

# In The Groove

## by Joanna Mangona

An easy-to-learn song that demonstrates different styles of music

Please use the accompanying **Activity Manual** for in-depth guidance, knowledge and understanding.

## Unit Overview

This is a six-week Unit of Work. All the learning in this unit is focused around one song: In The Groove.

If you are using this Unit of Work as part of the **Scheme**, it has been placed in **KS1, Year 1/Ages 5-6** and is supported by Listen & Appraise documentation, One-page step-by-step / weekly Lesson Plans, and an Assessment Framework. To deliver your music lesson musically, it is very important that you follow the step-by-step planning that accompanies the on-screen resources.

If you are using this Unit of Work flexibly, you will have chosen it from the **Freestyle** options. You decide which age group it will best suit. The Freestyle approach is also supported by Full Lesson Plans, Flexible One-page step-by-step / weekly Lesson Plans, a Flexible Planning Grid and an Assessment Framework.

The Strands of Musical Learning in this Unit of Work relate to and progress towards the 'End of Key Stage Expectations (Musical Learning for the end of KS1, Year 2/Ages 6-7)' document (see supporting Assessment documentation). Your step-by-step learning focus will be the new musical activity or the strand of musical learning that needs particular attention from the previous step (see 'Introduction to Assessment'). The remainder of the activities within the lesson are ongoing skills.

Accompanying both approaches is the **Activity Manual**. This manual is a detailed teacher guide for all activities and will provide comprehensive support for all teachers.

## How this Unit is Organised

1. **Listen and Appraise** the song In The Groove and other songs in other styles:
  - How Blue Can You Get by B.B. King
  - Let The Bright Seraphim by Handel
  - Livin' La Vida Loca by Ricky Martin
  - Jai Ho by J.R. Rahman
  - Lord Of The Dance by Ronan Hardiman
  - Diggin' On James Brown by Tower Of Power

2. **Musical Activities** - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:
  - a. Warm-up Games (including vocal warm-ups)
  - b. Flexible Games (optional extension work)
  - c. Learn to Sing the Song( in 6 different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk)
  - d. Play Instruments with the Song
  - e. Improvise with the Song (and optional extension activities)
  - f. Compose with the Song
  
3. **Perform the Song** - perform and share your learning as you progress through the Unit of Work.

## Teaching and Learning Support for this unit:

Please use the accompanying **Activity Manual** for in-depth guidance, knowledge and understanding. There are detailed descriptions and support for each activity within each Unit of Work.

### Listen and Appraise

Each step has a Listen and Appraise document for your use with all the research and information that is needed to complete the tasks and activities you see on-screen.

The main unit song is In The Groove. All musical learning will happen around this song and you will have the option to Listen and Appraise other songs in other styles in steps 2-6.

**See the individual Listen and Appraise step-by-step supporting documents for complete information.**

### Musical Activities

#### **A. Warm-up Games (including Vocal Warm-ups)**

Have fun playing these warm-up (pulse, rhythm and pitch) games. As you progress through the Unit of Work, the activities progress according to the unit and year group. These games will always be played in the Blues style.

There are six progressive challenges, one for each step within the Unit of Work.

There is one continuous track that includes four games:

**Game 1** - Find the pulse, use your imagination. Choose an animal and find the pulse.

**Game 2** - Listen to the rhythm and clap back.

**Game 3** - It's your turn. This game is teacher-led initially so make sure you are prepared!

**Game 4a** - Listen and sing back with added vocal warm-ups. Use your voices to copy back this time. Use 'La' when you are singing back.

**Game 4b** - Listen, sing back and some different vocal warm-ups. Use your voices to copy back using 'La'.

## **B. Flexible Games (optional extension activity)**

These games are optional, flexible extension activities with Bronze, Silver and Gold Challenges.

These differentiated challenges are NOT a measure of attainment but about building musical skills in a fun and challenging way. All three games tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example, the Bronze Challenge to embed skills even if you have completed it and moved to Silver. The progression is in-built.

## **C. Learn to Sing the Song: Vocal Warm-ups and Singing**

You may have already warmed up your voices in the previous activity but there are more vocal warm-ups, should you wish to use them, in the Song Centre.

On the screen you will have the option to break the song down into manageable learning sections. There is also a tempo controller that will slow the song down to aid learning.

This is a simple song to learn to sing and you will be learning to sing it in 6 different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk.

Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the rap/song.

## **D. Play Instruments with the Song: With or Without Notation**

On the screen you will see animated glocks and recorders playing easy and medium differentiated parts by ear. Please **do** play the easy and medium parts on the glock if you have no recorder experience. The sheet music tab on your resource will give you access to three differentiated parts for all band/orchestral instruments. These notated parts can be shown on screen if you are teaching a KS2/Age 7-11 class.

### **The notes you will be using on glockenspiel are:**

Easy part - D and C

Medium part - G, F and C

(See instrumental parts for other band/orchestral instruments).

This section of the unit is designed for you to rehearse the instrumental parts. You will rehearse these parts with the section of the song that you will play over when you perform the song as a whole. There will be an option to play your instruments in each of the 6 styles.

### E. Improvise with the Song: Using your Voices and Instruments

These activities have in-built progression for you to follow according to the unit, year group and Key Stage. Work through the challenges as suggested on the One-page Lesson Plan.

On the screen you can select your activity:

Challenges
<b>Clap and Improvise</b>
Listen and clap back then listen and clap your own answer
<b>Sing and Play and Improvise</b>
Using your voices and instruments, listen and sing back, then listen and play your own answer using 2 notes, C moving to D.
<b>Improvise</b>
Take it in turns to improvise.

#### 1. Clap and Improvise!

- Activity 1 : Clap back rhythms
- Activity 2: Start to improvise with a question and answer activity, clap back your own answer

#### 2. Sing and Play and Improvise! (You will be using the notes C and D)

- Activity 1 : Using your voices, listen and sing back
- Activity 2: Using your instruments, play back
- Activity 3: Question and answer using instruments - start to improvise with a question and answer activity. Listen and play your own answer using 2 notes, C moving to D

### 3. **Improvise!** (You will be using the notes C and D)

- Take it in turns to improvise using the skills you have acquired. Use 1 or 2 notes. Practise improvising over the track of the song you are learning. You can clap, sing or play, you decide. Take it in turns to improvise or, play in groups.

Using the notes from your activity, improvise within the given performance option in 'Perform the Song'. You can improvise all together, in groups or as a solo - you decide.

### **Extension Activities For Improvisation**

This resource is an optional extension activity.

### **F. Compose with the Song: Using your instruments**

(Please refer to the **Activity Manual** for more information about composition).

Add a selection of the children's compositions during the playing/instrumental section of this song.

#### **Creating the Compositions**

**1. Whole-class activity** – only if you are using one kind of instrument throughout the class, eg all glockenspiels, all recorders; or if you are an instrumental teacher, all clarinets, all violins, all trumpets etc.

Compose the tune with one person at the whiteboard. Encourage all children to put forward their ideas. After the tune has been composed using the computer, children will learn to play it on their instruments, so keep it simple!

**2. Group activity** – if you have a mixture of instruments in your class eg some clarinets, some flutes etc. This will be more likely in KS2/Ages 7-11. (Again, see **Activity Manual**).

Divide the class into groups so the children can work together to compose a piece, independent of the teacher.

Click 'play' on the composition screen and you will hear the instrumental section. Drag and drop the notes that you want to use in your composition. Note-names are written in the vertical column on the left hand side.

Once you're happy with your piece you can:

- 'Save audio' which will save an audio (.wav) file of the composed music and the backing track together
- 'Save pattern' which saves a data (.xml) file of only the notes you put in the grid for reloading next time

- 'Load pattern' which lets you locate your saved pattern (.xml) file for loading in

The navigation buttons (at bottom left) operate:

- Volume – controls overall volume
- Play – plays or pauses playback
- Rewind to start – takes you back to the beginning
- Loop – plays the backing only

### **Practising the Composition**

The track repeats indefinitely by default until it is stopped or the loop is switched off. In rehearsal, any number of children can play their composition, one child per repeat, working from whatever notation they choose or by ear.

### **Performing the Compositions**

When performing with the track, children will play their composition during the playing/instrumental section.

When the children are ready to play their compositions as part of the whole song, move to the performance section of the unit.

### **Which Instruments and Which Notes? (see Activity Manual for support)**

## **Perform and Share**

Remember to add some movement.

The structure of this song:

- Introduction
- Verse 1 ('I am in the groove')
- Verse 2 ('...is in the groove' - use names to fill in the gaps, perhaps different names?)
- Playing Sections 1,2,3,4
- Introduction
- Verse 3 ('I am in the groove')
- Verse 4 ('...is in the groove')
- Ending

### **These are the options on the screen:**

- Perform the whole song
- Perform the whole song with your activities of choice