

## How to Use the Scores

| Task  | Differentiation   | Creativity  | Key Terminology   |
|---|---|---|---|
| 1. Say the rhythm with mnemonics “I like chips and a can of coke” |   | Ask students for different words  | Crotchet<br>Quaver<br>Groove  |
| 2. Clap and say the rhythm  | Add a pulse to keep group in time – half the group could clap the pulse and the other rhythm and swap over.   |   | Pulse<br>Beat   |
| 3. Play the rhythm  | Use the tonic or the easiest note from the first chord on the students’ instruments   |   | Tonic<br>Chord<br>Rhythm  |
| 4. Play a sequence of notes from the chord changes                | Some students stay on one or two notes.<br>Others play full sequence.<br>Guitarists and pianists can play full chords.<br>Some pianists can learn to play the sequence in inversions and also the tonic in the bass using both hands .  | Explore how it sounds at different volumes.   | Dynamics<br>Inversions  |
| 5. Explore the second rhythm “Apple Pie Cake and Cream”           |   | Ask students for different words  | Crotchet<br>Quaver  |
| 6. Say the whole sequence   | Identify to group that the first rhythm is said three times and then it changes to the second rhythm. This can be made visual on the board.   |   | Chord Progression   |
| 7. Play the whole sequence  | Some students will follow grid on board<br>Some will have grid score in front of them<br>Some will have chord grid in front of them<br>Some will have full piano notation<br>Some will have their instrument specific easy groove part. |   |   |
| 8. Introduce the melody by playing it on an instrument            | Some students will learn aurally with some prompts<br>Some students will have letter names but no rhythm sheets<br>Some will have coloured notes<br>Some will have notation with notes written in<br>Some will have just score          | Put the two parts together<br>ask reflective questions<br>about how it sounds<br>Experiment with dynamics | Stave<br>Time<br>Signature<br>Bars<br>Bar lines<br>Semibreve<br>Minim |

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|----------------------------|--|---|-----------------------------|
| 9. Add a harmony part      | Give to stronger players who can play more independently<br>Look at little bass run for more experienced groove players<br>If ensemble is small play along to the backing track to keep everyone in time | Explore rhythm melody and harmony as terms  | Rhythm<br>Melody<br>Harmony |
| 10. Explore arranging      | Look at instrument families, dynamics, texture   | Have students decide the order of the piece.  | Instrument families         |
| 11. Add extra rhythm parts | Use students with stronger rhythm skills to add more complex parts<br>Or have whole ensemble learn all the rhythmic parts  | Arrange this as a rhythmic breakdown section that everyone participates in using percussion | Latin rhythms               |

