

Classroom Instrumental Learning. Steel Pans. Skills, knowledge and understanding development– Nigel Rawse

External Agency: Derbyshire Music Partnership

Timescale:				
<p>Objectives</p> <p>Instrument Origins, names, construction, voices, application.</p> <p>Beat / Pulse Establish sense of beat and pulse through games, body percussion and music appreciation activities.</p> <p>Rhythm Establish difference between rhythm and pulse. Develop rhythm skills through ensemble work, musical games and discussion. Development of musical 'ear'.</p> <p>Direction Understand non-verbal communication when performing music, develop ability to follow direction and guidance through visual prompts.</p> <p>Focus / Concentration Emphasise importance of focus and concentration in music through ensemble activities, solo work, examples and musical games.</p> <p>Counting Understand phrasing, changes and structure of music through counting within music.</p> <p>Musicality Understanding musical terminology such as tempo, dynamics, pitch etc</p>	<p>Repertoire</p> <p>Written by instrument deliverer to address objectives. Dependent on class ability repertoire ranges from:</p> <ul style="list-style-type: none"> • Scales • Mango • I Got A Feeling • Solo Composition. • I'm a Believer 	<p>New vocabulary</p> <p>Understanding musical terminology such as:</p> <ul style="list-style-type: none"> • Crescendo • Ostinato • Cadence • Tempo • Rhythm • Pulse • Dynamics • Grace notes • Accents <p>Instrument specific vocabulary:</p> <p>Identification of origin and Caribbean links.</p>	<p>Musical Skills and Knowledge</p> <p>Performing:</p> <p>Performance Perform a small selection of percussion pieces by word association rhythm, call and answer, music reading.</p> <p>Singing: <i>Addressed in musical warm up activities, steel pan (en mass) is generally to loud for vocals to carry over the instruments.</i></p> <p>Note reading: Understand the basics of music reading using rhythm cards and Kodaly (koday) Ta Te-Te Tiki Tiki</p> <p>Listening: Listening Skills Develop ability to appreciate the content of music and, in some cases, extract</p>	<p>Resources</p> <p>Listening:</p> <p>Musical instrument video powerpoint</p> <ul style="list-style-type: none"> • Dance of the Knights • 4'33 • Maross – Big Country • Don Ellis – Open Wide. <p>Songbooks:</p> <p>Teach and play Steel Pan</p> <p>Steel Pan School Band.</p> <p>Tommy Igoe, Groove essentials (World).</p>

<p>Music reading Understand the basics of music reading using rhythm cards and Kodaly music reading methods.</p> <p>Music appreciation Identify a range of instruments used in popular pieces. Identify names, styles, emotions, and dynamics. Introduce 'non-expected' styles e.g. Don Ellis, John Cage. Try to make them think differently about music.</p> <p>Listening Skills Develop ability to appreciate the content of music and, in some cases, extract rhythms from existing pieces.</p> <p>Vocal Skills Establish basic pitch and ability to sing a scale. Further application to ensemble work (dependent on instrumentation).</p> <p>Performance Perform a small selection of percussion pieces by word association rhythm, call and answer, music reading.</p> <p>Fun / Encouragement Encourage music education and the fun / rewards of learning to play and instrument.</p>			<p>rhythms from existing pieces. Identify a range of instruments used and genre.</p> <p><i>Composing/Improvising:</i></p> <p>Students will be given opportunity and guidance to construct their own short solo / duet.</p>	
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