBJECTIVES

Students will be able to:

1. Understand parts of the string instrument
2. Understand beat and patterns using “Ta” and “Ti-ti” and high/low pitches
3. Recognise instrument hand and bow hand

REPERTOIRE

1. High Head/Low Feet (chant/sing)
2. Rain Rain Go Away (sing)

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
Enter and Focus	<ul style="list-style-type: none"> Go around the semi-circle, introduce name and a given prompt (ie. favorite snack or color) Have “Trepak” (Link) / other Tchaikovsky music in background <ul style="list-style-type: none"> Ask the students to tap the pulse of the music Define beat or pulse 	
Understand parts of the string instrument	<ul style="list-style-type: none"> Introduction to the instrument looking at teacher’s instrument Parts of the String Instruments (teacher uses real instrument to show students) 	
Physically getting ready	<ul style="list-style-type: none"> Introduction to posture Colour-coded foot mat [New] 	
LESSON BODY	Instrument-based	~25-35 mins
Recognise instrument hand and bow hand	<ul style="list-style-type: none"> Identify instrument hand and bow hand 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 ring shape Encourage students to move gently with their 1st finger and pinky just like the ears of a bunny 	
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” for  Key Melody Concepts: High & Low <ul style="list-style-type: none"> High Head Low Feet 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 learn basic bow movements
3. Further develop the understanding of “ta” and “titi” and high/low pitches through solfege

REPERTOIRE

1. Rain Rain Go Away (sing)
2. Up Like a Rocket (sing)

TECHNIQUE FOCUS

RHYTHM

TONE

POSTURE

WEEK 2 GROUP CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
OPENING		
Enter and Focus	<ul style="list-style-type: none"> Go around the semi-circle, review names and a given prompt (ie. favorite snack or color) Have “Trepak” (Link) / other Tchaikovsky music in background <ul style="list-style-type: none"> Ask the students to tap the pulse of the music Ask students what they remember about beat or pulse 	~20-25 mins
Warm up activities	<ul style="list-style-type: none"> Parts of the String Instruments Instrument hand-Bow hand Colour-coded foot mat 	
LESSON BODY		
Introduce basic set-up for playing position (or posture jam)	<ul style="list-style-type: none"> Stand tall in front of the chair with feet shoulder width apart Sway side to side with both feet on the ground Sit lightly on the edge of the chair Sway the body with flat feet and bent knees side to side Look up and hands out, relax hands to sides Stomp each foot and glue it flat to the ground Check to see that feet are in foot mat outline Rest hands on knees 	ATTACH TEACHING VID
Begin to develop bow hold and learn basic bow movements	<ul style="list-style-type: none"> Bow Bunny Up like a rocket [New] 	
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

WEEK 3 GROUP CLASS

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. Apply Rest Position separately on practice instrument

REPERTOIRE

1. Rain Rain Go Away (sing-first half)
2. Hot Cross Buns (sing)

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
Enter and Focus	<ul style="list-style-type: none"> Find seat and foot mat Listen to March from the Nutcracker (link) <ul style="list-style-type: none"> Have students tap the pulse Introduce Tchaikovsky and define what a composer is, share that trepak was also by the same composer 	
Warm up activities	<ul style="list-style-type: none"> Parts of the instrument (see Week 1) Colour-coded foot mat Instrument hand-bow hand Bow Bunny Up like a rocket 	
LESSON BODY	Instrument-based	
Perform rest and playing positions, focusing on posture	<ul style="list-style-type: none"> Introduce Practice Instrument including endpin Mark chair legs and endpin on student foot mat Introduce Rest Position 	
Basic set-up for Playing position with Practice Instrument (or posture jam)	<ul style="list-style-type: none"> Stand tall in front of the chair with feet shoulder width apart Sway side to side with both feet on the ground Sit lightly on the edge of the chair Sway the body with flat feet and bent knees side to side Look up and hands out, relax hands to sides Stomp each foot and glue it flat to the ground Rest hands on knees Teacher places the Practice Instrument between student's knees <ul style="list-style-type: none"> "Cello Check" - Have students extend arm holding practice instrument forward and then rest the instrument straight into the body Pack practice instruments away 	
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) 	VIDEO FOR PASS THE RHYTHM
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. Apply rest position and playing position with practice instrument
3. Develop understanding of posture of left arm and 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
Enter and Focus	<ul style="list-style-type: none"> Find seat and foot mat Listen to March from the Nutcracker (link) <ul style="list-style-type: none"> Have students tap the pulse Review Tchaikovsky and what a composer is 	
Warm up activities and check for understanding	<ul style="list-style-type: none"> Parts of the String Instruments Instrument hand-bow hand Colour-coded foot mat Bow Bunny Up like a rocket 	
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” 	
Demonstrate rhythm patterns consisting of “Ta-a”, “Ta”, “Ti-ti”, and (new) “Ti-ri-ti-ri”		
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"> Hold your cup - students hold a cup or a wayer bottle and examine curved left hand position, especially placement of thumb across from second finger With practice instrument (include endpin) apply rest position and playing position <ul style="list-style-type: none"> Stand tall in front of the chair with feet shoulder width apart Sway side to side with both feet on the ground Sit lightly on the edge of the chair “Cello Check” - Place cello out extending arm with instrument in front of you, bring it in between knees, wrap your hands around the instrument Some body movements in playing position (raise arms, move shoulders) Open the Door (left) - Extend left arm fully and fold in so that the left hand rests in first position with elbow up but shoulder relaxed Hold Your Cup pt. 2 - imagine holding a cup and putting it on fingerboard in first position The shuttle - Sliding back and forth from the bout to 1st position Finger tapping - introduce tapping fingers on finger board 	Practice instrument 
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. Understand the finger number in left hand
3. Develop basic bow arm movements

REPERTOIRE

1. Pop Goes the Weasel (level one - body movements)
2. Open Strings Blues (body movements echoing teacher playing)
3. Hot Cross Buns (sing)
4. 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
Enter and Focus	<ul style="list-style-type: none"> Find seat and foot mat Listen to Swan Lake Pizzicato (link) <ul style="list-style-type: none"> Have students tap the pulse Define pizzicato 	
Review and build	<ul style="list-style-type: none"> Musicianship: Choral and rhythm games Pop Goes the Weasel - Level 1 <ul style="list-style-type: none"> Jump and/or Clap on "Pop" Key Melody Concepts: <ul style="list-style-type: none"> Open Strings Blues <ul style="list-style-type: none"> teacher plays, students respond with body movements learned last week Solfège and sing: <ul style="list-style-type: none"> Hot Cross Buns Au Clair de la Lune (m-r-d) 	
	<ul style="list-style-type: none"> Review week 1-4 warm up activities (optional) 	
LESSON BODY	Instrument-based	~30-35 mins
Demonstrate transition between rest and playing posture, focusing on posture, establishing understanding of LH/RH	<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 Hold Your Cup Open the Door The shuttle - Sliding back and forth from the bout to 1st position Put your hand 	Practice instrument
	<ul style="list-style-type: none"> Identify each finger number name on left hand Finger tapping on the Practice instrument different rhythmic patterns in call-and-response 	
	<ul style="list-style-type: none"> Swing the right arm in front of the right thigh <ul style="list-style-type: none"> check for and model tension and relaxation 	
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 left hand pizzicato technique and left hand dexterity

REPERTOIRE

1. Pop Goes the Weasel (Level 3 with left hand pizz)
2. Open Strings Blues (play with left hand pizz)

TECHNIQUE FOCUS

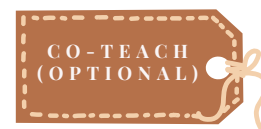
TONE

POSTURE

BREATHING

WEEK 6 GROUP CLASS

Suggested Lesson Plan (in any order)



Purpose	Content	Remarks
OPENING	Greet and Review	~15 mins
Enter and Focus	<ul style="list-style-type: none"> Find seat and foot mat Listen to Swan Lake Pizzicato (link) <ul style="list-style-type: none"> Have students tap the pulse Have students define pizzicato, tell them they will learn to do it today 	
Review routines on posture and hand positions	<ul style="list-style-type: none"> Colour-coded foot mat Posture Jam Put your hand 	
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 Cello 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 can be done by carrying 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 Adjust endpin Cello Check Practice transition from Rest Position to Playing position 	
Develop pizzicato technique	<ul style="list-style-type: none"> Open the door, hold your cup, the shuttle Introduce high dot? Intro to pizzicato left hand: <ul style="list-style-type: none"> Pop goes the weasel (level 3 - pizz on pop) Open Strings Blues (level 2 - pizz open strings) 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) 	
Develop left hand dexterity		
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

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
Enter and Focus	<ul style="list-style-type: none"> Find seat and foot mat Have “Swan Lake Suite” (Link) / other Tchaikovsky music in background <ul style="list-style-type: none"> Invite the students to share their feelings towards the music 	
Create 4-beat rhythm patterns consisting of “Ta-a”, “Ta”, “Ti-ti”, “Ti-ri-ti-ri”, and (new) “Sh”	<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 	
Sing a D Major Scale with Kodály solfege hand signs, accessing their head voice	<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
Introduce the REAL instrument (CONTD)	<ul style="list-style-type: none"> Unpack the real instrument <ul style="list-style-type: none"> Mark endpin on foot mat Practice transition from Rest Position to Playing position 	
Demonstrate Finger Patterns	<ul style="list-style-type: none"> Open the door, hold your cup, the shuttle Left hand pizzicato open strings <ul style="list-style-type: none"> Pop goes the weasel (level 3) Open Strings Blues (level 2) Finger Tapping on the instrument <ul style="list-style-type: none"> Review finger numbers Introduce pattern 0-1-3-4 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 left hand 	
CLOSING	Tidy up the supplies and dismissal	~5-10 mins

LESSON OBJECTIVES

Students will be able to:

1. Demonstrate through call and response 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. Develop 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		
Enter and Focus	<ul style="list-style-type: none"> Find seat and foot mat Have “Swan Lake Suite” (Link) / other Tchaikovsky music in background <ul style="list-style-type: none"> Invite the students to share what they think the story of Swan Lake is about 	~15 mins
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 	
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 The shuttle, open the door, hold your cup Finger taps 	
LESSON BODY II		
Correct bow hold and bow control away from the instrument (bow only)	<ul style="list-style-type: none"> Put down the instrument and learn the parts of the bow <ul style="list-style-type: none"> Take bow apart (unscrew pin) Talk about playing tension and packing up tension 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) Spider crawling (Challenge) 	~40 mins
Combine left hand fingers and right hand for pizzicato	<ul style="list-style-type: none"> Left hand pizzicato with instrument <ul style="list-style-type: none"> Pop goes the weasel (level 3) Open Strings Blues (level 3) Finger tapping on the instrument (Hot Cross Buns) Right hand pizzicato <ul style="list-style-type: none"> Flying pizzicato <ul style="list-style-type: none"> 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) with right hand pizzicato Open Strings Blues (level 3) with right hand pizzicato If time, 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. Demonstrate basic bowing skills on the body (including down and up bow)
2. Practice rhythmic patterns with bow including ti-ri-ti-ri stop stop
3. Combine left hand fingers and right hand for pizzicato

REPERTOIRE

1. Up Like a Rocket (singing)
2. Monkey Song (tapping)
3. Hot Cross Buns (tapping and playing)

TECHNIQUE FOCUS


TONE

ARTICULATION

PITCH

WEEK 9 GROUP CLASS

Suggested Lesson Plan (in any order)

Purpose	Content	Remarks
OPENING	REVIEW	~30-35 mins
Enter and Focus	<ul style="list-style-type: none"> Find seat and foot mat Have Tchaikovsky's Serenade for Strings Mvmt 2: Valse playing (link) <ul style="list-style-type: none"> Introduce the different members of the string family violin, viola, cello 	
Review two choral and rhythm games	<ul style="list-style-type: none"> Musicianship: review choral and rhythm games Call and response to practice the Kodály hand-signs and vocalization Key Rhythm Concepts : <ul style="list-style-type: none"> Review Semester 1 key rhythm concepts: Twinkle Var A, B rhythms 	
Review prepartion routines	<ul style="list-style-type: none"> Key Melody Concepts: Fa, Sol and La (Kodály hand sign) Solfège and sing: <ul style="list-style-type: none"> Rain Rain Go Away [WHOLE THING!] Twinkle Twinkle Little Star with body Solfège and/or finger numbers 	
Instrument Playing Preparation Routine	<ul style="list-style-type: none"> Unpack the instruments Posture Jam Rest Position to Playing position 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 Right Thigh 	
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 	
Finger tapping on the instrument	<ul style="list-style-type: none"> Hold Your Cup, Open the Door, The Shuttle Finger Tapping <ul style="list-style-type: none"> Monkey Song 	
Combine left hand fingers and right hand for pizzicato	<ul style="list-style-type: none"> Hot Cross Buns Au Clair de la Lune Pizzicato Hot Cross Buns combining left and right hand 	
CLOSING	Tidy up the supplies and dismissal	~5-10 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

PLAYING REPERTOIRE

1. Twinkle (sing)
2. Hot Cross Buns (pizz.)
3. Au Claire de la Lune (pizz.)
4. Monkey Song (bow only)
5. Twinkle A (air bow only)

TECHNIQUE FOCUS

WEEK 10-11 GROUP CLASS

Suggested Lesson Plan (in any order)



Purpose	Content	Remarks
OPENING	Review and reinforce	~20-25 mins
<p>Musicianship: Choral and rhythm games</p> <p>Review finger number</p> <p>Instrument Playing Preparation Routine</p>	<ul style="list-style-type: none"> Reinforcement Activities: <ul style="list-style-type: none"> Review previous key rhythm concepts Call and response to practice the Kodály hand-signs and vocalization Twinkle with body Solfège/ finger numbers/ finger matching Unpack the instruments Posture Jam Rest Position to Playing position Left Pinky Pizz. on Open A String Bow Bunny & Up like a rocket Air Bow Movements 	
LESSON BODY	Instrument-based	~20-25 mins
<p>Build up endurance in playing their instruments</p> <p>Understand how to carry themselves in a performance</p> <p>Exhibit audience etiquette</p>	<ul style="list-style-type: none"> Finger tapping on the instrument <ul style="list-style-type: none"> Baseline: (Hot Cross Buns) Advanced: (Au Clair de la Lune) Pizzicato Hot Cross Buns Bow on the body Review on the singing repertoire Review on the playing repertoire <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

***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
<p>Musicianship: Choral and rhythm games</p>	<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) 	
<p>Practicing difference between bow and instrument hand</p>	<ul style="list-style-type: none"> Put Your Hand Instrument hand/bow hand Bow Bunny 	
LESSON BODY		~30-40 mins
SINGING & DANCING		
<p>Establish understanding of left hand and right hand</p>	<ul style="list-style-type: none"> Hokey Pokey 	
MOVEMENT & EURHYTHMICS		
<p>Establish the Beat with Body Percussion [New]</p>	<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
<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 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 <hr/> <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 <hr/> <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. <hr/> <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. <hr/> <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		~30-40 mins
SINGING & DANCING		
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

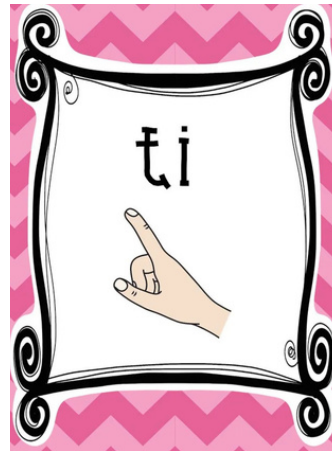
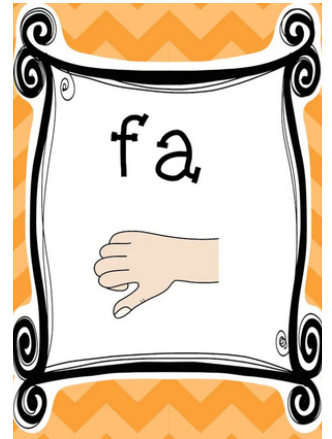
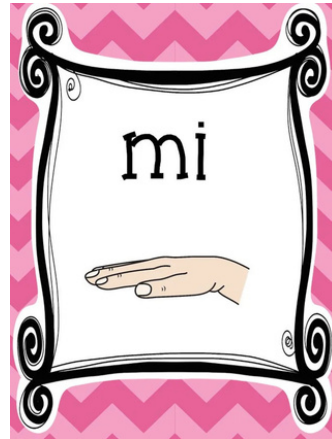
1. Seven Jumps
2. Who's That Tapping at My Window
3. Seed Game
4. Pass the Rhythm

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

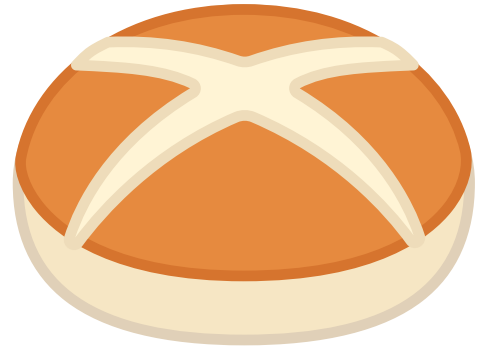
Objectives

The learner will be able to:

- Learn d-r-m with Kodály Solfège.

Formation

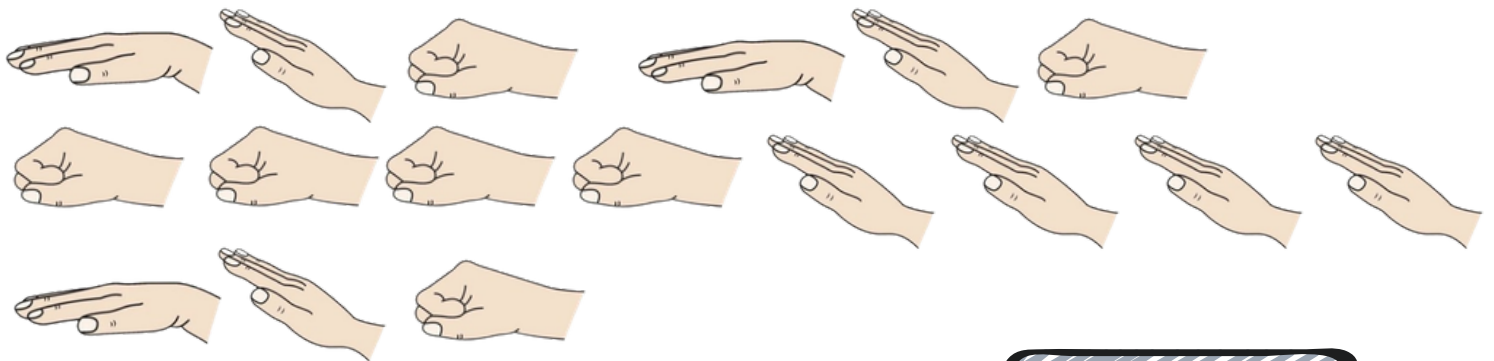
- Students sit in a circle.





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.

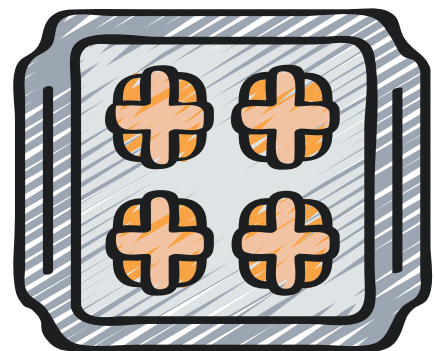
Hand sign



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

OPEN THE DOOR (LEFT)

Materials Needed

- None

Objectives

The learner will be able to:

- prepare left arm with elbow up and shoulder relaxed

Formation

- Students seated with practice or real instrument

Directions

- Have students extend their arm fully and fold arm in keeping elbow up and shoulder relaxed. Left hand should land in curved “cup position” in first position on any string (no string if on practice instrument)

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

Direction

- Keeping a curved cup position on hand students brush or “shuttle” hand up and down each string of their instrument (or fingerboard of practice instrument) keeping appropriate shoulder and elbow level throughout the movement

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

HOLD YOUR CUP

Materials Needed

- Cups or water bottles (can use imaginary if necessary)

Objectives

The learner will be able to:

- understand the musculature of the left hand
- understand the c-shaped left hand position for playing cello

Formation

- Students standing or sitting

Directions

- Students hold a cup or water bottle and examine where each of their fingers are
- Teacher brings attention to location of thumb and what finger it is across from (second finger)
- Students take water bottle away but keep curved position
- For students struggling and putting thumb behind first finger ask them to hold a water bottle with their thumb across from their first finger, explain why this is difficult based on the muscles of the hand

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

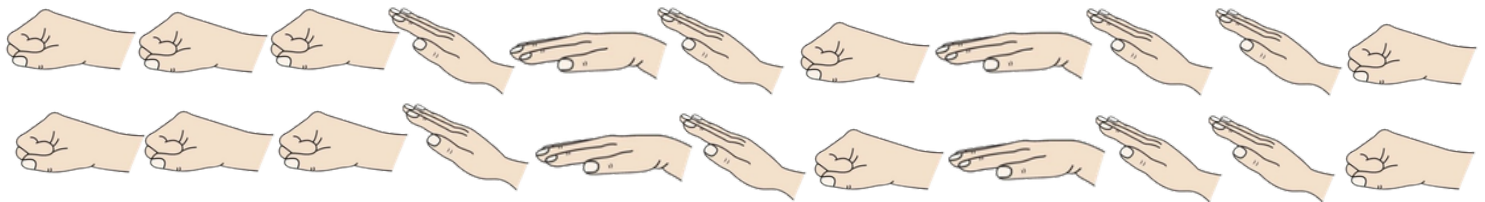
- Students sit in a circle.



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

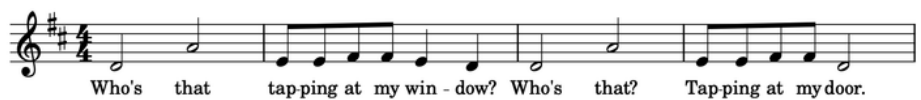
The learner will be able to:

- Learn s-m-r-d with Kodály solfege.

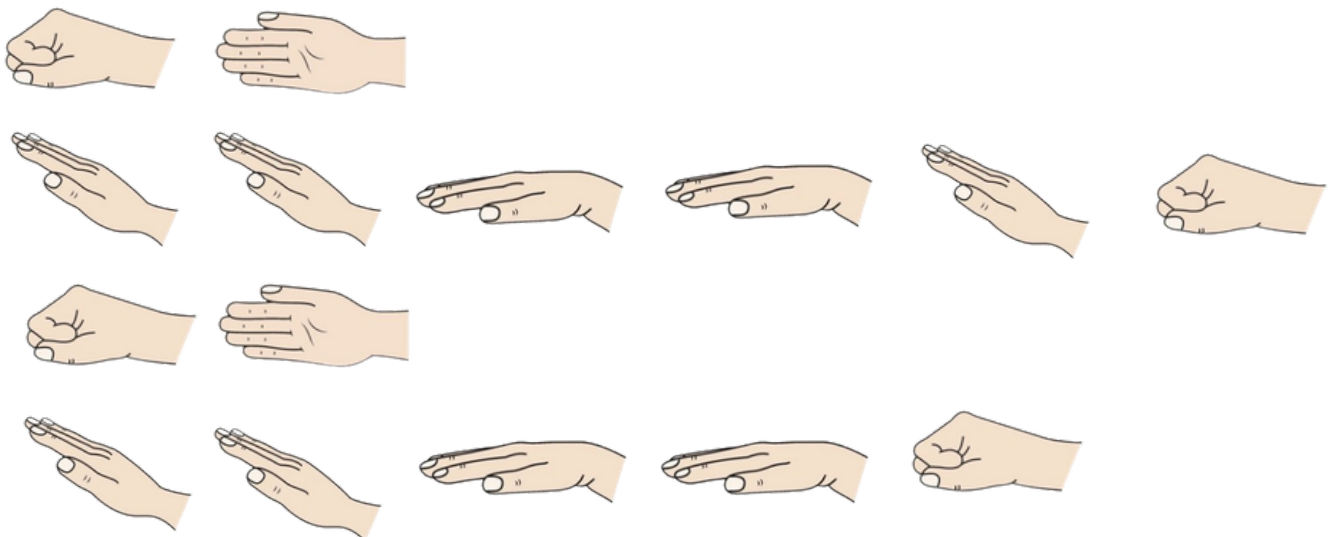
Formation

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

Sheet Music & Solfege



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

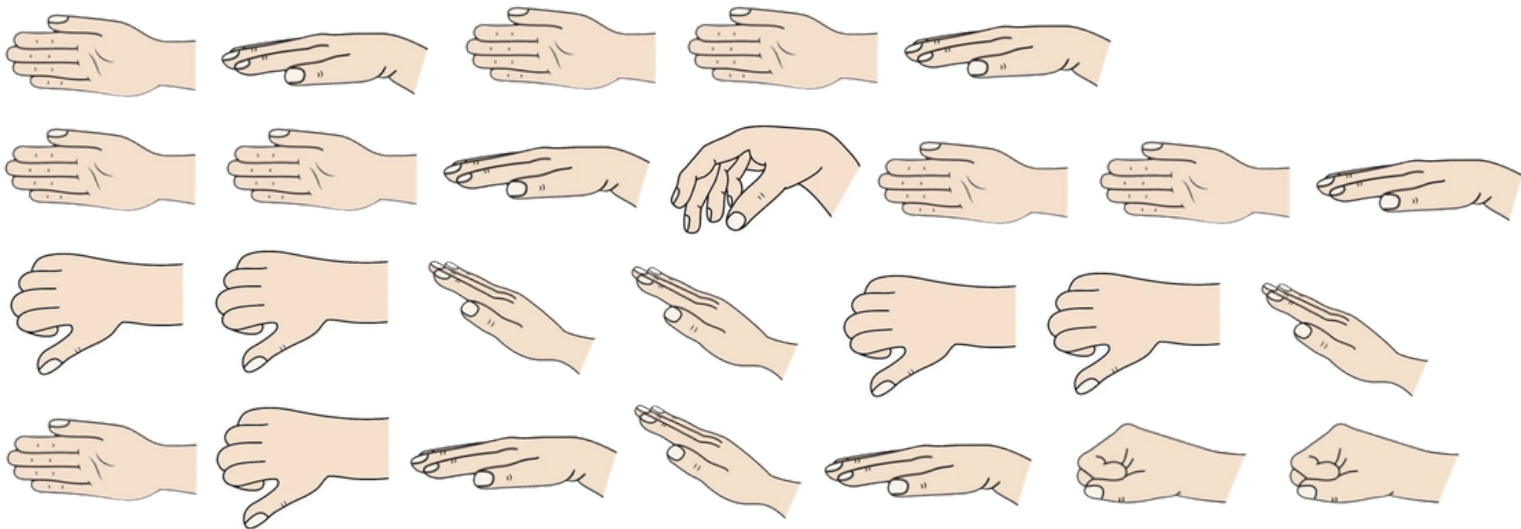


Sheet Music & Solfège

Rain Rain Go Away

Rain, rain, go a - way, s come a - gain an - o - ther day,
³
 lit - tle chil - dren want to play, s rain, rain, go a - way

Hand Sign



Notes:

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



BUBBLE SONG



Objectives:

1. Accuracy in pitch when singing in call-and-response
2. Coordinate body movements and breath

Suggested Teaching Sequence:

1. Everyone gathers around a circle
2. Instructor sings the whole piece a few times
3. Invites students to join them
4. When they are ready, get students to start as a very small ball and gradually grow bigger as the song goes
5. When students are comfortable doing this individually, they can do it in pairs/trio/small groups, etc.
6. Instructors can play with the tempo and get students to be sensitive to the cues of the Instructor



Reference Videos



YouTube - 13:37

CIRCLE DANCE

Materials Needed

- Pre-set footmats in a circle for the students to stand on

Objectives

The learner will be able to:

- Participate in a class in a circle format
- Move in beat to music according to the dance steps

Formation

- Everyone in class holds hands and forms a large circle

Choreography

1. Walk right for 16 steps
2. Walk left for 16 steps
3. Jump-jump, clap-clap (4 times)
4. Walk forward 4 steps, walk backwards 4 steps (2 times)

Remarks

- Students should learn step 1 in the first class, and new steps should be added each day, so that the dance can be performed in its entirety on day 4.
- Students can dance to a selection of pieces in 4/4 (teacher's choice)
- Music with moderate tempo is recommended

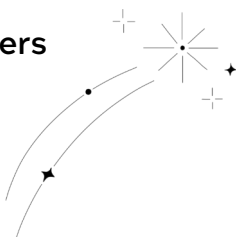




TWINKLE TWINKLE LITTLE STAR

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

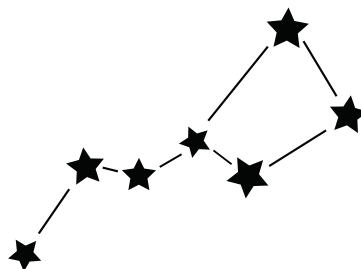


Music Score

Twinkle Twinkle Little Star (Variation A)

The musical score is written on a single treble clef staff in G major (one sharp) and 4/4 time. It consists of six lines of music, each starting with a measure number: 1, 3, 5, 7, 9, and 11. The melody is a simple, repetitive sequence of eighth and quarter notes.

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

HOKEY POKEY

Materials Needed

- Nil

Objectives

The learner will be able to:

- Enhance the sense of sidedness and body coordination

Formation

- Students stand in a circle (with footmats)

Gameplay

- Students put different parts of the body in the circle according to the lyrics

Lyrics

You put your instrument hand in, you put your instrument hand out
(put left hand in the circle then take it out)

You put your instrument hand in, and you shake it all about.
(put left hand in and shake it)

You do the hokey pokey and you turn yourself around,
(poke air with pointer fingers and and turn around)

That's what it's all about!
(clap the rhythm)

*1 Change 'instrument hand' to 'cello hand', 'viola hand', etc. for group classes

*2 Change to 'bow hand', 'violin foot', 'bow foot', 'bent thumb', 'rock hand', 'floppy hand', 'one finger', 'two fingers' etc. as suited

Reference Video

HEAD SHOULDERS KNEES AND TOES

Materials Needed

- Nil

Objectives

The learner will be able to:

- Enhance the sense of sidedness and body coordination

Formation

- Students stand in a circle (with footmats)

Gameplay

- Students put different parts of the body in the circle according to the lyrics

Lyrics

Head, shoulders, knees and toes, knees and toes

Head, shoulders, knees and toes, knees and toes

Eyes and ears and mouth and knows

Head, shoulders, knees and toes, knees and toes

Can change to different parts of the instrument:

Scroll, finger board and bridge, board and bridge

Scroll, finger board and bridge, board and bridge

Pegs and nut and bout and bout

Scroll, finger board and bridge, board and bridge

Reference Video

POM POM POM

Materials Needed

- Nil

Objectives

The learner will be able to:

- Learn the finger numbers
- Work on finger dexterity

Formation

- Students stand in a circle (with footmats) and hands flat together in front of them

Gameplay

- Students manipulate fingers according to lyrics

Lyrics

Pom, pom, pom (tap thumb)

Quem sera? (tap fourth)

Dona Maraquena (tap first)

Pon entrar (tap tap third)

Ole ole ole, ole ole ola (fold second fingers down and switch order with each ole)

Ole ole ole, ole ole olaaaaa (same as above but on last olaaa, twist hand and wiggle second fingers over knuckles)

Can also change to:

Thumb, thumb, thumb

Fourth, fourth, fourth

First, first, first,

Third, third, third

Ole ole ole, ole ole ola

Ole ole ole, ole ole olaaaaa

Reference Video

COLOUR-CODED FOOT MAT

Materials Needed

- Colour feet foot mat

Objectives

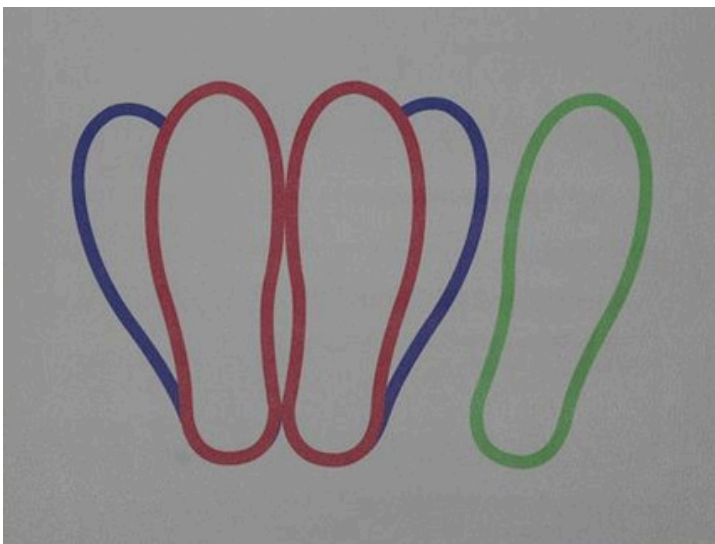
The learner will be able to:

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

Formation

- Arrange students to stand in a line

How to use

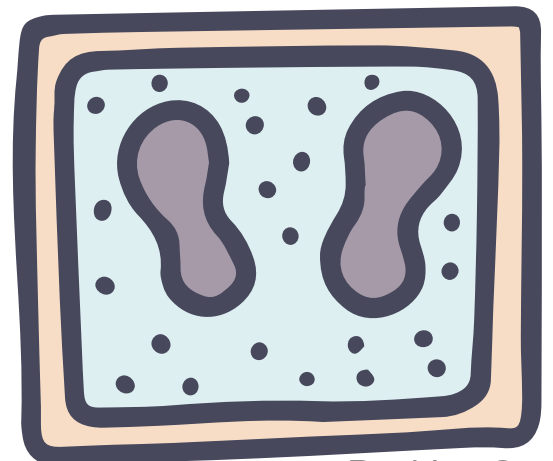


Red feet: Resting feet

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

- Revision

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

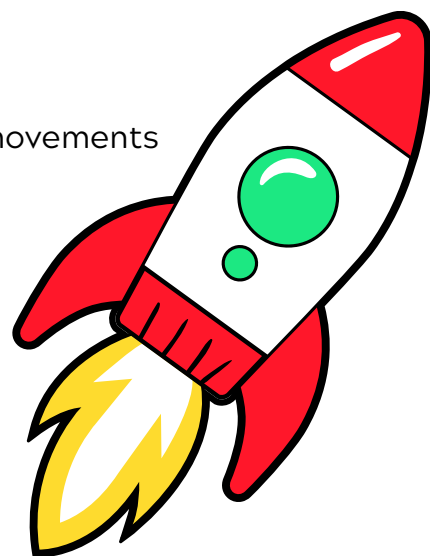
The learner will be able to:

- 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

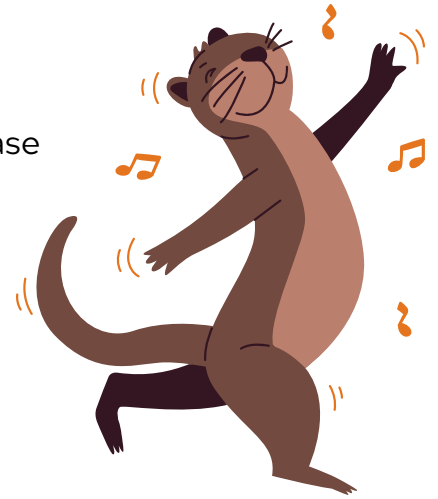
Level 1: Clap or jump on the pops

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 or 4 only)

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.

6 Clap/Pizz. Fine

10

14 Clap/Pizz. D.C. al Fine

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 parts and a melodic line in the Violin part.

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 parts and a melodic line in the Violin part. A red dot is visible on the Violin staff in measure 10.

Musical score for Violin, Viola, Violoncello, and Contrabass, measures 14-18. 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 parts and a melodic line in the Violin part. The Violin part ends with a fermata in measure 18.

OPEN-STRINGS PIZZICATO

CALL-AND-RESPONSE

Open D and A (Examples)

Musical score for 'Open D and A (Examples)'. It consists of four systems of staves, each system containing four staves. The first two staves in each system are labeled 'Teacher' and the last two are labeled 'Students'. The key signature is one sharp (F#) and the time signature is 4/4. The notes are: Teacher (G4, A4, B4, C5), Students (G4, A4, B4, C5), Teacher (G4, A4, B4, C5), Students (G4, A4, B4, C5).

Musical score for 'Open D and A (Examples)'. It consists of four systems of staves, each system containing four staves. The first two staves in each system are labeled 'Teacher' and the last two are labeled 'Students'. The key signature is one sharp (F#) and the time signature is 4/4. The notes are: Teacher (G4, A4, B4, C5), Students (G4, A4, B4, C5), 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 systems of staves, each system containing four staves. The first two staves in each system are labeled 'Teacher' and the last two are labeled 'Students'. The key signature is one sharp (F#) and the time signature is 4/4. The notes are: Teacher (G4, A4, B4, C5), Students (G4, A4, B4, C5), Teacher (G4, A4, B4, C5), Students (G4, A4, B4, C5).

OPEN-STRINGS PIZZICATO

No. 2 FROM ESSENTIAL ELEMENTS BOOK 1

No. 3

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, D4). 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, D4). In the second measure, the treble staff has two notes (D4, A4) and the bass staff has two notes (D3, A3). In the third measure, the treble staff has two notes (D4, A4) and the bass staff has two notes (D3, A3). In the fourth measure, the treble staff has two notes (D4, A4) and the bass staff has two notes (D3, A3).

No. 7

Musical score for No. 7, 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, each containing a whole note. The notes are: Measure 1 (D, A, D, A), Measure 2 (A, D, A, D), Measure 3 (D, A, D, A), and Measure 4 (D, D, D, D).

No. 8

Musical score for No. 8, 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, each containing a whole note. The notes are: Measure 1 (D, D), Measure 2 (A, A), Measure 3 (D, A), and Measure 4 (D, D). The piece ends with a double bar line and repeat dots.

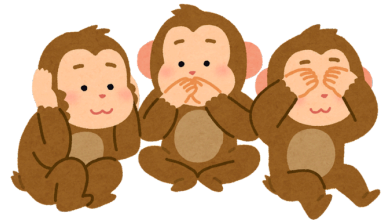
No. 9

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. Each measure ends 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

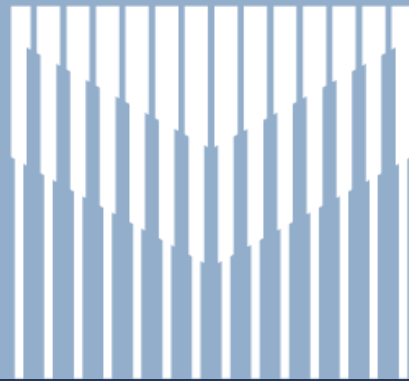


YouTube - Trepak - Form through movement



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





MUS