



Boomwhackers

Medium Term Plan

Year 1-6

Prior Knowledge:	No Prior knowledge is required for these sessions as they sit alongside the face to face piano and samba classes and reading music video series to work with pitch and introduce harmony.
New Knowledge:	Included within the program we highlight the Interrelated dimensions of music, how an orchestra works, reading and performing pitched notation (including crotchets and quavers), playing and performing a chord sequence and introducing compound time.

Year	Objective	Resources	Knowledge Coverage	Activities and Experiences to Further Develop Learning.	Key Vocabulary
1	WORKING WITH PITCH: To introduce boomwhackers and learn how to hold and play them. To learn how to work as an ensemble with boomwhackers and understand that each colour has a different pitch.	2x 30 minute classes	<ul style="list-style-type: none"> - How to hold and play boomwhackers. - Playing a rumble. - Recognising high and low pitch. - Playing a scale. - Starting and stopping together. - Composing rhythm using vocabulary. - Playing a rhythm in unison. 	Once complete you can work towards using the 3 parts of Rumble, Unison Rhythm and Call and Response to perform a piece. Finally you can work on moving freely between the sections without a predetermined form by just following the leaders cues.	Boomwhackers Rumble High Pitch Low Pitch Scale Unison Rhythm
2	WHAT IS AN ORCHESTRA: To learn “what is an orchestra?”, understand how they perform music, which instruments are used, how the sounds are grouped and the role of the conductor.	2x 30 minute classes	<ul style="list-style-type: none"> - What is an orchestra? -How are the different sounds in an orchestra organised? -How does an orchestra play together? -How do we follow a conductor? -Can we conduct our orchestra? 	Print out the Orchestra PDF for the class and watch the Rhythm Connections orchestral instruments video so children can answer the questions whilst watching. Listen to any orchestral music with the class and see if you can identify the sounds of instruments from the different orchestral sections. Strings, Woodwind, Brass, Percussion. Can you name some of the instruments in each section?	Orchestra Conductor Conducting Strings Woodwind Brass Percussion Baton

3	EXPLORING THE INTERRELATED DIMENSIONS OF MUSIC (IDM):	2x 30 minute classes	Working through the meanings and practical applications of the IDM's including: Rhythm, Pitch, Dynamics, Duration, Tempo, Texture, Form and Timbre.	Watch the video to further explore timbre..Listen to a variety of music as a class: can you discuss and comment on how the IDM shapes the sound and this affects the feeling of the music? I.e. It's slow with a low pitch and that creates a scary sound.	Rhythm, Pitch, Dynamics, Duration, Tempo, Timbre Texture, Loud, soft, short, long, fast, slow, thick thin.
4	Reading pitch: To work on a 2 part piece as a class, reading pitch and rhythm accurately with crotchets and quavers.	2x 30 minute classes	Reading pitched notation on the treble clef, including crotchets, pairs of quavers and the crotchet rest. Playing accurately reading both rhythm and pitch. Following the music throughout the piece. Understanding the AABA form.	Once you have completed the first piece you can move onto the more advanced second and third pieces to further develop the skills of reading pitch.	Crotchet Quaver Rest Pitch Form Rhythm Treble clef
5	Playing Chords: Working towards performing a three chord sequence as a class, each reading one of eight parts.	2x 30 minute classes	Chords, Triads, Arpeggio's. How a chord sequence works. Reading a piece of 8 parts with rhythm, pitch and harmony. Reading pitched notation accurately within simple rhythm cells.	To further develop this session you can move on to the next part and have half the class playing the chord sequence and half performing the melody.	Chords Triads Arpeggio
6	Compound time: Introducing and exploring Compound time.	2x 30 minute classes	Understanding the structure of compound time (groups of three). Performing triplets. learning and understanding how to count compound rhythms. Playing a five part compound time rhythm.	For further progression work on the Cuban Bembe rhythms with the boomwhackers as an example of compound rhythms in context.	Triplets compound time Bembe