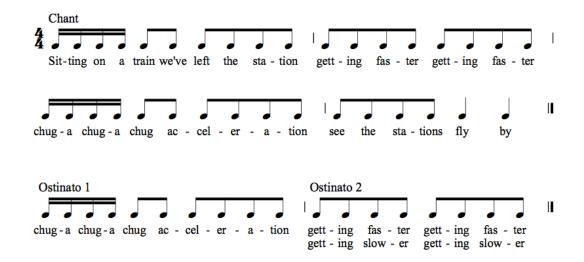
# Let's Stick Together 2: Sitting on a Train – introduction to ostinato

**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)



#### Time:

60 minutes

#### **Audio Materials:**

Nil

#### **Print Materials:**

- 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:

TUTTI	SOLI	TUTTI
(altogether)	(solo group)	(altogether)

## 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:

TUTTI	TUTTI	SOLI	TUTTI
(say altogether)	(play & say altogether)	(play & say one group at a time)	(play & say altogether)

#### 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:

TUTTI	TUTTI	SOLI	TUTTI
(say altogether)	(play & say altogether)	(play & say one group at a time)	(play & say altogether)

# 3. Try new structural components such as:

LAYER-IN	ROUND	SOLO
(each group plays their line as a repeated pattern – layer these lines on top of each other)	(each group plays the whole rhyme but start at different times)	(play & say one person from each group at a time)

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 5-10minutes (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)