

# Whistlin' by Dave Stapleton



	Lesson ideas and activities
<b>PITCH</b>	<ul style="list-style-type: none"> <li>Look at the notes in the piece – are there any notes that are new or unfamiliar?</li> <li>What key is the piece in? G major. Grade 2 – one octave scale. Grade 3 – two octaves. Introduce new notes and discuss fingerings. Notice that the new fingerings in the higher register are almost identical to those in the middle. Can you spot the difference? Try the new notes. Try the scale/arpeggio</li> <li>Look more closely at the notes in the first section of the music. Are there any scale or arpeggio patterns that you recognise?</li> <li>Try playing these patterns in the Whistlin' Warmup Exercises</li> </ul>
<b>TIME</b>	<ul style="list-style-type: none"> <li>Let's clap in time as the music plays to help feel the pulse in the music, with a stronger clap/ stamp/ click on the first beat. What is the time signature?</li> <li>Try saying/clapping the swing rhythm pattern; "Do-be-do-be-do-be-do". Let's play the scale of G major using this swing rhythm</li> <li>Have a go at clapping some call and response swing rhythms. Listen and then copy me, like an echo</li> <li>Let's try playing some of these call and response swing rhythms using any of the notes from G major scale</li> <li>Can we/you clap the rhythm of the first section in time with the backing track?</li> <li>Can we/you say the rhythm of the first section and finger out the notes on our flutes?</li> <li>To help understand how the rhythm fits into the pulse let's pencil-in where the beats fall</li> </ul>
<b>TONE</b>	<ul style="list-style-type: none"> <li>Think now about the quality of the sound. What are the main challenges? Refer to wide pitch range, (low D all the way up to high G), and the need to make a consistent sound throughout the range</li> <li>Try G major scale in octaves from the Whistlin' Warmup Exercises. Notice how you produce the sound when you move from the low register to the middle register; and then the middle register to the high register. How much air do you use? What about the direction of the air? Can you describe it?</li> <li>Using the final and higher section of the music; the G major scale; and the Whistlin' Warmup Exercises let's work, over time, towards playing more easily in the higher register, with confidence and control</li> </ul>
<b>SHAPE</b>	<ul style="list-style-type: none"> <li>Can you spot all the different dynamic markings? Do you know what they all mean? Let's try playing the Whistlin' Warmup Exercises using some of these different dynamics?</li> <li>Now let's play some call and response swing rhythms with different dynamics. First the teacher leads, and then invites the pupil to go first</li> <li>Listen to me play the first section. What dynamics am I using? Now you try, using different dynamics, and I will guess what they are</li> <li>Looking again at the first section of the music can you think about phrase shapes? How many phrases are there? Which are the same and which are different? You play the question and I play the answer. Swap</li> <li>Thinking of the overall shape, how many sections are there in the music and how do they relate to each other?</li> </ul>
<b>PERFORMANCE</b>	<ul style="list-style-type: none"> <li>Discuss the character and mood of the music. What descriptive words come to mind? What might be happening in the music? Is it telling a story?</li> <li>How can we give our performance more character?</li> <li>What is the style or feel of the music? Do you know any other music like this? Let's listen to some</li> <li>Having done some really focussed work on practising the piece in small sections, let's now perform Whistlin' all the way through. How will this be different? (Guide pupils towards thinking about playing outwards; communicating with an audience; playing with an accompaniment; keeping the music flowing, even when a mistake is made; adding all the details marked)</li> </ul>