

# Let's Stick Together 2: Sitting on a Train – introduction to ostinato

**RHYME:** “Sitting on a train we’ve left the station – getting faster getting faster – chugga chugga chug acceleration – see the stations fly by” (Sue Lane)

**Chant**

Sit-ting on a train we've left the sta-tion gett-ing fas-ter gett-ing fas-ter

chug-a chug-a chug ac-cel-er-a-tion see the sta-tions fly by

**Ostinato 1**

chug-a chug-a chug ac-cel-er-a-tion gett-ing fas-ter gett-ing fas-ter

**Ostinato 2**

gett-ing slow-er gett-ing slow-er

## Time:

60 minutes

## Audio Materials:

Nil

## Print Materials:

1. Flash cards of:

(1 set = 2 x semiquavers, 12 x quavers, 2 x crotchets; Need 1 set for each group)

2. 3 x coloured sets of “structure” cards

## Equipment:

1. Large Conga
2. Drumsticks
3. Whiteboard and markers

## Let's stick together - Trains (60mins)

### Part 1: Learning the words

**Room formation:** Students & teacher – stand in circle

**Teacher preparation:** Learn the words to the “Sitting on a Train” chant off by heart.

**Approx. Lesson Time:** 2 x 30 minutes or 1 x 60min lesson

#### ACTIVE & REFLECTIVE TEACHING ROUTINE:

#### Learn – Apply – Play – Create – Perform

##### 1. Learn: introduce the words using call and response technique

1. Learn words to rhyme through echo
2. Divide class into 4 – assign one line to each group – they make up their own action to match the line
3. Groups present action to class through echo (group presents, class echoes)
4. Do this a couple of times for each line to consolidate the rhyme
5. Add structure cards:

<b>TUTTI</b> (altogether)	<b>SOLI</b> (solo group)	<b>TUTTI</b> (altogether)
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##### 2. Apply: Add pulse (good for younger classes - optional)

1. Add walking in minims to lines – stepping on the spot (match with Conga) – say once, then twice, now 4 times
2. Now walk in any direction saying your line over and over
3. FREEZE – pick a different line – do this 3 times to cover all lines – conga keeps pulse
4. Say the whole rhyme together without actions (use them to cue words) – *ensure the class can do this WITHOUT the teacher!*

##### 3. Apply: Add body percussion

1. Learn body percussion for each line through echo
  - a. ‘Sitting on a train we’ve left the station’ – pat on chest
  - b. ‘Getting faster Getting faster’ – thighs and clap
  - c. ‘Chugga Chugga Chugg acceleration’ – knees
  - d. ‘See the stations fly by’ – side and top of thigh
2. Do this a couple of times to consolidate
3. Extend phrase length from 1 line to 2 lines (extend the memory)
4. Add structure cards:

Structure Cards for (3) Apply:

<b>TUTTI</b> (say altogether)	<b>TUTTI</b> (play & say altogether)	<b>SOLI</b> (play & say one group at a time)	<b>TUTTI</b> (play & say altogether)
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## 5. Introduce drum sticks through mirror

1. Fingers – buzz bees to demonstrate good grip technique
2. Pick up one stick at a time
3. Flip sticks over to have but-end of stick facing up
4. Tap floor, chair around you, tap sticks together. Introduce “Stop” sign for sticks (crossed together in front of you).
5. Stand, turn and move to behind your chair.

## 6. Play: Add chairs and drumsticks

1. Play rhythm on chair – match body percussion geographically:
  - a. ‘Sitting on a train we’ve left the station’: pat on chest=top of chair
  - b. ‘Getting faster Getting faster’: thighs and clap=seat of chair & clap sticks together
  - c. ‘Chugga Chugga Chugg acceleration’: knees=front edge of chair
  - d. ‘See the stations fly by’: side and top of thigh=side of chair & scrap seat of chair
2. Add structure cards:

<b>TUTTI</b> (say altogether)	<b>TUTTI</b> (play & say altogether)	<b>SOLI</b> (play & say one group at a time)	<b>TUTTI</b> (play & say altogether)
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3. Try new structural components such as:

<b>LAYER-IN</b> (each group plays their line as a repeated pattern – layer these lines on top of each other)	<b>ROUND</b> (each group plays the whole rhyme but start at different times)	<b>SOLO</b> (play & say one person from each group at a time)
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TIP: Practise these individually to ensure students understand them.

**7. CREATE: each group creates their own way to play the rhythm of their line using drum sticks and a chair**

1. Give 5-10 minutes (based on age group)
2. Walk around the room and ask students to show you what they have.
3. Make sure everyone in the group is comfortable with the creation.

TIP: Keep the chair in the same position for all groups.

**4. Perform: small group short performances**

1. Each group PERFORMS their creation to the class: one line at a time – keep the beat.
2. Add Group 1; then 1+2; 1+2+3; 1+2+3+4
3. Invite students to work with the person next to them and help each other remember each line.
4. Play in TUTTI with Conga (or some kind of deep drum)
5. Try with structure components Layer-In and Round (TIP: only play through the round once!)
6. Return to Conga – gradually speed up and tempo and slow it down again (like a train).
7. PREPARE, REHEARSE AND PERFORM FINAL CLASS ARRANGEMENT of your choice using structure cards.

**EXTENSION** – vocal improvisations based on Train sounds

1. Introduce lesson – guiding for composition project
2. Listen to train soundscape
3. Create other ostinati from words of rhyme – chugga chugga chug; fly- by- ; \* \* acceleration
4. Create own ostinati that go for the same phrase length (4 beats) inspired by train sounds
5. Composition project in small groups – create your own performance of a train journey (each group given structure cards)