



Introduction to Charanga

Launch and Training for Music Education Hub Schools

Course Leader: Lesley Chapman

Course date: 30/09/2019, 16:00-17:30

Venue: Twynham school

NOTES FROM TRAINING:

- Start to think of using Charanga for other opportunities outside music, wholistic approach
 - Music lesson
 - Songs / games for quick concentration refresh
 - Wellbeing – eg. Singing, listening activities
- Called “steps” instead of “lessons” because children work at different paces / the activities do not need to be contained within 1 lesson

Reception learning example

- Reception uses “listen and respond” / KS1 and above use “listen and appraise”
- “speed” instead of “tempo”

Step 1 – Listen and respond

- Respond to the music – move!
- Discuss the picture

Step 2 – Games Track “Pat-a-cake”

- Pulse is a focus
- Listen and copy each phrase (from the teacher)
- Teacher then builds up a 4-part ostinato, based on the song:
- Use claves for rhythmic clapping

Step 3 – Pat-a-cake-Song

Step 4 – Name Song

- Can also be used for the register

Year 4 learning example – Mamma Mia

Step 1 – Listen and appraise

- There are listening questions, or can read the “about” info

Step 2 - Games

We tried the bronze level:

- Find the pulse
- Rhythm clap back
- Sing back
- Game → copy of the dancing moves from the screen
 - Extension: can change the “pulses per move” to increase difficulty

Suggested overall strategy:





Composing with Charanga

Below are the differentiation levels (from beginner – advanced):

- Rhythm Grid – shapes; drag and drop the rectangles to add the correct amount of beats per bar
- Rhythm Grid – notation
- Rhythm grid + performing this with 1 note eg. G
- Rhythm grid + performing this with a variety of notes eg. G, A, B
- Performing notes with notation + letter above
- Performing notes with notation