

Mamma Mia by ABBA – A Timeless Pop Song from the 70s

Flexible Pathway

Musical Activities – Playing Instrumental Parts in the Song

Musical terms are written in blue. Definitions can be found in the Keywords document.

Add instrumental parts during the instrumental section 2 of this song.

Adapting the Unit to Meet Your Needs

- Remember that this unit can be delivered with voices only, and no instruments.
- If you choose to include instruments, they will be played only during the instrumental section 2 of the song. Use any classroom instruments (eg tuned/untuned percussion, descant recorders). If children play band/orchestral instruments (eg violin, flute, trumpet etc), give them their part (the sheet of printed music) to take to their instrumental teacher.
- The unit can be used by instrumental teachers as follow-on material to Whole Class Instrumental and Vocal Teaching.

Using Tuned Percussion

If you are using tuned percussion (glockenspiels/xylophones etc), show the instruments to the children. Allocate them (one instrument per child if possible) and explain how to:

- Place instruments on the floor; children stand in a circle/horseshoe to sing and do musical activities and sit cross-legged to play.
- Hold the beater as if shaking hands with the beater (not like a pencil or a knife).
- Bounce the head of the beater off the note-bar to produce a good sound (leaving the head on the note-bar will deaden the sound).
- Tap the head of the beater gently in the centre of the bar.
- Produce a good round sound: tone quality is more important than a lot of notes.
- Respect this instrument as much as any other instrument.

Use **descant recorders** if children already know how to play a few notes. The parts are not intended for complete beginners.

Using Band/Orchestral Instruments

Downloadable parts (sheets of printed music) are supplied for these instruments:

- **C instruments:** Classroom instruments (glockenspiels, recorder), flute, oboe, bassoon, trombone, violin, cello, guitar, ukulele, keyboard.
- **B \flat instruments:** Clarinet, trumpet, cornet, tenor horn, euphonium, baritone, trombone in B \flat .
- **E \flat instruments:** Alto sax, E \flat horn.

Differentiated parts

To recap (see Unit Overview), there are three differentiated parts for each instrument: **easy**, **medium**, and the **melody** (the most difficult part). You and/or the children themselves will decide who plays which part.

- The **easy** and **medium** parts are demonstrated on screen. The **easy** part is played on the glockenspiel; the **medium** part is played on the recorder. These parts can be learnt by the children by ear (without the printed sheet). If necessary, you (the teacher) can learn them from the screen before the lesson in order to teach them to the children.
- Because of the nature of the music (ie the melody was written to sing, not play), the melody is often very difficult to read and play. It is included in order to extend talented children and for those who already have some skills on an instrument. The melody is not demonstrated on screen.

Teaching the parts

1. Teach the easy part to everyone; children who are happy playing that part stick to it.
 2. Teach the medium part to the others; children who are happy with that part stick to it.
 3. Give the melody part to any remaining children who are able to play it (they can take the part home to practise).
- Always check for '**balance**' – when used as a musical term this means check that everyone can be heard.
 - Do not ask children to sing and play at the same time – it is difficult, and the quality of both singing and playing will suffer.
 - Devise clear signals for stopping and starting to play.

Practising the instrumental parts

Practise the instrumental parts. The instrumental section has been extracted from the song. You will hear:

- The click.
- The introduction.
- The instrumental section 2 (children play here).
- The introduction.
- The instrumental section 2 (children play here again).

This will repeat indefinitely by default until the track is stopped or the loop is switched off. To practise the section as it appears in the performance, switch off the loop.

Performing the Instrumental Parts

When the children are ready to perform the instrumental parts as part of the whole song, move to the performance section of the unit.