

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 Quaver 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 swop over.		Pulse Beat
3. Play the rhythm	Use the tonic or the easiest note from the first chord on the students' instruments		Tonic Chord Rhythm
4. Play a sequence of notes from the chord changes	Some students stay on one or two notes. Others play full sequence. Guitarists and pianists can play full chords. 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 Inversions
5. Explore the second rhythm "Apple Pie Cake and Cream"		Ask students for different words	Crotchet 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 Some will have grid score in front of them Some will have chord grid in front of them Some will have full piano notation 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 Some students will have letter names but no rhythm sheets Some will have coloured notes Some will have notation with notes written in Some will have just score	Put the two parts together ask reflective questions about how it sounds Experiment with dynamics	Stave Time Signature Bars Bar lines Semibreve Minim

9. Add a harmony part	Give to stronger players who can play more independently Look at little bass run for more experienced groove players If ensemble is small play along to the backing track to keep everyone in time	Explore rhythm melody and harmony as terms	Rhythm Melody 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 Or have whole ensemble learn all the rhythmic parts	Arrange this as a rhythmic breakdown section that everyone participates in using percussion	Latin rhythms

