

Wind Team small group and whole class starter activities – Artforms Training 2019

As a team we discussed various activities in the training based around different skills that go towards making a well-rounded musician. Below are listed the areas we looked at and a few suggestions for both a small group and whole class settings. Ones thought by the team to be more suitable for whole class are marked (WC) and those for small group (SG), where there is no mark it was deemed suitable for both settings.

Aural

Spot the difference in pitch (Red Award), led by either teacher or another student in the group to play the notes as their warm up.

Question and answer – Teacher to ask question such as *'Did you have a good weekend?'* To answer yes student could play a low pitch followed by a high pitch and vice versa for no (hopefully not used on example question!) (SG)

Don't play this one back – Teacher or student plays rhythm answered back by students except for one pre-determined rhythm.

Is this pitch right? – Play a tune with missing notes, play a variety of notes i.e. in jingle bells – eee eee efcde – ask is this correct – then do eee eee eccde etc

Notation

For difficult rhythms in pieces use words and silly sentences to help students to remember the rhythm.

Use quizzes to help with notation in both small group and whole class. Often better to only do a couple in small group and set the rest at home, whereas in whole class can be a useful way to settle a class at the start.

Pulse

Marching and walking in time to the underlying pulse and also in different rhythms to the pulse ie a step every two beats for minums. Vary the tempo as you see fit.

I'm the pulse song and Making dumpling are both available on the Artforms staff page from former training session.

Focus of students

_Most teachers felt in small groups long notes at the start of lessons calmed students down and got them focused before moving onto other activities. (SG)

In whole class it was felt that its often best to follow the class teachers method to provide continuity, however when this is not possible counting down 54321 often gives students a chance to finish what they were doing and be focused ready to start the next. (WC)

Creative

Breaking up into small groups and using visual score and pictures to make compositions i.e. Bonfire night (wc)

Rhythm cards – can be laid down in different patterns to make different tunes

In more advances students – using scales played in different rhythms to change the monotony of scale learning

As ever there are millions of warm ups suitable for wind/brass instruments. These are a few shared by the 2019 team. If you have others to add please email at Edward.roberts@leeds.gov.uk to add more to this document

