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| <p>1. Easy come</p> | <ul style="list-style-type: none"> • Fast rock version • Slow jazz version <p>A simple starter: students play repeated crotchets on B, with two-bar rests between each phrase. Two different accompaniment versions are provided for the same students' part: fast rock and slow jazz. There are several advantages to this: you can ask students to repeat the piece without their becoming bored or feeling they are just doing it again, while you can check that everyone's fingering/embouchure/posture is correct. It also introduces students to the idea of listening to the accompaniment while they are playing. Ask them which version they prefer, and why (there are no correct answers!).</p> <p>Key Fast rock version: G major Slow jazz version: E major</p> <p>Learning points stave treble clef time signature 4/4 note B crotchet/crotchet rest whole bar rest double bar tempo/style indication</p> |
| <p>2. Abie's blues</p> | <p>An easy 12-bar blues using only the notes A and B. Ask students to invent an alternative last line of lyrics (it must rhyme with blues/news) for further repetitions, eg He sank six canoes or He's been on a cruise etc</p> <p>Key: A minor Learning points: new note: A minim/minim rest</p> |
| <p>3. Hot and cross</p> | <p>A variation on Hot Cross Buns, using different rhythm patterns in each verse/repetition.</p> <p>Key: G major Learning points: new note: G</p> |

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| <p>4. Mary's lamb</p> | <p>This familiar nursery rhyme has been given a cheeky accompaniment to enable older children to play a young child's tune without losing their pride! Divide the class into two groups: one plays while the other makes the Baas – swap parts when the tune repeats. Everyone plays the last bar.</p> <p>Key: G major Learning points: reinforces notes B, A, G semibreve</p> <p>tempo/style indication</p> |
| <p>5. Home-made pizza</p> | <p>A duet to introduce dynamics. The second part (an ostinato) can be spoken, played on body percussion or untuned percussion eg wood blocks. Divide the class into three groups for a performance: one to play the fife, the second to sing the fife line, and the third to play the ostinato.</p> <p>Key: E minor Learning points: reinforces notes B, A, G dynamics: f, p vocal/untuned percussion accompaniment</p> |
| <p>6. Tudor times</p> | <p>Use tambours or tambourines to play the accompaniment to this piece. Look at the 16 bars as a 2-bar intro and four 4-bar phrases: first and third phrases are the same and simple; the second phrase is a little harder; the fourth phrase is more difficult. (You could divide players into three/four groups.)</p> <p>Key: G major Learning points: reinforces B A G dotted minim reinforces dynamics: f, p reinforces untuned percussion accompaniment</p> |

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| <p>7. Roller blades</p> | <p>An introduction to 3/4 that includes gently swaying from side to side. The bar immediately after the swaying is deliberately empty to allow students to get back into a good playing position.</p> <p>Key: G major Learning points: time signature 3/4 breath marks reinforces dotted minim</p> |
| <p>8. Aquarium</p> | <p>New note E is introduced: notice that it's always played next to G. The vocal part makes watery sounds; if you prefer, you could use cymbals with brushes to get this effect. The pause in the last bar lasts for six beats.</p> <p>Key: E minor Learning points: new note E reinforces 3/4 pause vocal accompaniment</p> |
| <p>9. Answer back</p> | <p>A funky accompaniment turns this simple piece into a performance item. Part 2 answers back to Part 1, but doesn't always quite agree! Here's a good opportunity to talk about tonguing. The pause lasts for eight beats.</p> <p>Key: none Learning points: reinforce E reinforce pause almost staccato tonguing</p> |
| <p>10. Stop right there!</p> | <p>It might be helpful to think of this piece in three sections of 6 bars each, plus a 2-bar coda. Divide the class into 3 groups, one for each section; and everyone shouts the coda. It's up to you to specify what kind of whispers/shouts you want. Insist on a game of musical statues at the end for a truly effective finish.</p> <p>Key: E minor/major Learning points: reinforces tonguing</p> |