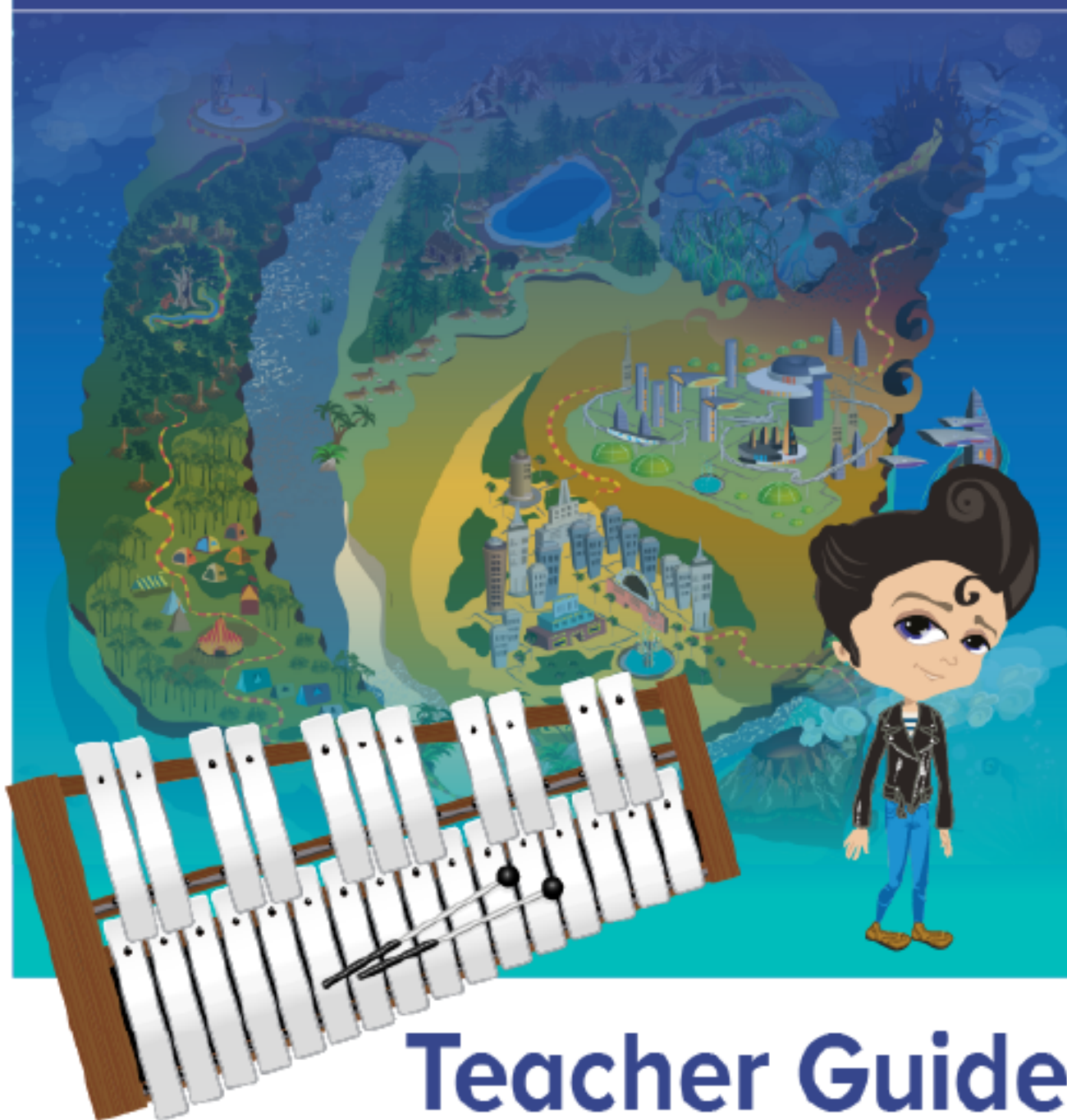


Glockenspiel

Music World Course



Teacher Guide

Glockenspiel Music World Course Teacher Guide

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Introduction to Glockenspiel Music World Course

This one-term course provides a simple introduction to instrumental learning for younger children. Each session is designed to be approximately 30 minutes long.

Teachers are supported with exciting interactive whiteboard resources, a progression overview and step-by-step lesson plans.

There are two main performance opportunities. These are found in sessions 6 and 10. You can choose which of the pieces you want to revisit and share with a real or virtual audience.

The children will learn the basic techniques of glockenspiel playing and develop musical skills which can also be transferred to other instruments.

To play your first notes with a good sound, hold the beater in the middle of the stick between the thumb and index finger. Wrap the rest of the fingers around the beater lightly with the knuckles facing up and fingertips facing down. Bounce the beater head in the middle of the note (metal bar) to create a ringing sound. Glockenspiels are often sold with plastic head beaters but rubber head beaters will produce a better quality sound.

By the end of the one-term course the children will:

- play and sing a range of pieces from memory and from simple notation
- be able to play up to three notes with a good sound
- sit or stand with the correct posture
- listen to themselves and others, and make improvements
- copy back and improvise simple phrases
- have a basic understanding of, and able to apply, the building blocks of music – pulse/beat, rhythm, pitch, tempo and dynamics
- create and perform their own rhythmic patterns
- compose, notate and perform short melodies
- recognise a range of orchestral instruments
- have grown in confidence and want to celebrate their musical success with a performance



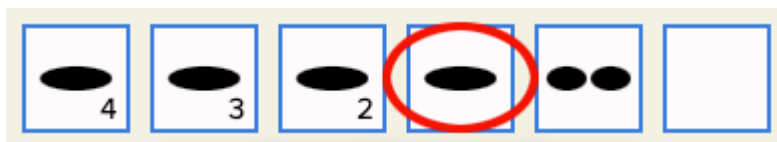
Session 1 – Bongo Beach

- Give out the glockenspiels and beaters.
- Explain that at the end of this term, and possibly halfway through, the children will give a performance to celebrate their success.
- As you work through the activities, decide how many times to repeat each of them. With the pieces, begin by listening, then singing before playing on the glockenspiels.
- Will you stand or sit? You decide, but encourage good posture at all times – relaxed, with two feet on the floor, and a straight back. Demonstrate how to hold the beaters correctly and remind the class to bounce the beater head in the middle of the notes.
- **Red And The Kingdom Of Sound – Theme.** This overture sets the scene. See how many musical images you can spot!
- **Introducing B.** This is the first note you will learn to play – it's called B and you can see that the written note has the middle line of the staff running through the centre of it. Click to begin and then play the track all the way through once and just listen. Notice how you only play the note B; the glockenspiel on the screen prompts you when to play. Repeat the track a few times, firstly singing the note in the correct place and then joining in on the glockenspiels, carefully echoing the sound you hear. With this piece, and moving forward, it works well to sometimes divide the class into groups so that they take turns being the performers and listeners. You can slow the track a little if necessary using the Tempo control.
- **Playing B.** This piece also uses the note B. Again, listen to the piece all the way through, then sing the notes in the correct place before joining in with playing on the instruments. The notes are shorter and there are rests or silences between the notes.
- **Hello!** This is a great song to sing together and use in your performance later in the term. Focus on the chorus today and add the verse next time.
- **Bouncing With B.** Finish the lesson with another piece that features the note B. This piece appears in the next lesson so you may only want to introduce it briefly today.



Session 2 – Gluttonberry Festival

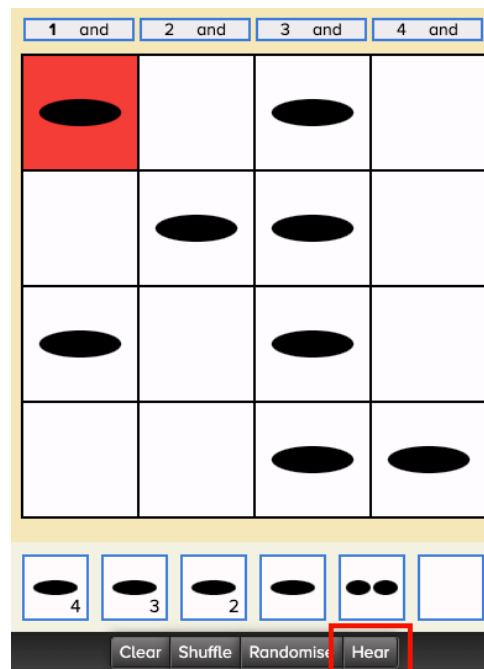
- Start the session with **Hello!** If you looked at the chorus last session, focus on the verse this time.
- Give out the glockenspiels and remind everyone how to hold the beaters correctly and not to strike the note too hard.
- **Playing B.** Run through this piece from last time following the same steps as before, listen, sing, and then join in playing on the glockenspiels. Ask half the class to listen while the others play. How can they improve? Switch groups.
- **Bouncing With B.** You briefly introduced this piece at the end of the last lesson so it will seem familiar. This piece mixes crotchets (one-beat notes) and minims (two-beat notes).
- **Pulse.** Watch the cartoon – all music has a ‘heartbeat’ which underpins the other building blocks of music such as rhythm (long and short sound) or pitch (high and low sounds).
- **Rhythm Grid.** Choose the 4/4 grid with 4 beats in a bar. Underneath the grid are a series of different note length options. Pick the single blob – these represent a one-count sound. Create your own pattern by dragging the blob into some of the squares. It’s always a good idea to leave some blank too, to punctuate the music. Your grid might look like this.



If you are unsure how the pattern should sound, double click the Hear button. It will go green and you'll see a padlock symbol. In this mode you will be able to hear the pattern being played for you. Join in, 'playing' the pattern that you have created using sounds such as claps or using the note B. As soon as you feel confident, double click the Hear button again to remove the padlock. You are now the soloists! You can clear the grid or change the pattern as many times as you like.

- **Introducing A.** The new note is A. This piece only uses A but soon we will mix up the two notes A and B, so look carefully to see where the note sits on the staff (the five lines). This time the note is between two lines. A is located next to B on the left. Bounce the beater in the middle of A to make a ringing sound. Can you hear that the sound is a little lower than the B?

- **Red And The Kingdom of Sound – Percussion.** These are the group of instruments that are shaken or hit (with the hand or a beater) or scraped to make their sound. Some percussion instruments are untuned and don't have a definite pitch such as a tambourine or maracas. Others, like the glockenspiel, are tuned with different pitched notes that can play a melody. Listen carefully to this excerpt – how many percussion instruments can you see and hear?





Session 3 – Lost Forest

- **Bouncing With B.** Start the lesson with a piece you are familiar with and remember how the B sits on the stave (the five lines) with the middle line running through the notehead.
- **Introducing A.** This is the piece with the new note A. You can see the notehead sits between the middle and lower lines. Keep listening to make sure your sound is as good as it can be!
- **Rhythm Grids.** Begin by creating a new pattern with the single blob as you did in the previous session. This time use your new note A to play along. Now open Settings and play your pattern with a different backing. There are several listed including Rock and Hip Hop. You can slow the Tempo (speed) of the backing down a little if necessary. Do you have a favourite?
- **Red And The Kingdom Of Sound – Strings.** A string instrument's sound is made when the string vibrates by being plucked or played with a bow. You can hear a harp towards the end of this extract. The harp is unusual as it belongs to both the string and percussion instrument families.
- **Let's Work It Out Together.** As before, work on one section of the song at a time, perhaps beginning with verse 1 and 2 today.
- **Dancing With A.** Today's lesson is going to finish with a new piece using your note A. There is a mix of minims (two-beat notes) and crotchets (one-beat notes). You should play the piece loudly, as shown by the f for forte. This would be a good opportunity to divide the class into two groups with one playing and one listening before giving feedback.

Viewer

- Learn Glockenspiel - Bouncing With B ...
- Learn Glockenspiel - Introducing A ...
- Rhythm Grid - Rhythm Grid ...
- Red And The Kingdom Of Sound - Strings ...
- Learn to Sing the Song - Let's Work It Out Together ...
- Learn Glockenspiel - Dancing With A ...

Learn Glockenspiel - Dancing With A
 Arranged by Chris Taylor
 Bright
 Count in 1, 2, 3, 4 2, 2, 3, 4
 Introduction 1, 2, 3, 4 2, 2, 3, 4 3, 2, 3, 4 4, 2, 3, 4

Settings

- Audio
 - Lead & Backing
 - Backing Only
- View
 - Score & Instrument
 - Instrument Only
 - Score Only
- Score Type
- Notation
 - Notation
 - Notes & Letter Names

Tempo 100%

In Settings, you can decide whether to show Notation or Notes & Letter Names, and which view you have such as Score & Instrument or Instrument Only. Decide what is best for your class. It's important to enjoy making music. If the notation is a barrier at first, especially in the next few lessons where the notes will be mixed up, use Notes & Letter Names. Over time you can work on increasing confidence and familiarity. Don't worry either, if some children learn the pieces off by heart. This is a great skill so should be encouraged as it allows them to focus all their attention on the sound they are making.

- Congratulate the class on what they have achieved so far – they have learnt lots and are beginning to master a musical instrument!



Session 4 – Cirrus Station

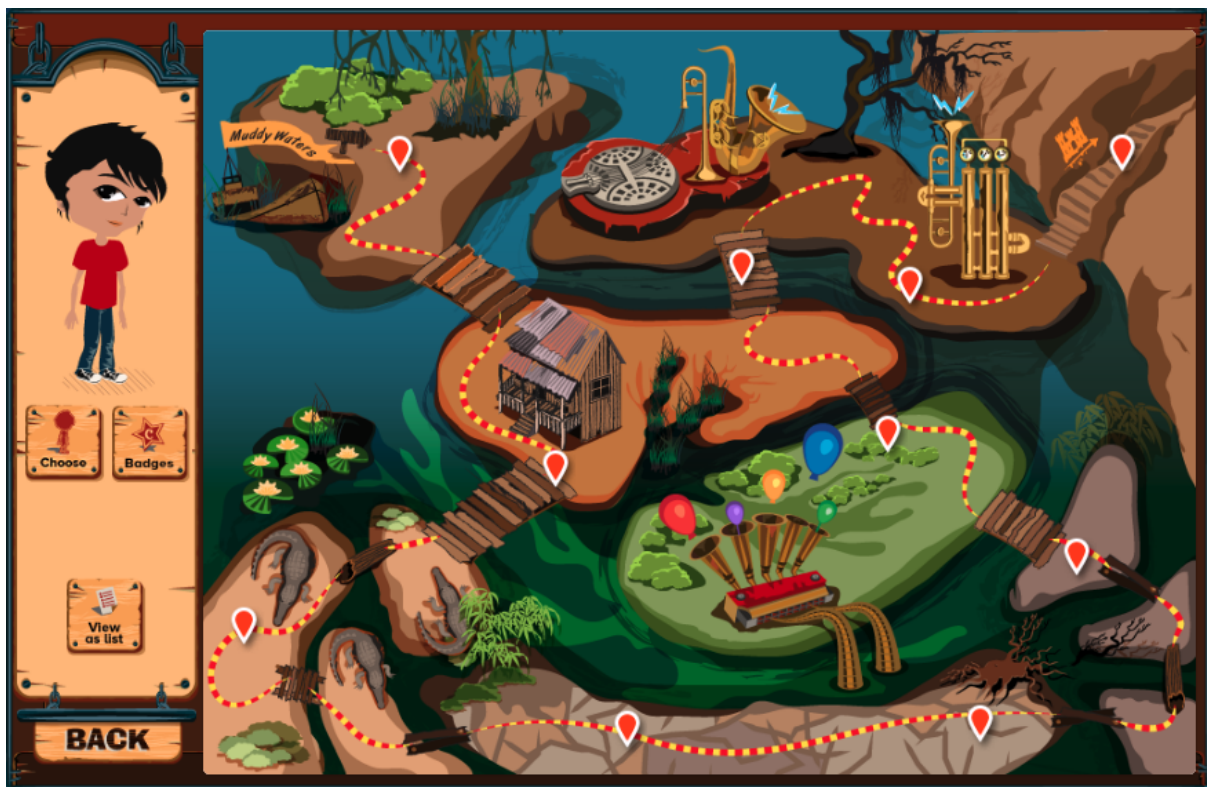
- **Red And The Kingdom Of Sound – Harp.** Listen to this music and discuss how it makes you feel. If you were going to draw your own picture what would you draw?
- **Introducing A.** Listen, sing, and then play through this familiar piece. Notice the backing track, Can you play in a cool bluesy style? Are there any children who would like to play one line on their own?
- **Let's Work It Out Together.** Learn more of the song. Discuss the meaning of the lyrics (words).
- **Dancing With A.** Last chance to recap the note A before we mix the A and B together.
- **Rhythm.** Watch the cartoon. Explore your own patterns with long and short sounds, perhaps by clapping some of the children's names or favourite animals. You could also play the patterns on your recorders choosing the note B or A.
- **B And A Come Together.** Your next big challenge is putting the notes together! As before, begin with listening, then singing, before playing the piece. You can slow the speed with the Tempo control. Remember that in Settings you can also decide what to show on-screen. Notation or Notes & Letter Names, and which view you have such as Score & Instrument or Instrument Only. Choose what is best for your class.
- **Rhythm Grid.** In the pieces that you have played so far you have used one and two count notes. Create a pattern using the single blobs, as before, but now try adding in some two count blobs. These have a 2 next to them. It's still good to leave some of the boxes empty to 'punctuate' and make interesting patterns. Your pattern may look a little like this. Play the pattern using B or A. If you're feeling brave you might want to click the Shuffle button to create a new pattern! Ask for some soloists to play through a line on their own.

1 and	2 and	3 and	4 and



Session 5 – Glacier Lake

- **Hello!** Next session will be the first performance opportunity. If there isn't another class or parents/carers who can watch the class perform, you might like to video their playing to add a sense of occasion. This song would be a great way to welcome the audience, so think about how you will present it. Will you sit or stand? Posture for singing is just as important as for when you play your glockenspiels. Are you ready to switch to Backing Only and sing without the voices on the track?
- **Dancing With A.** Enjoy revisiting this piece which features the note A. Consider ways to add interest for next week's performance, for example you could divide the class into four groups who play one line each, or all play the first and last line with soloists playing the middle two lines. If you haven't already, try switching to Backing Only in Settings to allow the class to be the soloists.
- **B And A Come Together.** Revisit this piece. As before, listen, sing the notes, and then join in. Each of these activities will scaffold the learning.
- **Pitch.** Watch the cartoon. How many pitches have they played on their instruments now? (*Two – B and A.*) Which of these pitches is the higher? (*B.*) Which is lower? (*A.*)
- **Introducing G.** Time for a new note. G is located next to A on the glockenspiel and sounds lower than B and A. Decide which settings are best for your class and remember you can slow the track down if necessary. Once you have played this through, divide the class into two groups and take it in turns to play. What helpful feedback can the listeners give?
- **Red And The Kingdom Of Sound – Woodwind.** Air is blown through a woodwind instrument to make the sound. Originally flutes were made from wood or bone but today they are made from metal to produce a louder sound. Recorders are also part of the woodwind family although now they are often made from plastic.



Session 6 – Muddy Waters

This session provides the chance to consolidate learning, revisit your favourite pieces and share your music, either with a real audience such as another class or parents/carers or by creating a video. There are no new songs or pieces to learn today. Although the pieces are presented as a journey you may prefer to use the 'View as list' option found on the left-hand side to navigate between the items. The Hello! song is a great way to welcome your audience. Remember to think about your posture so that you can produce the best sound possible. Consider how you will receive your rapturous applause – perhaps with a bow or big smiles – and how you are going to present yourselves on 'stage'. Create a balanced programme with a mixture of pieces.

This session contains:

Hello!

Introducing B

Playing B

Bouncing With B

Introducing A

Dancing with A

B And A Come Together

Introducing G

- **Red And The Kingdom Of Sound – Piccolo and Flute.** The piccolo is like a mini flute and is the highest sounding instrument in the orchestra. The flute is one of the most popular woodwind instruments – do any children at school play the flute?

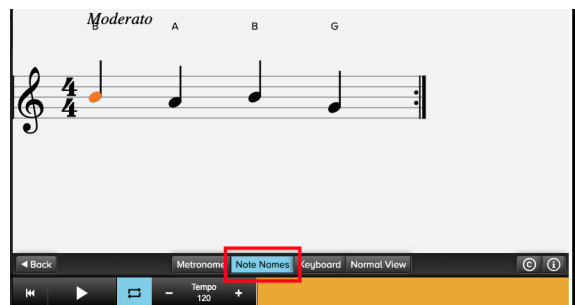


Session 7 – Blackstorm Castle

- **Red And The Kingdom Of Sound – Brass.** Brass instruments include trumpets and trombones. Brass players create a sound by buzzing their lips on the mouthpiece to vibrate the air.
- **B And A Come Together.** Revisit this piece as a warm-up activity. Can you play it off by heart?
- **Dynamics.** Watch the cartoon. You are already familiar with *f* for forte which means that the music should be played loudly.
- **Go Go G.** Now it's time to try to play quietly! Playing a glockenspiel quietly is a skill which may take time to perfect. You still need to bounce the beater on the notes so they ring clearly – but very gently. Divide the class into two groups to see who can achieve the best piano (quiet) sound.
- **Music Notepad.** Choose the Sketch option. This gives you a single one bar in 4/4 time so you would count 1 2 3 4.



Today you are going to create a melody that has four one-count notes. Click on the staff to write the note. B has the middle line running through it and was the first note you played so perhaps begin with that. Your melody might look like this example.



You can use the option to show the note names if you prefer. Once you have added your notes, press the play button to hear your melody. Then join in on your glockenspiels.

- **B, A And G Come Together.** Finish the lesson with another piece that also features the note G. This piece has a new dynamic marking of *mp* – short for mezzo piano – which means moderately soft or quiet. Mezzo piano is a little louder than piano (quiet).



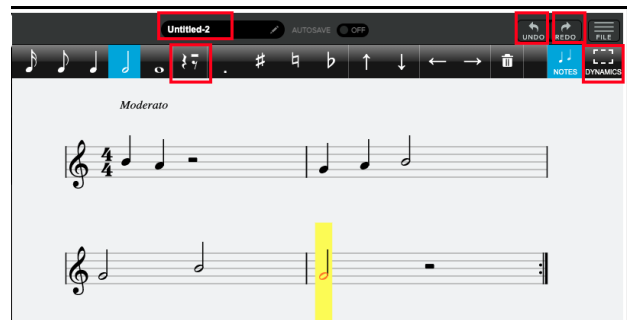
Session 8 – Futura

- **Let's Work It Out Together.** Start the session with this familiar song.
- **Go Go G.** Get ready to revisit Go Go G. Remember to play it quietly.
- **B, A And G Come Together.** Have you noticed the pattern in this piece of music? It uses the downward stepping three notes B, A and G over and over again. How many times does this repeat? (*Eight times*). Now that you have spotted the pattern you will probably be able to play the piece without looking at the music.
- **Tempo.** Watch the cartoon.
- **Music Notepad.** As in the previous session choose the Sketch option and add in four one-count notes. Listen to the melody and then play along on your instruments. Now change the tempo using the Tempo control located by the playbar, firstly slowing it down and then seeing how fast you can play it! You may like to ask individuals or small groups to show you how skillfully they can perform it!
- **B, A And G One More Time.** Another piece that combines the notes B, A and G, this time in a different pattern. There's also a new dynamic *mf*. Can you guess what this means? (*Mezzo forte, moderately loud. This is louder than mezzo piano but quieter than forte/loud.*)
- **Red And The Kingdom Of Sound – Trumpets.** One of the smaller and most popular brass instruments. Do any of your class know any trumpet players?



Session 9 – Central City

- **B, A And G Come Together.** Begin with this familiar piece.
- **Music Notepad.** This time choose the Quick Composition 4-bar option and create a longer melody. You can give your piece a title, mix up the three notes you can play, add in rests by clicking the rest options and even include dynamics. The undo and redo buttons may be useful! As before, listen to the melody before joining in. If you want to change any part of it you can do so.
- **Red And The Kingdom Of Sound – Trombone and Tubas.** These are the larger members of the brass family and they make a low, rich sound.
- **Hello!** Practise this song in preparation for the final performance next session.
- **B, A And G In Three.** Listen to the music before joining in. This piece has three beats in a bar rather than four beats in a bar. It gives the music a swaying, dancing feel. You might like to play through the first line a few times before moving on to line two. What do you notice about lines there and four? (*They are the same as lines one and two.*) Open Settings to choose the best options for your class and slow the tempo if necessary.
- **B, A And G One More Time.** Finish the session by seeing how well you can play this piece. Ask if any of the children would like to play a line as a soloist or give small groups the opportunity to show off their glockenspiel playing skills.





Session 10 – Mount Firebucket

As in session 6, today is the chance to consolidate learning, revisit your favourite pieces and share your music, either with a real audience such as another class or parents/carers or by creating a video. There are no new songs or pieces to learn. Although the pieces are presented as a journey, you may prefer to use the 'View as list' option found on the left-hand side to navigate between the items. The Hello! song is a great way to welcome your audience and you might like to also sing Let's Work It Out Together. Are you going to share some of your compositions? Decide which pieces you will play, how you are going to present each one and how you will receive your applause.

This final session contains:

Hello!

Let's Work It Out Together

Introducing B

Playing B

Bouncing With B

Introducing A

Dancing With A

B And A Come Together

Introducing G

Go Go G

B A And G Come Together

B A And G One More Time

B A And G In Three

• **Red And The Kingdom Of Sound – Grand Finale.** The perfect end to the course!