

Suggested Cycle Plan

Week	Melody	Rhythm	Harmony	Aural	Singing	Other
Week 15	<p>Sing all Major and Perfect intervals in a Major scale (page 19).</p> <p>Sing C, F and G Major scales in solfa and letter names.</p> <p>Sing and label the tones and semitones in a Major scale (page 12).</p>	<p>Revise rhythms learned in simple time signatures.</p> <p>Teach $\frac{6}{8}$ and compound time in Lesson 15.</p> <p>Aural Dictations in Lesson 15.</p>	<p>Sing all the triads in C Major scale (by singing the scale as a three part canon).</p> <p>Sing the Major triads found in a Major scale as on page 21.</p>	<p>Interval recognition work (Major and Perfect ascending only).</p> <p>Melodic dictation in semibreves on the staff.</p>	<p>Canon: "Oh How Lovely" (page 7)</p> <p>New canon: "Jubilate Deo" (taught by rote from 150 Rounds and Canons page 29)</p> <p>Canon 1 (from 24 Little Canons on the Black Keys page 4) Sing one part and clap the rhythm of the other.</p>	<p>Continue study of Baroque music and JS Bach's music in particular.</p> <p>Begin composition assignment: Compose a 16 bar melody (in simple time and F Major) using a Baroque style rhythmic pattern.</p>

Practice Activities

The following are some examples of different activities that can be used to practise the skills and concepts introduced in this text. Using a wide variety of activities allows students to continually practise and revise these skills without becoming bored with the repetition.

Rhythmic Practice Activities

- Conduct the beat as various rhythmic patterns are said or sung in rhythm names.
- Sing known songs with the words or rhythm names, while tapping the beat on one leg and the rhythm on the other. (An extension activity could be to swap legs on a signal from the teacher).
- Using body percussion in various rhythmic exercises and songs i.e. using the body to make different percussive sounds for the various rhythmic elements of a song. For example, quavers could be clapped, crotchets clicked etc.
- Echo clapping where the teacher claps a rhythm (using only elements known consciously by the students). The students are required to clap the rhythm back while saying the rhythm names. This is a form of instant rhythmic dictation.
- Echo clapping in canon. The teacher begins by clapping 2 beats of rhythm and continues to clap a rhythmic pattern. Students begin to clap what the teacher has clapped after listening for 2 beats. This will be in canon with the teacher. Students will have to listen as they clap to continue the canon once it has begun. Begin with just 4 beats of rhythm at a 2 beat canon and extend the number of beats until students can continue indefinitely. Saying the rhythm names will add to the difficulty of this task as well.
- Sing known songs in rhythm names, "hiding" various rhythms in your head. For example, sing the song out loud but use inner hearing for all the quavers.
- Rhythmic canon. Sing known songs with the words while clapping the rhythmic pattern in canon (after 2 or 4 beats). The rhythm of the song could be on the board to begin with. Begin with half the class clapping and half singing and progress to all students singing and clapping. As an extension, sing the rhythm names and clap in canon.