

In The Groove by Joanna Mangona

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

Unit Overview

Musical terms are written in [blue](#). Definitions can be found by clicking on the a-z tab in the lesson resource screen.

Introduction

This is a six-week Unit of Work. All the learning is focused around one song: In The Groove. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.

This unit can also be used by **Classroom** and **Instrumental Teachers** who want to work together. All necessary planning and assessment documentation is provided. Throughout the unit you will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key when delivering your music lesson. Music must be taught musically; pupils and teachers need to be active musicians.

Use the activities and information appropriately for the age group you are working with. Activities are built to be flexible within age groups. It is up to the you (the class/instrumental teacher) to differentiate the given resources. Do not underestimate the sophistication of children's listening, knowledge and understanding. The songs within this unit can be used to enhance topic/theme based work for example; In The Groove Baroque - the Tudors or In The Groove Latin - countries and cultures.

Suggested Pathway

This is a series of 6 fully-planned prescriptive lessons with children's assessment that will take you step-by-step through the 6-week unit.

To deliver this unit, you can use

- Voices only.
- Voices with classroom percussion.
- Voices with classroom percussion and band/orchestral instruments.

How the Unit is Organised

The unit has four components:

- Listen and Appraise.
- Musical Activities - **see the activity manual** (embed the interrelated dimensions of music through games, singing, playing instruments, improvising and composing).
- Perform and share.
- Extension Activities (including cross-curricular material).

Performing and Recording

Performing and recording the process for evidence is important for both teachers and students. It is recommended that at the end of each lesson the children give a mini-performance of what they have learnt, record it and listen to the recording as a class; then discuss how the quality could be improved. Record the end-of-unit performance as well. This will track progression and help to improve the quality of musical learning.

Your performance options will be as follows:

- Sing only.
- Sing and play instrumental parts on any combination of instruments.
- Sing and improvise using voices and/or any instruments.
- Sing and perform your compositions on any instruments.

How to Make the Most of this Resource

You will need:

- A computer and a whiteboard
- If using instruments, you will also need:
 - Classroom percussion: Tuned instruments (glockenspiels, xylophones, chime bars etc. Tuned instruments have notes with names, eg C, D, E etc and you can use them to play a tune. In this unit, the word 'glockenspiel' is used to cover all tuned percussion).
 - Classroom percussion: Un-tuned instruments (tambourines, triangles, maracas etc. Un-tuned instruments make a sound but have no named notes).
 - Some descant recorders, if the children are already learning them and know how to play a few notes.
 - A selection of orchestral/band instruments (violins, flutes, trumpets etc) if the children already have instrumental lessons and know how to play a few notes on any of these, or if you are an Instrumental Teacher.

Musical Teaching and Learning

- Set up a situation in which learning can occur.
- Recognise that musical sound must be the dominant language of teaching and learning.
- Understand the importance of repeating activities and of building upon them but only when foundations have been securely laid.
- Teachers must prepare musically to teach music eg learn the song before attempting to teach it.
- Record progress as well as the end-of-unit performance. Listen together to the recording, discuss and find ways to improve.
- Be aware that the starting point for each child will be different, and their progress might occur at different rates.

During the Course of the Unit Children Will Learn:

- how to listen to music
- to sing the song
- to understand the geographical origin of the music and in which era it was composed
- to experience and learn how to apply key musical concepts/elements eg finding a **pulse**, clapping a **rhythm**, use of **pitch**
- to play the accompanying instrumental parts (optional)
- to work together in a **band/ensemble**
- to develop creativity through **improvising** and **composing** within the song
- to begin to understand and use the **blues scale** while **improvising** and **composing**
- to experience links to other areas of the curriculum (see Extension Activities)
- to recognise the style of the music and to understand its main **style indicators**
- to understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document)
- to undertake all these independently