



SOUND ARTS

MUSIC

YEARS 4-10

lessons at the click of a mouse

STARTING A CLASSROOM BAND

LESSON FOUR: BRING ON THE BAND

TEACHER INTRODUCTION

In this lesson we re-use the melody part of chart one but add the sounds of tuned and untuned percussion instruments to add a richer timbre (flavour or tone colour) of sound and introduce the concept of a classroom band to the students.

BEFORE THE LESSON

- Have chart one music on display.
- Have recorder fingering diagrams G, A and B on display.
- Have rhythmic grid examples from previous lessons on display.

ACTIVITY ONE: WARMING UP

- Complete several 3 and 4 part, *clap,slap,stamp* grids.
- Complete several rhythmic examples without missing a beat using both counting and French time names.
- Divide into groups, distribute percussion instruments and complete *clap,slap,stamp* grids with added percussion.

ACTIVITY TWO: REVISING WHAT WE KNOW

- Using the recorder diagrams for reference, revise the fingering of G, A and B on the recorder, **eg**
 - *show me the note G*
 - *show me the note A ...*
- Have rest to ready practice.
- Practice mouthing gently DOOH and feel the small amount of air necessary to produce good tone.
- All students at the ready position. Teacher checks that left hand is at the top, right hand is at the bottom and right hand thumb is half way down under the recorder for balance.
- Clap through chart one counting beats and/or French time names.
- Silent finger through chart one melody with students saying note names and changing fingers appropriately.
- Play through the melody line of chart one several times. Remind students of good tone. Try different arrangements.

ACTIVITY THREE: MAKING A BAND

The following instruments commonly found in schools should be added to the recorders to form the beginnings of your classroom band. The first examples are tuned percussion – instruments which are struck with beaters but make an actual note.

GLOCKENSPIELS (These have narrow metal notes – often removable. If some students are having difficulty, remove all notes except the G, A and B required for chart one.

METALLOPHONES (These have wide metal bars, are much bigger than a 'glock' and can come in several sizes. They are normally played with soft rubber or cloth covered beaters.

XYLOPHONES (These come in many sizes but the bars are made of wood. A xylophone is normally played with a rubber beater although a brittle sound can be made by playing them with wooden beaters).

CHIME BARS (These can be used to simulate a metallophone sound.

Add the following to your band:

1 Drum 1 Woodblock 1 Triangle 1 Tambourine

- Give out several tuned percussion and group them together (on desks) in one part of the room.
- Have tuned percussion players play through the G, A and B of Chart One several times. Recorder players can clap in time and say the names of the notes to help the percussionists. The percussion players will have to memorize the tune as it is very difficult to play the notes and read the music at the same time. If possible, remove all unwanted notes (notes they do not need to play) from the instrument.
- Now have tuned percussion and recorders play through the melody line together.
- Try the following band arrangement for recorders and tuned percussion:
 - *All recorders play through melody line once*
 - *All tuned percussion play through once*
 - *Four recorders and two tuned percussion play*
 - *All play through for a final time.*
- Give out four untuned percussion instruments. Try the arrangement again but add the untuned percussion to the first beat of every bar on the final play through.
- Challenge students to come up with different arrangements for the classroom band, **eg**
 - *small groups of tuned percussion and recorders only*
 - *a duet or solo player only*
 - *one tuned percussion and one recorder only*
 - *all play very softly*
 - *all play a normal (not loud) volume ...*