Session 5 High-Low-High

Teaching Points

- Singing: call/echo, call/response,
 2 parts (optional 3rd part)
- Playing: sticks, güiro rhythm sticks/egg shakers,
- Playing; ukulele chords C⁶, C, A⁷

Resources:

Groove 'n' Play CD Tracks 8-12

Sessions 4-6 PowerPoint

Sticks, güiro rhythm sticks/egg shakers ukuleles (optional rainstick, ocean drum)

Delivery Suggestions

Classroom Organisation

Class in ensemble playing positions.

Walk-In

Play CD Track 9, or music of a similar genre, on pupils' entry to the classroom. Encourage physical response to the music.

Warm Up

- Develop further rhythm patterns using body percussion (clap/tap/click etc.), for the children to echo/copy, CD Tracks 10, 11.
- Encourage pupil leaders to lead the rhythm activities, CD Tracks 10, 11.
- Recap animated crotchet patterns: beat 1, beats 1 & 2, beats 2 & 3, slides 5-7.
- Assign different rhythm patterns to each group to create a rhythm ensemble, CD Tracks 10, 11.

Singing

- Recap the concept of higher and lower pitches.
- Recap the call and echo sections of High-Low-High, Vocal Part 1 and Vocal Part 2, with and without CD Track 12.
- Rehearse the call and response section of High-Low-High in 2 parts (with optional 3rd part), with and without CD Track 12.

Playing

- Recap the hold, playing and rest positions for the ukulele.
- Recap C6 and C instrumental sections of High-Low-High, with and without CD Tracks 10, 11.
- Introduce A7 chord and rehearse in context of *High-Low-High* Instrumental 3, with and without CD Tracks 10, 11. (Assign separate groups to play individual chords if necessary).
- Recap the hold, playing and rest positions of the güiro rhythm sticks/egg shakers.
- Recap rhythm sticks, güiro rhythm sticks/egg shakers High-Low-High Instrumental 1/2
 CD Tracks 10, 11.

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- Introduce quaver rhythm pattern for sticks, güiro rhythm sticks/egg shakers,
- Rehearse *High-Low-High* Instrumental 3 (ukuleles and all percussion) CD Tracks 10, 11.

Singing and Playing

• Rehearse *High-Low-High* incorporating all vocal and instrumental sections, CD Track 8.

Top Tips

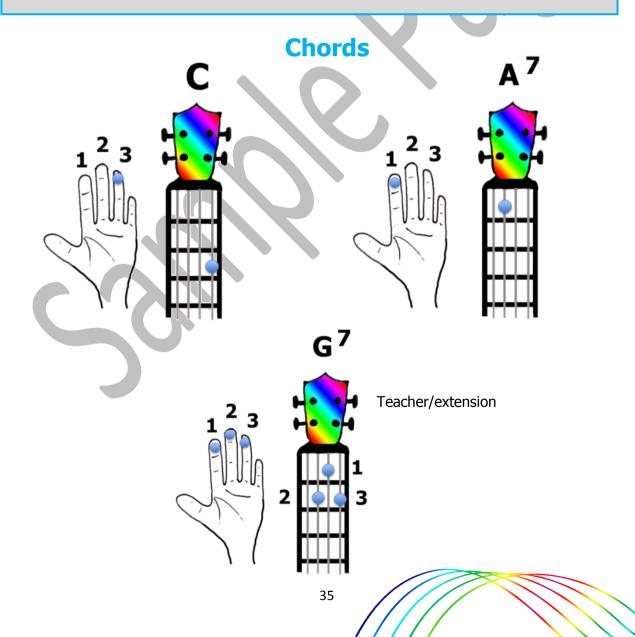
Ensure all activities are musically engaging.

Rehearse vocal lines separately to aid tuning then put the parts together.

Identify and encourage pupils to model the correct rhythmic and melodic lines.

Develop the role of group leaders.

Allocate guided practice time.



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Instrumental 3



