



MusicPlayOnline

Wednesday Webinar



June 18th
4.30pm UK GMT
Led by Ruth McCartney

I'm the new Music Coordinator
So where do I start?

Website <https://primarymusic.consulting>

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Today's Learning Objectives

1. What's important to make your job easier- a very subjective approach!!
2. Learn how to teach a song
3. Learn easy ways to explain & understand musical vocabulary

You can find Denise's poster here

Go to

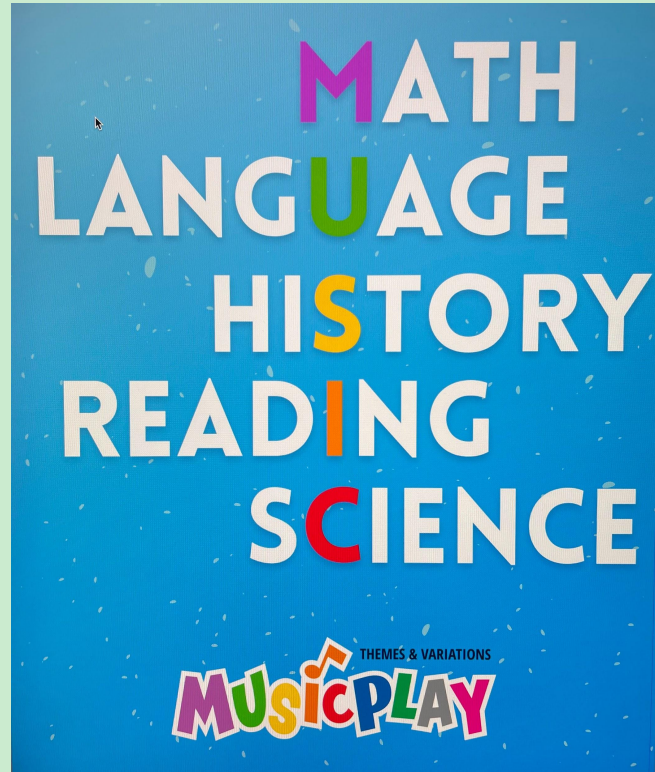
Lesson planning

Music resources

Posters

Music Is

<https://musicplayonline.com/media/music-poster-2/>



The Music Coordinator's Room

Where do we start?

How do the children 'see' music?

When entering your room it's important they know that music is

- A subject in it's own right
- Also a subject that **can** support other areas of the curriculum **and** that's not the reason for teaching it and it's NOT
- Just a 'fun' subject

Music is....

NuMeracy

Foreign langUages

Science

Literacy

Art, Design, SCulpture

Let them know you want to be there to share their music lesson

When you enter this Musicroom...

You are **musicians**

You are **performers**

You are **creators**

You are **leaders**

You are **mathematicians**

You are **historians**

You are **explorers**

You are **risk takers**

You are **teammates**

You are **respected**

You are **learners**

You are **thinkers**

You are **listeners**

You are **important**

You are **special**

You are **valued**

***You are* the reason I am here.**

Are we ready to begin?

Voices quiet



Listening ears



Eyes looking



Empty hands



Body still



Big smile



How will I model my best behaviour?

I can

M make the right choices

U use kind words

S show respect

I involve myself

C care for other people

Some vocabulary needs explanation with younger children so they would identify the letters in 'MUSIC' and we would talk about what each statement meant. Later when the children could read this poster they took the lead on talking through the class expectations with their classmates.

Which class will choose our final week activity by modelling the best musical behaviour?

M

M is for making the right choices

U

U is for using kind words

S

S is for showing respect

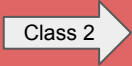
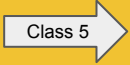
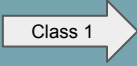
I

I is for involving yourself

C

C is for caring for people and instruments

How
do
you
get
to
the
top
&
what
will
you
choose?

| The Winning Class chooses the activities for the last week | |
|---|--|
|  | How do we move up the Musical Rainbow Ladder? We can always model a positive attitude |
| | How do we move up the Musical Rainbow Ladder? We can be polite and respectful to everyone |
|  | How do we move up the Musical Rainbow Ladder? We can show we are always ready to learn |
|  | How do we move up the Musical Rainbow Ladder? We can listen to instructions |
| | How do we move up the Musical Rainbow Ladder? We can join in sensibly |
| | How do we move up the Musical Rainbow Ladder? We can line up quietly |
| | How do we move up the Musical Rainbow Ladder? We can be kind and helpful |

MUSIC



Class Rules

Be Polite



Be Respectful



Be Positive



Be a Good Listener



Follow Directions



Be Responsible



Be a Participant



Encourage your children to take responsibility for their best behaviour

Self reflection <https://musicplayonline.com/media/making-good-choices-music-room-behavior-reflection/>

MPO has printable good behaviour certificates

<https://musicplayonline.com/media/good-behavior-bravo/>

And some self assessment colouring sheets

<https://musicplayonline.com/media/kindergarten-behavior-self-assessment-1/>





MPO: This definitely helps with younger children moving around the school
sing before you set off then sing it in your thinking voice as you go.

https://musicplayonline.com/songs/put-your-finger-on-your-lip/?my_access_code=R370192&modal=notation-c6c972c10f18780826df221f18a04c92

Can you keep the beat in your feet?

Use the videos on YouTube to get to know MPO



What is MusicPlay? https://youtu.be/c5tthGWdj_U?si=7MnbA6nQ_aY74JjZ

A Walk Through the MPO site with the MP Team

<https://youtu.be/XTYDDP1Z4F8?si=BQqUrQ6CHsMciYju>

MusicPlay

<https://www.youtube.com/@Musicplayonline>

Elementary Music Lessons

<https://www.youtube.com/@ElementaryMusicLessons>

Rhythm Practice by MP

<https://www.youtube.com/@RhythmPracticebyMusicplay>

Solfa Practice by MP

<https://www.youtube.com/@SolfaPracticebyMusicplay>

Wednesday Webinars

<https://musicplayonline.com/announcements/?tax%5Bcategory%5D%5Bwebinars%5D=on>

Using a Song Based Curriculum

... when you don't quite know where to start



- Always know the song well even if it's a very, very, simple song
- Sing it through first
- Sing it again modelling the phrases with large gesture - this also shows where to breathe collectively
- Teach in chunks eg. sing for the children to copy each phrase ie. phrase 1 *children copy* : phrases 1&2 *children copy*: & add a phrase each time
- Use gesture for whose turn it is to sing my turn - your turn
- Reinforce * reinforce * reinforce so each phrase is correct before moving on

Putting it into practice
when the computer & wifi are not working
always download the music for yourself - just in case!



Teaching a short simple song

44 Take my little car

Sing the whole song

Echo sing in short phrases

Add actions to help with remembering the song

Join in with all the actions with the recording

https://musicplayonline.com/songs/take-my-little-car/?my_access_code=R370192&modal=lyrics-53d116b6b57a922319bd837f8d24824b

10 Skinamarink

Sing the whole song

Echo sing short phrases

Repeat with the recording

https://musicplayonline.com/songs/skinamarink/?my_access_code=R370192&modal=lyrics-f51be56edc73b8f4589be33932094e00

Teaching a longer more complex song

96 Shantyboys

https://musicplayonline.com/songs/shanty-boys/?my_access_code=R370192&modal=notation-ff6c2b234c62486c8b28b9b492c6d30a

- Sing the whole song & repeat
- Ask questions about the text
- how many phrases?
- Are any sections/phrases repeated?

Repeat, Tap pulse, meter, be the conductor

Echo sing in phrases - 1 then 2 etc.

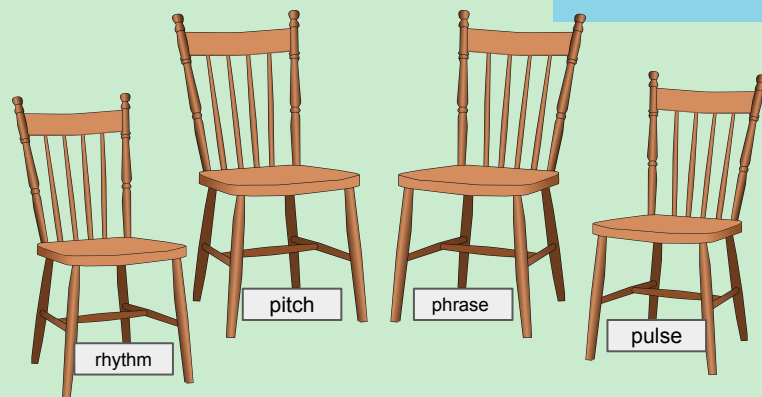
Sing each phrase showing the pitch

I sing & chn hum / alternate phrases etc.

Using & Learning Musical Vocabulary

Key words - flashcards

Bibliography on the wall



structure

Refers to the way a piece is built and what order sections are in.



harmony

The sounding of two or more notes at the same time.



dynamics

The variation in loudness between notes or phrases.



rhythm

Combinations of long and short sound that convey movement.



duration

The length of a sound.



pitch

How high or low a sound is.



timbre

The particular tone that distinguishes a sound or combination of sounds.



texture

The layers of sound in a musical work and the relationship between them.



melody

A sequence of notes and rhythms.



tempo

The speed of the music.



pulse

The underlying steady beat of music. This is what we may tap our foot or clap along with.



beat

The basic unit of time within music.



Demystifying Essential Music Vocabulary

Pulse

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| ta ta ta ta | ta ta ta ta | ta ta ta ta | ta ta ta ta |
| Be res - pect - ful | Be res - pect - ful | Be res - pect - ful | Be res - pect - ful |

Rhythm

| | | | |
|-----------------------|---------------|----------------------|---------------|
| te-te ta ta ta | ta ta ta Z | te-te ta te-te ta | ta ta ta Z |
| Fol-low dir- ec-tions | Be pol - lite | Be a good list-en-er | Be pol - lite |

Pulse - the steady beat

Rhythm - a pattern of sounds of different lengths

Texture - layers of sound - like a musical lasagne

Tempo - the speed of the pulse

Demystifying Essential Music Vocabulary

Timbre - the quality of the sound, what it sounds like

Have you brought your voice?

Pitch - the height of the note, high/low

Mountain Top Monster

https://musicplayonline.com/songs/mountaintop-monster/?my_access_code=R370192&modal=lyrics-29cfe6109a35feedd1b0d7b052ae8851

Melody - the tune

Shanty Boys

https://musicplayonline.com/songs/shanty-boys/?my_access_code=R370192&modal=lyrics-fde0397ab008e65cecf94fb240b90ef6

Dynamics - the volume, loud/quiet

Skinamarink

https://musicplayonline.com/songs/skinamarink/?my_access_code=R370192&modal=notation-2c4660f3dcf047968313b10fc2bf6017

Thank you for attending & watching the webinar



In summary:

Know your materialincase the wifi goes off

Practice teaching a song using large gesture before you try it with your class

Establish your behaviour expectations and stick to them

Put the musical vocabulary up on the wall to remind everyone of the music elements and their meaning

Any further questions:

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