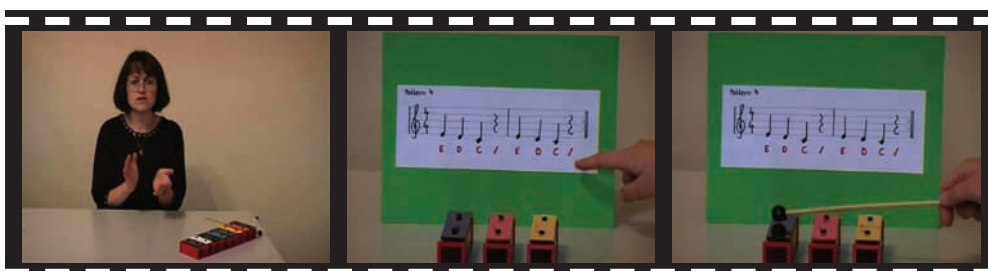


Approach: Group

Focus: Playing melodic parts

Resources: Video on laptop computer, 4 beaters, 4 music cards, 2 chime bar sets, 4 team badges, *Working Together* team card

**VOICEOVER:** In this activity, you're going to play "The Jazzy Cats Walk" on your chime bars. Each one of you will play a different repeating pattern which I will show you now.

The beat of the music is grouped in fours. So let's practise clapping the beats now. Join in with me after four – one, two, three, four. (*Repeats count four times, accompanied by hand clap for two bars and clapping only for final two bars.*) And stop.

Player 1, this is your repeating pattern. You will play C on the first beat only. For the other beats you can say "Rest" very quietly. So it will be... (*demonstrates with voice only*). Join in with me now. I'll count you in with four. (*Counts in and demonstrates using chime bar; proceeds to demonstrate three more patterns for players 2–4.*)

[Rose, M. (Ed.), (2001). Jazzy Cats Walk (Rohan, T.). In *Into Music 1, Track 26*. Learning Media.; Wellington.]

Pattern 1

Pattern 2

Pattern 3

Pattern 4

**Questions / instructions:**

This activity uses the computer. Put on badges. Read and explain 'Working Together' card with students.

Hand out music and the chime bars and beaters to each child.

Student 1: low C      Student 2: G, A      Student 3: high C, G      Student 4: E, D, low C

In this activity, your team is going to learn to play four melodic patterns. First have a go at playing the chime bars.

**Allow time. Ensure all students hold the beater appropriately.**

[Student 1] will do pattern 1. [Student 2] will do pattern 2. [Student 3] will do pattern 3 and [Student 4] will do pattern 4. The teacher on the video will show you what to do. Be ready to join in when she tells you to.

Click the **Jazzy Cats** button.

**Playing individually:****Student 1:** [C rest rest rest]

	% response 2008 ('04)	
	year 4	year 8
pattern accurate throughout	51 (35)	61 (51)
pattern played accurately initially but not maintained throughout	24 (37)	28 (36)
pattern played accurately by last two bars, but not initially	6 (8)	3 (5)
pattern not played accurately	19 (20)	8 (8)

**Student 2:** [G A G A]

	% response 2008 ('04)	
	year 4	year 8
pattern accurate throughout	79 (65)	75 (80)
pattern played accurately initially but not maintained throughout	12 (26)	20 (18)
pattern played accurately by last two bars, but not initially	6 (4)	3 (0)
pattern not played accurately	3 (5)	2 (2)

**Student 3:** [C rest G rest]

	% response 2008 ('04)	
	year 4	year 8
pattern accurate throughout	41 (36)	56 (51)
pattern played accurately initially but not maintained throughout	20 (20)	18 (24)
pattern played accurately by last two bars, but not initially	17 (24)	10 (12)
pattern not played accurately	22 (20)	16 (13)

**Student 4:** [E D C rest]

	% response 2008 ('04)	
	year 4	year 8
pattern accurate throughout	43 (46)	67 (60)
pattern played accurately initially but not maintained throughout	26 (28)	24 (34)
pattern played accurately by last two bars, but not initially	8 (7)	2 (0)
pattern not played accurately	23 (19)	7 (6)

**Playing together:**

(three or more students present)

**Coherence of group performance:**

(accuracy of individual patterns and collective timing)

	% response 2008 ('04)	
	year 4	year 8
highly coherent throughout	7 (5)	32 (33)
largely coherent	27 (29)	43 (42)
substantial irregularities	39 (50)	21 (21)
incoherent	27 (16)	4 (4)
<b>Total score:</b>		
14–15	10 (4)	33 (29)
12–13	25 (20)	26 (35)
10–11	15 (29)	26 (15)
8–9	24 (18)	10 (17)
0–7	26 (29)	5 (4)

**Commentary:**

Year 8 students observed rests better than year 4 students, and often managed more coherent group performances. There was little change from 2004 to 2008. It should be noted that, as the four students each played a different pattern, this was scored as a team task and therefore does not allow for subgroup analyses.