

Ocarina BEGINNER

Music Zero-to-Hero

1-2-3 Ocarina

Play your Ocarina – Book 1

For KS1, KS2 and KS3 (ages 5 to 14)

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Ocarina Beginner and the Curriculum

Ocarina Beginner pieces in 'Music Zero-to-Hero', '1-2-3 Ocarina' and 'Play your Ocarina Book 1' support the playing of ocarinas, singing, composing and listening at KS1, KS2 and KS3. These all-age books are designed to fulfil the STATUTORY National Curriculum and to put all the key components of the non-statutory Model Music Curriculum into practise.

Each Beginner book has a slightly different focus. 'Music Zero-to-Hero' and '1-2-3 Ocarina' both introduce notes slowly and logically to **develop playing skills steadily and incrementally**. The former uses tablature, for children as young as four years of age to follow; the latter introduces stave notation straight away, with supportive visual cues throughout. 'Book 1' uses a wider range of notes from the start to play familiar tunes, following OcPix™ and OcBox™ tablature as well as stave notation.

Beginner Books

Music Zero-to-Hero

1-2-3 Ocarina

Play your Ocarina Book 1

Content and Focus

One- two- and three-note tunes lead to full-octave pieces with OcPix™ tablature + music

Step-by-step approach to playing the ocarina and reading stave notation + illustrations

Familiar tunes to enjoy, developing musicality with OcPix™ and OcBox™ + stave notation

Play the **first half** of 'Music Zero-to-Hero' and '1-2-3 Ocarina' with pupils from the **age of five upwards** and the rest of both books, plus easier tunes in Book 1, from the age of six. The **whole of each book** introduces the basics of playing and reading music for **all ages**. Use books individually or together to build repertoire, skills and confidence. After a year, pupils play up to 11 notes and at least 20 tunes on ocarinas. This is **significant**. In most first-access whole-class lessons on wind and string instruments, nine-year-olds play up to 5 notes and no full-octave tunes in the first year. **Try ocarinas with the whole school.**

Reasons for introducing Ocarinas to the whole school

- 1) The ocarina is simple enough for anyone to play from the age of five upwards
- 2) Any teacher can introduce ocarina-playing at any point in primary and secondary music lessons
- 3) The ocarina introduces musical techniques that can still be worked on and improved after many years of playing
- 4) The pitch and sound of the ocarina matches children's voices; ocarina music is presented to sing as well as to play
- 5) Ocarina techniques transfer well to playing other instruments, and prepare the way for orchestral and choral work
- 6) The repertoire in ocarina music books fills at least six years of continuous learning, with ever-increasing challenges
- 7) The speed of initial progress motivates pupils to want to go further; a well-planned curriculum can harness this
- 8) Ocarinas are both child-friendly and teacher-friendly, spreading live music throughout the school

Child-friendly

- 👉 Ocarinas are lightweight – other instruments are bigger, heavier and more awkward to hold
- 👉 Finger-holes are positioned within reach of the tiniest hands, and are small enough to cover fully
- 👉 Just the two strongest fingers on each hand are needed to play a full octave
- 👉 Neither left nor right hand is dominant, as the holes are side-by-side
- 👉 No special embouchure is required – a steady breath rewards the player with beautiful clear notes
- 👉 If the player blows too hard or too enthusiastically, the instrument cuts out and remains silent
- 👉 Pre-readers and those with reading difficulties can understand and follow ocarina tablature easily
- 👉 This ocarina "code" is attached to the music stave to make standard music notation accessible to all
- 👉 Playing tunes immediately from a broad repertoire ensures rapid progress, and keeps motivation high
- 👉 Musical skills acquired through ocarina-playing are fully transferable to other musical instruments

Teacher-friendly

- 👉 Ocarinas have no moving parts: they arrive and remain fully set up, tuned and ready-to-play
- 👉 The 4-hole Oc® has no "hidden" thumb-holes, so teachers can easily observe how each child is doing
- 👉 The unique round shape of the English Ocarina makes it the world's purest-sounding instrument
- 👉 It is acoustically impossible to produce a second octave on an ocarina: this minimises squeaking
- 👉 When played in large groups, the sound of ocarinas blends well and remains at a safe decibel level
- 👉 The ocarina's technical simplicity facilitates immediate music-making that is rewarding for everyone
- 👉 Music-reading can be taught through doing, even by teachers who don't read music themselves
- 👉 All the class can play, including those with English as a second language or Special Educational Needs
- 👉 All teachers can teach, as teacher books, audio recordings and pupil books keep everyone on track
- 👉 Music remains the dominant language of the classroom, as everyone plays tunes together

Music Zero-to-Hero: Introduction

Levels 1 to 6

This **all-age book** introduces instrumental music-making. As the title suggests, it assumes no previous musical knowledge or experience. Pupils learn to play Ocarinas, note-by-note and song-by-song. Each stage is reassuringly easy, moving pupils on from one-note tunes to sophisticated pieces.

Lyrics introduce notes and note-names along with musical terms and symbols. Whilst the first tunes seem simple, they simultaneously guide players to hold the Ocarina correctly, read and play the notes, and find a strength of breath that produces the best sound. Pupils also practise echoing notes and phrases to build up tunes, bit-by-bit, with the visual stimulus of a variety of music notations.

Stave notation plus **Oc-Pix™** make the music accessible for all instrumentalists; lyrics are included for singing as well. 'Music Zero-to-Hero' encourages rapid progress in both playing and singing, giving confidence to every pupil.

Teach the first two songs aurally first, with children listening, watching and copying. Then follow the Oc-Pix™ and rests on each page. **Watch, listen** and **read** to play successfully. **Repeat** pieces to embed the tunes and lyrics in the singer's **memory**, and finger-patterns and ups and downs of the tune in the player's **fingers**. Encourage players to **fully cover** the Ocarina finger-holes and to gently **tongue each note**.

Musical genres range from the Alpine yodelling style of Song 10 'Hiking Song' to jazz in Song 19 'When the Saints' and rock & roll in Song 20 'B-Bopalula'. Songs 1 to 12 are composed specifically for first-time players and require minimal finger movements. These songs feel totally natural to play on the Ocarina.

Most pupils will be able to perform the whole book in a year. **Younger ones** may benefit from spending more time listening, singing and chanting lyrics, clapping rhythms and just playing the easiest tunes. As songs progress, the "note-count" eventually reaches eleven. Reading Oc-Pix™ allows children to progress securely from the start and to grow in confidence, ready to face the more complex music that appears later in the book.

Older pupils **progress more rapidly** than younger ones. All pupils, whatever their age, need to get a "feel" for the Ocarina and know when to play or stay silent, to tongue or slur notes. Pupils also need time to develop a musical awareness and to grow confident in performing. Song 19 'Zero to Hero' celebrates children's achievements and is one of many that make excellent performance pieces. Share all your musical successes by performing frequently.

Pupils from the age of 11 onwards can speed-learn these songs, playing new tunes in every lesson. When they play on a regular basis, students learn to read Ocarina tablature and stave notation and to produce a good sound, all at the same time. Some classes may play through the whole book in five or six lessons. Add other instruments at any point and use this book as a springboard to help students craft their own songs and tunes.

All pupils should enjoy the variety of music in the audio tracks. Notice the different styles of each. Listen out for some virtuosic folk-fiddling in Song 15 and identify other instrumental sounds as you play.

'**Music Zero-to-Hero Teacher**' will guide you with teaching notes for each song plus ideas on composing, practising and performing. It explains terminology and provides audio tracks to listen to and play along with. Teachers who have had little previous experience of music can learn to teach music confidently. And whole classes can become musical by enjoying 'Music Zero-to-Hero' activities: singing, playing, listening and composing.

This is one of three Beginner books: '1-2-3 Ocarina' introduces notes on the stave and early repertoire with a focus on reading musical notation rather than finger-charts; 'Play your Ocarina Book 1' introduces all the notes straight away and includes lots of well-known songs that can be played by first-time players of any age. All these three different approaches work well together.



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Music Zero-to-Hero: Overview

The 20 songs in 'Music Zero-to-Hero' are ready for playing on Ocarinas and for singing together in a whole-class setting. Play or sing the songs in the order suggested below. The Teacher Book has detailed teaching notes for each song. *Adapt these suggestions to create schemes of work. Your rate of progress will depend on age and ability of pupils and the length of each lesson. For example, spend one term on each section and you could create a year of music lessons.*

A Sing and play simple songs, each with just 1, 2 or 3 notes

Play up to 3 notes in each of 8 tunes; develop repertoire using graded songs; read tablature

- become familiar with the Ocarina and identify features pictured and labelled on page 2 in the class music book
- learn to wear the Ocarina, be ready to play, follow the instructions on page 3
- identify OcPix™ fingerings, listen to the audio, and sing/play the correct notes together in Songs 1 and 2
- sing and play EIGHT songs numbered 1, 2, 3, 4, 5, 6, 7, 8; introduce new songs regularly when ready
- from Song 4 onwards, count each introduction carefully, follow the music and listen to the audio
- revisit each song; practise tonguing notes to improve the sound; practise covering finger-holes accurately
- ensure first and last notes begin and end together when singing and playing, for disciplined performing

B Sing and play tunes with up to 6 notes

Play 6 new tunes and improve reading confidence and playing dexterity

- sing and play SIX songs numbered 9, 10, 11, 12, 13, 14; recap and practise previous songs
- tongue the repeating notes gently in Song 9 and rhythmically in Song 10 to make a clean and lively sound
- Songs 11 and 12 are in 2/2 time (2 minim beats per bar) and 2/4 time (2 crotchet beats); listen to feel the pulse
- make up pentatonic tunes using the notes at the foot of page 20; use Ocarinas and add tuned percussion
- learn Songs 13 and 14 carefully; they have the same rhythm and backing, but different notes and lyrics
- summarise your learning over the term by practising and performing every piece learned to date
- end this section by playing Songs 13 and 14 consecutively, then simultaneously, as on audio tracks 41 and 42

C Practise and perform a broad repertoire using a total of 11 notes

Perform in unison and harmony with increasing control; evaluate and celebrate musical progress

- demonstrate increasing skill and confidence in solo/group performances by playing favourite tunes again
- sing and play SIX new songs 15, 16, 17, 18, 19, 20; Song 20 is an advanced version of Song 2 to bring full circle
- backings to these songs are full of character; listen, count and observe how many times to play and repeat
- play a descant over the melody in Song 18 to provide harmony that is different to that of Songs 13 and 14
- encourage able individuals to play solo or in small groups, and perform regularly to audiences as a whole-class
- enter soloists for Music Teacher Board exams: see details below and on the Music Zero-to-Hero Progress Chart
- consider the lyrics to Song 19 "Zero to Hero"; get pupils to evaluate how far they have come this year in music

Music Zero-to-Hero: Resources

Music Zero-to-Hero

– A5 Pupil / Class Music Book (20 songs)

Music Zero-to-Hero Teacher

– A4 Book, 64 pages: teaching notes, piano scores, audio CD

Music Zero-to-Hero soundtracks (audio CD / mp3)

– 42 playalong tracks: performance and backings

Beginner Partner Titles:

Music Zero-to-Hero www.ocarina.co.uk/zero-to-hero

1-2-3 Ocarina www.ocarina.co.uk/123ocarina

Play Your Ocarina Book 1 www.ocarina.co.uk/how-to-play

Class Packs

www.ocarina.co.uk/class-packs

'Adventurous Music-Making' resources for English 4-hole Ocarinas and the whole class band: sing, play, learn, enjoy, become musical.

Music Teacher Board: www.mtbexams.com/syllabus/ocarina

Ten pieces from Music Zero-to-Hero feature in ocarina exams:

Pre-Grade Introductory: Song 9, 10, 13, 14

Pre-Grade Higher: Song 11, 12, 18, 20

Grade 1: Song 15, 13+14 (together as a duet)



Music Zero-to-Hero: Songs and Pieces

1 Make a Note – Learn how to hold the Ocarina, when to play and not play, and how to make a clear **high D** sound with a warm **breath** rather than a blow. This song subtly introduces the Ocarina visually, sitting on the page, to help early readers follow the music. **Listen** to the sound of the notes on audio track 1 and **echo** them. Count the **duration** of the longer note in line 3, "1, 2, 3...".

2 B Bop – This is another one-note tune. Cover the largest hole fully with the fleshy pad of the finger to play the **note B**. Read **short** and **long notes** and **rests**. **Count out loud** and then **silently**. **Listen** carefully to know **when to come in**; remember to **repeat** as shown.

3 Cuckoo Walk – Listen to **cuckoo calls** on the audio and indicate when you hear the bird itself, and the **Ocarina** cuckoo call. Read **OcPix™** and play once for each symbol. Move the left first-finger up and down to cover the finger-hole firmly for **note B**.

4 Alphabet Song – Read and follow the **lyrics** and two types of **musical notation**. **OcPix™** show which holes to cover and **stave notation** shows the **pitch** and **rhythm** of each sound. The **repeat sign** at the end takes you back to the beginning. **Count in to start**.

5 Up and Down – The **pitch** of a sound can be **high, low** or in between. **Pitch** can go **up** or **down**. Start with four fingers down to play the **lowest note** and lift them for the **highest**. **Count two** for each **minim** (top line) and **count one** for each **crotchet** ("fingers").

6 High and Low – Look at the **notes** on the **stave**. Notes **A and B** were in Song 4 and **low and high D** were in Song 5. Put them all together to sing this song. Song 4 has mainly **crotchets** and Song 5 **minims**; this song mixes both lengths of note, so **count** carefully.

7 Walk with me – Count to come in. This is the first song with three (not 4) **beats in a bar**. **3/4 time** is played to an "um cha cha" rhythm in which the first beat is **emphasised**. The **dot** after a note **increases its length** by a half: **count 3** on a **dotted minim**.

8 Hip-hop – These nonsense **lyrics** are designed to get tongue, lips and mouth working to enunciate different sounds and to help to learn **B and G note names** and their positions on the **stave**. The top two lines of music are **inverted** to create the final two lines.

9 Gee! – Keep **crotchet rests silent** and count **two silent beats** on the **minim rest** at the end of the penultimate line. Hold **dotted minims** on for a full count of three. Remember the **note names** and **positions** by using the **mnemonics** in this and earlier songs.

10 Hiking Song – This tune consolidates **note recognition** of A, B and high D on the **stave** and in the **charts**. Copy the **rhythm** of the **dotted crotchet** ($1\frac{1}{2}$) and **quaver** ($\frac{1}{2}$) aurally. Chant the words to establish the **dotted rhythm** of the music. **Tongue** all repeated notes, and **slur** others by letting just the moving finger change the note. Try **slurring** notes B to A in **bars 2, 4, 6** and onwards.

11 Bugle Call – A **bugle call** is a short tune used to signal a particular message in battle or in camp. It is typically played with a clear, high sound. Tunes so far have been in **4/4** or **3/4** time. The bottom '4' refers to a '**quarter note**' or **crotchet beat**. In this new tune, the **2/2 time signature** refers to a **pulse of 2 minims**, or '**half notes**' per **bar** (4 crotchets still fill a bar). Notice the **pause** at the end.

12 Bright Blue Day – This **pentatonic** tune has a free-flowing pattern of covering/opening **Ocarina** fingerholes, one-at-a-time. The **2/4 time signature** indicates **two crotchet beats per bar**. Play the running **quavers** in a relaxed, steady and unhurried manner.

13 Swinging – The **key signature** at the beginning of each **stave** has a **treble** or **G clef** to show its pitch (G is the 2nd line up) and the **sharps** and **flats** that should be played. The **sharp sign** in this song shows that notes in the first space should all be played as **F#**.

14 Sliding – All tunes have so far been played in **unison**, one note-at-a-time. Perform Songs 13 and 14 in unison and then try them together, simultaneously, to create **harmony**. When played together, the first notes B and D sound a **third** apart: a distance known as an **interval** of a **third** by counting notes up B-C-D. The first two **bars** of each line move in **thirds**. In the 3rd, 7th and 15th bars, the melody of 'Swinging' swings up and that of 'Sliding' slides down: so **ascending** and **descending** melodies sound in **contrary motion**.

15 Sugar Candy – This **Scottish folk song** is a **lullaby** that would have been sung to soothe a baby to sleep. The **folk-fiddle** in the backings plays **improvised melodic runs** and **chords**, **glissandos** and **portamento** (sliding down and bending notes). Introduce some **classroom percussion** to add **timbres** and **textures** to your performance as suggested in 'Music Zero-to-Hero Teacher'.

16 See the Sea – This **traditional clapping and skipping song** begins at a steady **tempo** and gradually speeds up, making clapping, skipping, singing and playing more and more challenging. The song is introduced by the **Sailor's Hornpipe** played on an **accordion**: a **hornpipe** is a seafaring **dance tune**. Try **clapping** the song and add **untuned percussion** to increase the challenge and the fun.

17 Ten in the Bed – **Counting songs** require great concentration; this one counts backwards every verse. Follow **repeat signs** to know when to go back to the beginning and when to end. **Dynamics** can be varied by reducing the number of players and singers in each verse until there is only one left at the end. **Untuned percussion** may also be added for effect, particularly after "one fell out"!

18 When the Saints – This **African American spiritual** has been performed as a **gospel hymn** and a **jazz standard**. It can also be sung as a **call and response** song. In this arrangement, the response is in the **descant**, which is played on the second time through. The descant provides **harmony** and downwardly moving phrases that contrast with the upwardly mobile tune. These are known as **descending** and **ascending** passages. The accompaniment is **jazz** in style.

19 Zero to Hero – This song is in a **minor key**. Play notes A to C for a **minor 3rd** and notes A to C# to compare with a **major 3rd**. Play each **dotted quaver** and **semiquaver** with military precision to match the **military sound** of **drums** and **piccolo** in the backings. **Minor keys** sometimes signify sadness. In this song, the **minor key** and **lyrics** reflect inner strength and a determination to succeed.

20 B-Bopalula – This is a repeat of Song 2 B Bop with all extra notes added to the **note 'B'**. Both songs are in **12-bar-blues form**. Enjoy the **jazz piano**, **string bass**, **drumkit** and **brass** backings. Play with a **swing style** and emphasise the last three **accented notes**.











Music Zero-to-Hero Progress Chart

Playing
Level
1 to 6

MTB Exam
Grades
Pre-Grade A
Pre-Grade B
Grade 1

Name

Music Zero-to-Hero Progress Chart		Playing Level 1 to 6	MTB Exam Grades Pre-Grade A Pre-Grade B Grade 1	Name														
Red	Can listen to Songs 1 – 3 and sing / hum in time																	
	Can hold the Ocarina properly																	
	Can identify rests to know when to play or be silent																	
	Can cover the first left finger-hole fully																	
	Can breathe steadily and move between D' and B																	
	Can understand OcPix™ and read each as a note																	
	Can play long and short notes																	
Can play Songs 1 – 3 on Ocarinas	1																	
Orange	Can read and follow OcPix™ under the staff																	
	Can count introductions and come in on time																	
	Can add low D and A to play 4 notes – D' B A D																	
	Can balance the Oc to play from high D' to low D																	
	Can read, follow, and sing lyrics under the music																	
	Can play musical phrases, breathing appropriately																	
	Can sing / play high + low notes, short + long notes																	
Can perform Songs 4 – 6 with voices + Ocarinas	2																	
Yellow	Can understand that each note has its own name																	
	Can read B A and G on the staff and in OcPix™																	
	Can enunciate lyrics clearly, particularly in Song 8																	
	Can identify and play new note G																	
	Can count 3 beats in a bar for Song 7																	
	Can recognise crotchets, minims, dotted minims																	
	Can make up lyrics and simple 2- or 3-note tunes																	
Can play and sing Songs 7 – 9 and Songs 1 – 6	3	A																
Green	Can change notes by tonguing and slurring																	
	Can identify and play quavers in Songs 10 – 12																	
	Can play slow notes evenly / steadily in Song 11																	
	Can play 6 notes fluently – D' B A G E D																	
	Can play down and up the scale at the foot of p.20																	
	Can identify and play the final pause in Song 11																	
	Can play each piece differently and expressively																	
Can perform Songs 10 – 12 to different audiences	4	A + B																
Blue	Can count in 3/4 and 4/4 time																	
	Can recognise new notes C and F#																	
	Can play 8 notes – D' C B A G F# E D																	
	Can 'walk' fingers to play E F# E F# at foot of p.21																	
	Can tongue the quavers neatly in Songs 15 – 16																	
	Can sing Songs 13 – 16 with the backings																	
	Can perform Songs 13 / 14 together in harmony																	
Can perform Songs 13 – 16 confidently with style	5	A + 1																
Purple	Can follow music repeat signs and keep together																	
	Can play 11 notes – D' C# C B A# A G# G F# E D																	
	Can read and play dotted rhythms in 17 and 19																	
	Can read and play the descant in Song 18																	
	Can play with increasing accuracy, skill, expression																	
	Can improvise / compose 3- 4- and 5-note tunes																	
	Can evaluate / demonstrate musical progress so far																	
Can perform Songs 17 – 20 and Songs 10 – 16	6	B																

Song Number	1 – 3	4 – 6	7 – 9	10 – 12	13 – 16	17 – 20
New Notes	2 = D' B	2 = A D	1 = G	1 = E	2 = C F#	3 = C# A# G#
Fingercharts						
New Rhythms						
Time Signatures	4/4	4/4	3/4 4/4	4/4 2/2 2/4	3/4 4/4	4/4
Harmony					Play Songs 13 and 14 together for 2-part harmony	Practise descant in Song 18 and add it over the melody
Skills	Hold the Oc® Count and come in Play long / short notes Play and sing rests! Read 2 types of Oc charts	Sing & play musical phrases Play high and low notes Read Oc® charts under stave Balance the Oc to play Sing with understanding	Count 3/4 time Play rhythmically/accurately Enunciate lyrics well Make up your own lyrics Compose 3-note tunes	Listen carefully Count each different rhythm Play each note in time Tongue notes clearly Slur smoothly/expressively	Move fingers for running quavers Tongue quavers accurately Mime before playing! Perform each song confidently Sing and play in public	Follow repeat signs, keep together Copy dotted rhythms; listen first Enjoy meaning/nonsense in lyrics Make up lyrics & simple tunes Evaluate group performances
Knowledge	Recognise parts of the Oc® Understand how to play Recognise cuckoo/bird calls Symbols represent sound	Alphabet and its origins Greek culture and words Sounds can be high and low Pitch is shown on the stave	Each note has its own name Lyrics can be nonsensical Time signatures vary Tonguing separates notes	Music is a language Lyrics can carry meaning Sounds carry messages Each tune paints a picture	Melodic phrases ascend/descend Songs can tell stories Music is functional (lullaby/games) Music is all around us	Songs tell of life experiences Making music is an achievement Music is for marching and dancing Genres: folk, jazz, rock & roll

Comments

listen carefully; sing and play by ear; come in at the right time; know when to be silent; make a good sound vocally and instrumentally; learn the song lyrics; cover the holes completely for a good ocarina sound; control fingers and breath for an even sound; tongue notes; learn to follow Ocarina fingercharts when playing the Ocarina, one per picture, and follow the lyrics when singing; perform in public as often as possible; begin at the speed of the slowest in the class; work up to a performance speed, as on the audio tracks; introduce dynamics, playing & singing quietly or loudly, to add variety to each piece; start and finish together!

Resources

The '**Music Zero-to-Hero**' class music book is available with and without audio CD. When each child in the class has a book, they are able to take ownership of the music and see where it is going. They are also able to take it home, if appropriate, to practise there and show off their skills to family and friends. The **notes** at the foot of each **class music book** page are designed to be helpful for pupils and for teachers. '**Music Zero-to-Hero Teacher**' is designed as a guide that is suitable for any teacher to use, with specific teaching notes for every song and ideas for extension materials. It also contains piano accompaniments for each song and includes the **Music Zero-to-Hero audio CD** with both performance and backing tracks. **Flashcards** showing the D major scale are also available to assist in whole-class teaching.

1-2-3 Ocarina: Introduction

Levels 1 to 7

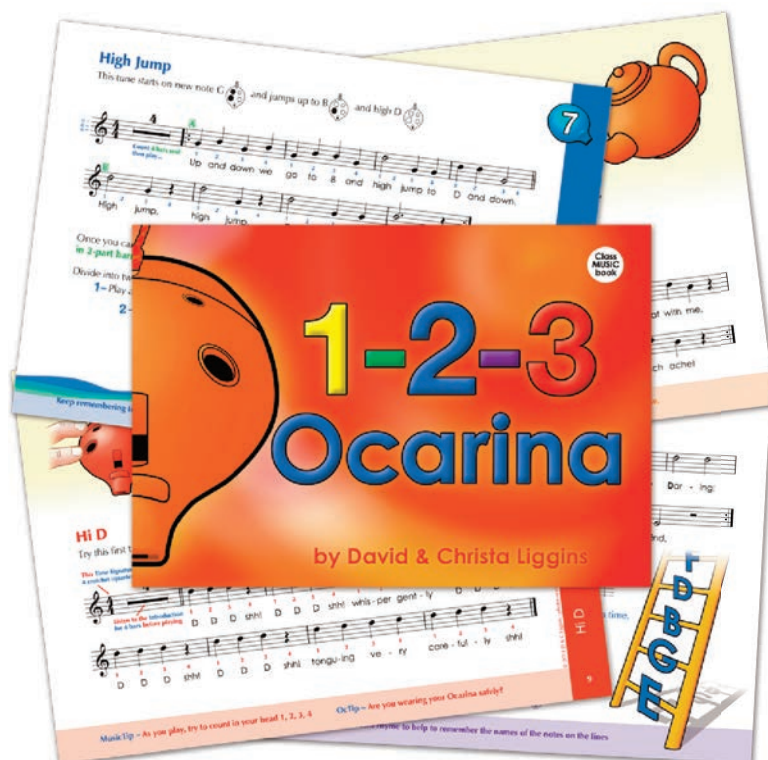
'1-2-3 Ocarina' teaches how to play the Ocarina, one note-at-a-time, reading from stave musical notation. 19 of the 31 songs in the book have just 1, 2, or 3 notes. Each song introduces a **new aspect of music-reading** as pupils identify rhythms, rests and time signatures and learn to tongue and slur as they play, sing and perform.

Each arrangement begins with an introduction in which pupils learn to count, and come in together. Songs are **sequenced** to add new finger-movements as soon as familiar ones are secure. Pupils have time to get to grips with stave notation, counting, reading, handling the Oc® and making a good sound. They learn from the beginning how to cover the holes fully and listen to the sound they are making, in order to produce **well-pitched notes**.

As each song unfolds, the number of notes played on the Ocarina rises methodically to ten, all within the octave.

Each song is different in character, serving a **different purpose**.

For example: Song 7 'High Jump' shows how musical pitch goes up and down; Song 9 'Wagon Trail' focusses on tonguing and slurring; and Songs 27 and 28, 'Gruesome Twosome' and 'Gruesome Too' exercise the right fingers to introduce semitones and chromatic playing.



Through these songs, players learn to **recognise notes on the stave**, to play with correct fingerings and to sing at the right pitch. They learn to **understand note values** by **recognising and playing different rhythms**. By Song 29, they have progressed from one-note to ten-note tunes, playing a full D major scale plus C natural and G sharp.

Unlike other Ocarina books, there are no charts under the notes in '1-2-3 Ocarina'. Instead, colourful pictures of Ocarina fingerings appear at the top of the page as reminders. Each new note is repeated in different contexts in successive songs. This helps players to **remember fingerings, note-names, and note positions on the stave**.

All the songs in '1-2-3 Ocarina' are **specifically composed** and arranged for Ocarina-playing. As such, all the music falls naturally under the fingers straight away. The content of songs is suitable for all ages, with subjects ranging from space travel, weather and Zulu warriors to sound waves, vampire bats and galloping horses! The syllables in the lyrics match the rhythm of the music perfectly, so that chanting them first helps with reading and playing later. Many of these lyrics are mnemonic: young musicians unconsciously learn the note-names as they sing and play.

The high-quality **audio backing tracks**, supplied with '1-2-3 Ocarina Teacher', model Ocarina-playing and singing for pupils to imitate. Display '1-2-3 Ocarina Screens' to focus pupils on a particular song. Use books to give pupils the chance to practise and to progress at their own pace. Screens and books together make for a winning combination.

'**Music Zero-to-Hero**' and '**1-2-3 Ocarina**' offer the best of instrumental music tuition for young pupils. They both progress at a similar pace, with notes introduced in a similar order. Tunes in 'Music Zero-to-Hero' have OcPix™ to support every note on the stave; those in '1-2-3 Ocarina' focus all the attention on stave notation to help players read the dots fluently. The BEGINNER StarBuy includes **both books along with Ocarinas and teaching resources**.

'1-2-3 Ocarina' can also be used with older pupils. Add other instruments to establish a class band and to improvise and compose. '1-2-3 Ocarina' is unlike any other music book: simple yet sophisticated, direct yet subtle, slow-moving and yet promoting **rapid progress**. This is the **Beginner book to choose** if you wish to teach music-reading without pupils realising that they are being taught: it all happens by "just" playing.

NB. A small quantity of large format (169mm x 245mm) '1-2-3 Ocarina' class music books are available for any teacher who prefers them. They are identical in content to the standard A5 (148mm x 210mm) edition – ask us!



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1-2-3 Ocarina: Overview

The 31 songs in '1-2-3 Ocarina' are created for singing, and playing on Ocarinas and other tuned musical instruments, in a whole-class setting. Try them in the order suggested below. '1-2-3 Ocarina Teacher' has teaching notes for each song. *Adapt these suggestions to create schemes of work. Your rate of progress will depend on age and ability of pupils and the length of each lesson. For example, spend one term on each section and you could create a year of music lessons.*

A Perform simple songs with just 1, 2 or 3 notes, and read music

Learn to play 9 tunes and 3 notes, G, B and high D'; count introductions and rests, and make a good sound

- look at notation and observe/understand/practise enough reading for each song; use page 6 as a reference
- become familiar with the Ocarina on pages 7 and 8 in preparation for playing; tongue carefully from the start
- sing and play each of NINE songs from Song 1 to 9, learning the fingerings for notes D', B and G, as you play
- from Song 4 onwards, count each introduction carefully, as you listen to the audio and follow the printed music
- play in 3/4 time for Song 6; move on from counting crotchets to minims and dotted minims in Songs 6, 8 and 9
- when singers and players can perform Song 7 confidently in unison, try it in two-part harmony as well
- mix tonguing and slurring of notes in Song 9; add this to the gentle tonguing practised in previous songs

B Perform pieces with a greater variety of notes and rhythms

Learn to play 11 tunes and 4 more notes, low D, E, A and C; learn to read notes and rhythms

- sing and play ELEVEN songs in order from 10 to 20; learn notes and rhythms and gain fluency in playing
- practise balancing the Oc[®] and controlling its sound as you play the highest and lowest notes in Songs 10 and 11
- learn to read notes on the lines and below the staff in Songs 12, 13 and 14, slurring notes as indicated
- practise new rhythms on page 22 in advance of Songs 15 and 16; enjoy their very different backings
- play in minor keys for Songs 17 to 20, observing the different speeds, timings and 'feel' of each piece
- sing Song 19 by clearly enunciating lyrics; once the whole group can sing and play, try it in two-part harmony
- perform some of your expanding repertoire in public; sing and play a selection of favourite songs learned so far

C Practise and perform a broad repertoire using a total of 11 notes

Perform in unison & harmony with increasing control; add 3 notes and 6 new pieces to the repertoire

- learn to identify, read, and play or sing, notes in the spaces, semitones, accidentals, and some jazzy tunes
- sing and play ELEVEN songs in order from Song 21 to 31, recognising and making use of F sharp in Songs 21 to 23
- Songs 22 and 24 each use 7 different notes; repeating phrases help to learn these notes and to practice
- Songs 26, 27 and 28 each use just 2 notes; these act as finger exercises to increase Ocarina dexterity
- Song 31 has 3 familiar notes, D', B and G; enjoy this song and use it to celebrate your group's achievements
- encourage more able players to perform solo; play regularly to audiences as a whole-class
- enter soloists for Music Teacher Board exams: see details below and on the 1-2-3 Ocarina Progress Chart

1-2-3 Ocarina: Resources

1-2-3 Ocarina

– A5* Pupil / Class Music Book (31 songs) *also in larger format

1-2-3 Ocarina Teacher

– A4 Book, 64 pages: teaching notes, piano scores, 2 audio CDs

1-2-3 Ocarina soundtracks (audio CDs / mp3)

– 2 audio CDs (31 ocarina/singing performance tracks + 31 backings)

Beginner Partner Titles:

1-2-3 Ocarina

www.ocarina.co.uk/123ocarina

Music Zero-to-Hero

www.ocarina.co.uk/zero-to-hero

Play Your Ocarina Book 1

www.ocarina.co.uk/how-to-play

Class Packs

www.ocarina.co.uk/class-packs

'Adventurous Music-Making' resources for English 4-hole Ocarinas and the whole class band: sing, play, learn, enjoy, become musical.

Music Teacher Board: www.mtbexams.com/syllabus/ocarina

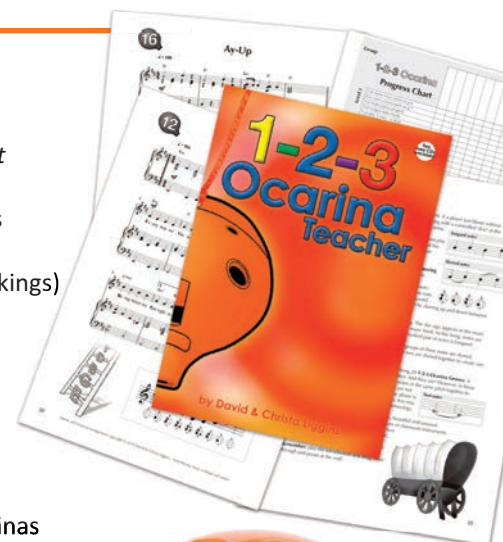
Eleven pieces from 1-2-3 Ocarina feature in ocarina exams:

Pre-Grade Introductory: Song 14, 17, 18, 21, 23

Pre-Grade Higher: Song 13, 16, 22

Grade 1: Song 24, 30

Grade 2: Song 29



1-2-3 Ocarina: Songs and Pieces

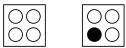









- 1 **Hi D** – Introduces **tonguing**, and **high D'** in **pictorial form** and **stave notation**. Learn to **read/play crotchets** and **crotchet rests**.
- 2 **Three 'B's** – Introduces **B** in **pictures** and in **stave notation** with **tails up** and **down**. **Count introductions** and **whole-bar rests**.
- 3 **Ocarina Groove** – Play alternating **notes** and **rests** to a **big band** backing, playing/counting a **four-beat semibreve** and **rest**.
- 4 **Doo-ing Well** – Observe **repeat signs** in Songs 3 and 4. Demonstrate ability to **read staff notation** by playing **high D'** and **B**.
- 5 **Time for Tea** – Play **two-bar phrases** rather than individual notes. Sing to make sense of the **lyrics**; play each **phrase musically**.
- 6 **Over the Water** – This is the first song in **3/4 time**. Play three **beats in a bar** rather than four. Play to an "um cha cha" rhythm in which the first beat is slightly emphasised. Notice the 2-beat **minims** and 3-beat **dotted minims**. **Sing** beautifully, **play** flowingly, **tongue** gently and **repeat** often. **Count** out loud and learn to count silently, feeling the **pulse** (um) and **beat** (um cha cha) internally.
- 7 **High Jump** – Consolidate **reading** and **playing** of notes **G B D'** in this song, observing the ups and downs of **notes on the stave**. Play in **2-part harmony**. Compare the **textures** and **timbres** when performing in **unison** or in **harmony**, with **Ocarinas** and/or **voices**.
- 8 **G-Whiz** – Confirm **note recognition** using the mnemonics in the songs and by playing Songs 8 and 9 from **stave notation** only.
- 9 **Wagon Trail** – **Tongue** to separate notes; **slur** to join them. **Tongue** and **slur** this song, observing the signs to **slur** and to **pause**.
- 10 **Down and Up** – Balance the Oc® to play **low D & high D'**. **Low pitch, high pitch, ascending** and **descending** notes are all here.
- 11 **InDEEDy** – Confirm reading and playing of the two lowest Ocarina notes **D** and **E** and practise playing short **staccato notes**.
- 12 **The Ladder Song** – Mnemonic lyrics name **notes** up the "ladder" lines of the **stave**. Encourage pupils to make up their own **tunes** using the notes at the foot of page 20, and make up **lyrics** to match. **Compose** by playing with **sounds, rhythms** and **notes**.
- 13 **Water Wheel** – **Slur** notes to play each **phrase musically**. These flowing phrases contrast with the **tongued** steps of Song 12.
- 14 **Summer Meadow** – Slur pairs of **crotchets** and tongue the **dotted crotchet** (1½ beats) and **quaver** (½ beat). Enjoy the **lyrics**.
- 15 **Buzz** – Learn to play **quavers** (½ beat each) in pairs. Practise **rhythms** on page 22 and incorporate them into this song about space. New note **A** is easy to move to from **B** by just covering the right finger-hole. **Lyrics** provide the **rhythm** for playing the **notes**.
- 16 **Ay-Up Ay-Up** – Complex **rhythms** are best learned **aurally**. Listen to the "hooves" and play **dotted quavers** and **semiquavers**.
- 17 **Easy Peasy Lemon Squeezy** – Note **C** fits with **A** and **E** to create an **A minor** feel for this song. Note the mnemonic **lyrics**.
- 18 **Sound Check** – This is another **A minor** song that is in **3/4**. Music and sound **carry messages**; remember this as you perform.
- 19 **Zulu Warriors** – Sing and play in **2-part harmony**. Add **drums** and other **untuned** and **tuned percussion** (see Teacher Book).
- 20 **BEEDe-eye** – Other songs in this book have a steady **tempo**. Some are faster (song 3); others slower (song 30). Listen to them to enjoy their different **tempos**. In this song each verse speeds up. Be ready to enjoy the excitement, playing as steadily as you can.
- 21 **Fangs, Sharp, Beware!** – Perform menacingly and **crescendo** (get louder). **Accent** the **minim F#s** for "sharp" and "fangs".
- 22 **Ocarina Waltz** – Establish **F#** from Song 21 and other notes learned so far by reading them on the **stave** in this **3/4 time** song.
- 23 **Making Music** – Notes in spaces complete the journey from **low to high D**. The **Key Signature** shows **F#** (top line + low space).
- 24 **Windmills** – This has flowing **slurred phrases** as in Song 13. Practise well to keep all finger movements even and smooth.
- 25 **Rain** – Notice the **Time Signature** and **Key Signature**. New note **C#** is played by covering the smallest hole. This song recaps note lengths and counting: **1-beat crotchets** ("rain drops"), **2-beat minims** ("head" and "wet") and **half-beat quavers** ("pit-ter pat-ter"). Make up and write down short **rhythmic phrases** using these notes and **compose** a tune to fit your rhythm patterns.
- 26 **D's Lazy Blues** – The **12-bar-blues** is the basis of much modern popular music. Make up your own lyrics with short phrases that fit the backings. **Improvise** by playing other notes that fit as well; try any of the notes illustrated on pages 42 and 43.
- 27 **Gruesome Twosome** – The two "Gruesome" songs are **composed** to develop right finger-control, with fingers alternating as one goes down and the other is lifted up. Learn to read **chromatic notes C#** and **C natural** a **semitone** apart (see them on page 44).
- 28 **Gruesome Too** – Play song 27 again and keep left holes covered; it now becomes song 28, with **C#** changing to **F#** and **C** to **E**.
- 29 **1-2-3 Ocarina Groove** – Learn new **note G#** and play the **scale**, page 37, by following **OcBox™** and **stave notation**. This is the full version of Song 3 'Ocarina Groove' with many **chromatic** notes to play, and **OcBox™** to read and to guide the fingers. Enjoy!
- 30 **School Song** – The longest **musical phrases** in the book are found here. Remember to **breathe** deeply, **playing** and **singing** through each **phrase** to the end. Listen to the **dynamics** (getting louder and quieter) in the **orchestral backings** and build your own playing up to a **crescendo** in the third line. Start with a small group and add performers at each phrase or line to create this effect.
- 31 **Eureka!** – **Music** is for **celebration** and to mark great **occasions**. This piece marks the end of the book with a celebratory Greek title and a return to the first three notes G B D' from songs 1 to 9. **Improvise**, using these and other notes, as you play the repeats.

1-2-3 Ocarina Progress Chart

1-2-3 Ocarina Progress Chart		Playing Level 1 to 7	MTB Exam Grades Pre-Grade A Pre-Grade B Grade 1 Grade 2	Name											
Red	Can name music terms on p.6														
	Can name Ocarina parts on p.7														
	Can hold Ocarina properly														
	Can tongue notes clearly														
	Can play 2 notes – D' B – and identify them on the stave														
	Can play rests silently														
	Can count introductions														
	Can perform Songs 1 – 5	1													
Orange	Can play in 4/4 time in songs so far, and in 3/4 time – Song 6														
	Can play 3 notes – D' B G – and identify them on the stave														
	Can play harmony – Song 7														
	Can identify crotchets, minims, quavers														
	Can slur and tongue														
	Can sing lyrics meaningfully and tunefully														
	Can perform Songs 6 – 9	2													
	Has played to an audience														
Yellow	Can play staccato – Song 11														
	Can identify dotted crotchets, dotted minims														
	Can balance the Oc® to play high and low notes														
	Can sing lyrics to Songs 13 and 14 thoughtfully														
	Can play 5 notes – D' B G E D – and identify notes on lines, p.20														
	Can make up tunes with any of these notes														
	Can perform Songs 10 – 14	3	A												
	Has played to an audience														
Green	Can play in harmony – Song 19														
	Can tap, count and practise playing new rhythms – p.22														
	Can play Songs 15 and 16 rhythmically and accurately														
	Can play 7 notes – D' C B A G E D														
	Can speed up when needed – Song 20														
	Can play quietly and loudly														
	Can perform Songs 15 – 20	4	A + B												
	Has played to an audience														
Blue	Can recognise sharp and natural signs														
	Can recognise key signatures														
	Can play 9 notes – D' C# C B A G F# E D														
	Can read and name these 9 notes on the stave														
	Can identify notes in spaces – p.32														
	Can play in 2/4 3/4 and 4/4 time														
	Can perform Songs 21 – 28	5 + 6	A + B + 1												
	Has played to an audience														
Purple	Can play Scale of D Major on Ocarina – p.37														
	Can play 10 notes – D' C# C B A G# G F# E D														
	Can find these notes on a piano or keyboard														
	Can read OcBox™														
	Can perform Songs 29 – 31	6 + 7	1 + 2												
	Can improvise using notes D' B and G in Song 31														
	Can perform with style														
	Has played to an audience														

1-2-3 Ocarina: Skills and Knowledge

KS1, KS2 and KS3

Song Number	1 – 5	6 – 9	10 – 14	15 – 20	21 – 28	29 – 31
New Notes	2 = D' B	1 = G	2 – E D	2 = C A	2 = C# F#	1 = G#
Fingercharts						
New Rhythms						
Time Signatures	4/4	3/4 4/4	3/4 4/4	3/4 4/4	2/4 3/4 4/4	4/4
Harmony		Song 7: play parts A and B in unison + 2-part harmony		Song 19: play parts A and B in unison + 2-part harmony		
Skills	Hold the Oc® Count and come in Play notes & observe rests Play & sing pieces together Read OcPix™ and notation	Play phrases, not just notes Count 3/4 time Play high and low notes Tongue and slur notes Keep together with others	Balance the Oc on high notes Play phrases musically Slur smoothly/expressively Play staccato notes Perform to an audience	Play rhythmically/accurately Learn rhythms from lyrics Learn rhythms by listening Read music for rhythm Speed up playing as needed	Improvise to 12-bar-blues Make up your own lyrics Create rhythms and compose Play quietly and loudly Perform to an audience	Read OcBox™ and play from them Improvise tunes and harmonies Play musically with backings Use dynamics Perform to an audience
Knowledge	Stave music notation Features of the Oc® Methods of playing Notes, rests, tablature Crotchet, semibreve	Sounds can be high and low Notes are high & low on stave Slurs and pause signs Repeat signs Minim, dotted minim	Meaning of staccato, slur Low pitch, high pitch Ascending and descending Note names on the lines Dotted crotchet, quaver	Meaning of unison, harmony Tempos can change Quavers can be in pairs Dotted quaver, semiquaver Waves carry sound in the air	Time signature, key signature Waltz is a dance in 3/4 time Note names in the spaces 12-bar-blues is a musical form Chromatic notes, semitones	Fingering for 10 Ocarina notes There are many forms of notation Meaning of dynamics, crescendo Music is for celebration Many instruments can play 1-2-3

Comments

listen carefully; come in at the right time; know when to be silent; make a good sound vocally and instrumentally; learn the song lyrics; cover the holes completely for a good Ocarina-sound; control fingers and breath for an even sound; tongue notes; learn to refer to Ocarina fingercharts when playing the notes on the stave, one sound per note, and follow the lyrics when singing; perform in public as often as possible; begin at the speed of the slowest in the class; work up to a performance speed as on the audio tracks; introduce dynamics, playing & singing quietly or loudly, to add variety to each piece; start and finish together!

Resources

The '1-2-3 Ocarina' class music book is available with and without audio CD. When each child in the class has a book, they are able to take ownership of the music and see where it is going. They are also able to take it home, if appropriate, to practise there and show off their skills to family and friends. '1-2-3 Ocarina Screens' can be displayed on whiteboards for whole class lessons, with sound and screens, as in the books. '1-2-3 Ocarina Teacher' is designed as a guide for any teacher to use, with specific teaching notes for every song and ideas for extension materials. It also contains two '1-2-3 Ocarina' audio CDs: one with each song performed first with Ocarina then with voice; the other with backing tracks. Piano accompaniments are also included. Notes on pages of the class music books are also a helpful quick reference for teachers.

Play Your Ocarina Book 1: Introduction

Levels 2 to 8

This has been the starting point for Ocarina players since 1992. It begins with 'Twinkle Twinkle' (p.5) and includes favourites such as 'Old MacDonald' (p.12) and 'Jingle Bells' (p.13). The appeal of playing recognisable tunes straight away is immense. **It boosts players' confidence and motivates them** to continue making music.

OcPix™ are presented to show the finger-positions for each note in the first six songs. These are ideal for both adults and children to follow. Early years experts have observed 5-year-olds playing the songs by following the charts, and have concluded that this music-making activity **promotes reading-readiness**.

As the pages progress, **OcBox™** finger-charts appear under the notes of the score, and above the lyrics, to show which holes to cover for each note. Pupils read the charts at the same time as singing lyrics and observing the music. This prepares pupils for reading stave musical notation, and is an **acceptable form of music-reading** in its own right, for all pupils at any age.



Learning to read and play from OcPix™ and OcBox™ makes music accessible for pupils with reading difficulties, and for anyone who is not yet confident in reading stave notation, including adults. The light-yellow background of each page helps dyslexic players to follow the music more easily; Ocarina charts are also known to be 'dyslexia-friendly'.

Whilst Ocarina tablature guarantees immediate reading and playing success, the addition of specially written lyrics to instrumental tunes such as 'New World' (p.26) and 'Ode to Joy' (p.27) means that pupils can sing these as well. Pupils get to know the works of Dvořák and Beethoven through **full immersion by listening, singing, and playing**. They also hear the **rhythm** of each piece in the **syllables** that they sing. Familiar songs that fit the musical range of the Ocarina naturally include 'Frère Jacques' (p.9), 'Daisy, Daisy' (p.28) and 'Skye Boat Song' (p.30).

Use **flashcards** to guide pupils in playing a full-octave. The tunes in this book involve **more notes at an earlier stage** than the other beginner Ocarina books. The greater dexterity needed to play these is balanced by familiarity with the pieces. **Pupils as young as five** can follow the flashcards, and charts in the book, to play a **full-octave of notes** in their first lesson. Use the flashcards in follow-on sessions as well, as a warm-up activity or memory-jogger.

The '**Book 1 CD-Rom**' displays an animated Ocarina, with moving fingers that cover the holes as each note plays. Pupils can "shadow-play" by following the animation, and also follow a choice of four screens: finger-charts only, stave notation only, and both types of tablature with the music. Each song can also be played at different rehearsal and performance speeds: that's 16 different ways to teach each song! Helpful warm-up exercises are also included.

It is unusual for young pupils to play tuned musical instruments fluently in whole-class music. An Ofsted inspector watched 6-year-olds playing 'London's burning' (p.8) in 4-part harmony, as part of a 'Great Fire of London' project, and was totally amazed. Older pupils frequently give public performances of classical themes from this book.

Book 1 progresses more quickly and has more full-octave tunes than '1-2-3 Ocarina' and 'Music Zero-to-Hero'. It remains a favourite first book. Videos at ocarina.co.uk show 6-year-olds playing fluently from Book 1. The beginner books all work well together, as each does something different. Ocarina Class Packs can include any mix of them on request. We recommend Book 1 from the age of six onwards and the other two books for pupils from the age of five. **All three are effective in getting primary and secondary students playing straight away.**

NB. 'Play your Ocarina Book 1' has been revised and updated regularly since first publication in 1992. For full-colour pages and lyrics to every song, order new copies, or look for recent editions dated 2020 or after.



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Play Your Ocarina Book 1: Overview

'Play your Ocarina Book 1' consists of 22 songs, for playing and singing in whole-class music lessons, plus scales and a quiz. Play through the songs in the order suggested below; adapt these suggestions to create your own schemes of work. *Your rate of progress will depend on the age and ability of pupils, and the length of each lesson.*

A Read, sing and play simple tunes

Play 9 notes + 7 tunes from scratch; develop repertoire with familiar songs; read tablature

- observe/play from OcPix™ and OcBox™ tablature (flashcards + book) for D major scale (p.4) and tunes
 - listen to the audio; learn how to come in singing and/or playing after each instrumental introduction
 - sing and play SEVEN songs on pages 5, 7, 8, 9, 10, 11, 12
 - guess the Quiz* tune (p.11), play it unaccompanied, perform whenever appropriate (see * below)
 - practise tonguing 'Old MacDonald' (p.12); recap previous tunes by tonguing to improve performance
 - play 'London's Burning' (p.8), in unison and harmony (2-part initially, more parts when appropriate)
 - perform 'London's Burning' in History lessons (Great Fire of London), Geography lessons (Disasters), etc.
- * Quiz tune is "Happy Birthday to You". Communicate a message that can be understood in any country, whatever the language, as this tune is universal (see 'Secret Message' Song 4 'Music Code-Cracker').

B Read, sing and play more challenging tunes

Improve reading confidence and playing dexterity; play 8 tunes with more complex rhythms

- read OcBox™ tablature and observe stave musical notation, particularly rhythms
- sing and play EIGHT songs on pages 13, 15, 16, 17, 18, 19, 20, 21; recap and practise
- observe notation on pages 15, 16 and 17 for pitch and rhythm (crotchets, minims, semibreves, quavers)
- make up 3-note tunes using G A B, as in the first line of p.16; change the note order and experiment
- sing p.18, p.19, p.20 and p.21 to see and hear the different rhythms (some dotted); play slowly

C Practise and perform a broad new repertoire

Learn new notes and pieces; play convincingly in unison & harmony with increasing control and expression

- demonstrate increasing skill and confidence in solo/group performances by practising familiar tunes
- sing and play EIGHT new songs on pages 23, 24, 25, 26, 27, 28, 30, 32; notice chromatic notes on pages 22 & 23
- listen to the "um cha cha" rhythm on p.28 and the slower rhythm in p.24 and p.25; count/play them in 3/4 time
- slur 'Skye boat Song' p.30 (tongue repeated notes) and tongue p.31 to add variation
- perform p.30 quietly and p.31 louder as a contrast, enunciating the words clearly when singing
- recap pages 8 and 9 and practise them as rounds in 2- 3- and 4-parts; take care of the quicker rhythms in line 3
- if the whole class have found any tune difficult, ask an able pupil to play it for everyone to hear/copy
- enter soloists for Music Teacher Board exams: see details below and on the Book 1 Progress Chart
- perform as a whole class during the year to the rest of the school, to parents, and in the community

Play Your Ocarina Book 1: Resources

Play Your Ocarina Book 1 "Starting Off"

- A5 Pupil / Class Music Book (23 songs)
- Book 1 soundtracks (audio CD / mp3)
- Flashcards showing the scale of 'D' major in OcPix™
- CD-Rom Software www.ocarina.co.uk/rom
- Online teaching videos www.ocarina.co.uk/playing-tips
www.YouTube.com/OcarinaWorkshop

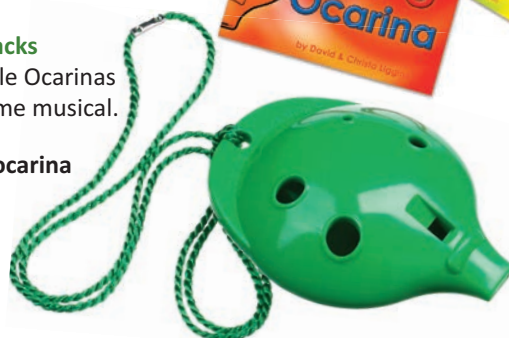
Beginner Partner Titles: Book 1 www.ocarina.co.uk/sb
Music Zero-to-Hero www.ocarina.co.uk/zero-to-hero
1-2-3 Ocarina www.ocarina.co.uk/123ocarina

Class Packs www.ocarina.co.uk/class-packs
'Adventurous Music-Making' resources for English 4-hole Ocarinas and the whole class band: sing, play, learn, enjoy, become musical.

Music Teacher Board: www.mtbexams.com/syllabus/ocarina

Thirteen pieces from Book 1 feature in ocarina exams:

- Pre-Grade Introductory: Page 12, 13, 17
- Pre-Grade Higher: Page 18, 30, 32
- Grade 1: Page 19, 21, 26, 28
- Grade 2: Page 20, 23, 27



Play Your Ocarina Book 1: Songs and Pieces

Twinkle Twinkle – The **scale of D major** (page 4) starts with all holes covered for **low D** and goes up in **pitch**, a step at a time, to end at **high D** with all holes open. The first and last notes of Twinkle Twinkle are low D. Ensure that all holes are fully covered.

Kumbaya – The **rhythm** of this song is less regular than that of Twinkle. The spacing of OcPix™ gives an idea of longer and shorter notes. Count four **beats** on the last note of each line. The **duration** of an individual note, or a piece of music, is how long it lasts.

London's Burning – This **round** can be played and sung in **unison** and in **harmony**. Listen carefully to keep together all the time in unison and 2- 3- or 4-parts. After playing and singing in unison, performing in two parts is easiest, and is often the most effective.

Frère Jacques – In both these rounds, you can hear different **textures** depending on how many are playing/singing on each part: as more join in, the texture thickens. Add an **ostinato** by playing D A D on **tuned percussion**, as shown in **guitar chords** D and A7.

Yankee Doodle – These nonsense lyrics are from the USA. Make up new lyrics that fit the music to create your own version of the song. Make up 3-note tunes as well, beginning with the first notes: B, A and G. Notice the **banjo** and **accordion** in the backings.

Quiz – Music is a language that **communicates** around the world. Play this tune in another country and everyone will start singing their own words in their own language. The meaning of the words to this tune are the same everywhere – happy birthday!

Old MacDonald – **Tongue** the repeating notes (line 4) to keep them separate. Play them even shorter to make **staccato** notes.

Jingle Bells – These facing tunes can be played, one after the other, as a **medley**. Similar medleys begin on pages 16, 18 and 20.

Hot Cross Buns – **Stave musical notation** shows **high-pitch** and **low-pitch** notes above "hot" and "cross" respectively. The four beats in each **4/4 time bar** are made up of 1-beat **crotchets** ("Hot"), 2-beat **minims** ("buns") and half-beat **quavers** (in bar 3).

Au Clair de la Lune – Look at the top line and compare it with the others. There is **structure** in music, as in any language. This piece follows a typical **A A B A song pattern** in which the first line of the tune (A) repeats (A), changes (B) and repeats (A) again.

Little Bird – There are three note lengths on these facing pages: **crotchet**, **minim**, **semibreve**; count 1, 2, and 4 **beats** respectively in **4/4 time**. Tap the **rhythm** of the first two **bars** in both these two songs to compare them. Hold semibreves on for the full 4 beats.

Muffin Man – The uneven rhythm of a **dotted crotchet** followed by a **quaver** gives extra emphasis to singing "seen" and "man" and keeps the word "the" short on each occasion. These facing pages are **traditional English folk songs**.

Bobby Shaftoe – The **concertina** is a portable musical instrument that could easily be stored by a sailor in a cabin on board ship; listen to it in the accompaniment. **Slur** the notes for "sea", "knee" and "me" by tonguing the first note only; the finger movement changes the pitch from one note to another. **Tonguing** and **slurring** are the two main ways of separating or sliding between notes.

Oh Susanna – This is another A A B A tune, although the last few notes of line 1 are slightly different to those in lines 2 and 4. These two **popular American songs** were written by Stephen Foster. Listen to the **banjo** as it plays the accompaniment.

Camptown Races – This second Stephen Foster song was written for song and dance entertainments of the 19th century. Both tunes are performed at a similar speed and can be played one after the other as a **medley** to create a single, longer piece of music.

All Things Bright and Beautiful – This well-loved Victorian hymn was known and sung by schoolchildren worldwide. Up to now, all tunes have been in the **keys of G or D major**, with one sharp or two. They are **diatonic**, using only the notes of the scale. This tune uses **chromatic** notes to **modulate** from the key of D to A major to B minor, by means of **semitones** G# and A#; see notes on page 22.

Pastoral – This is the first piece in **3/4 time**. Count the "um cha cha" rhythm by **emphasising** first beat in each three-beat bar. **Beethoven wrote nine symphonies**. This melody comes from his **6th 'Pastoral' Symphony** to reflect the beauty of nature.

Plaisir d'Amour – Breathe deeply before starting each line, to play long **phrases** with a sustained **legato**, smooth flowing, sound. Gently vibrating notes help solo playing come alive. This **vibrato** can happen naturally with good upright posture and deep, relaxed breathing. Vary the **dynamics** and **texture** of each verse by inviting soloists, small groups and whole-classes to play and sing.

New World – Like Beethoven, **Dvořák** composed nine symphonies, and this theme is found in his **9th 'New World' Symphony**. The slow **Largo** theme is played on the **cor anglais**, in the **woodwind section of the orchestra**. It should not be hurried.





Ode to Joy – This theme by **Beethoven** appears at the climax of his **9th Symphony**. At this point, **chorus and orchestra** join forces for a powerful finale. Use Ocarinas and voices to recreate this, using the largest forces you can muster. In the repeated second section, keep together on **quavers** and **tied crotchets** by **practising the rhythms carefully**. Enjoy the **orchestral accompaniment**.

Daisy Daisy – A favourite activity in Victorian and Edwardian homes was to gather around the **piano** and sing. Another favourite was to ride the newly invented bicycle. When this song was sung in **music halls**, audiences swayed from side-to-side in time with the tune, encouraged by the singer. Everyone knew the words, sang along, and sang them again at home around the piano.

Skye Boat Song – This **traditional Scottish tune** is introduced on the **bagpipes**. The flowing nature of lyrics and melody on page 30 contrast with the drama of page 31. Play and sing page 31 louder as a contrast. Playing **louder** (<) or more **quietly** (>) adds **expression** and interest to the music. Draw "hairpins" to show when to add these **dynamics** and to show how sudden or gradual they should be.

Goodnight Ladies – The **jazz piano** introduces another American popular song. Notice the slow and lingering style of the **melody** for "goodnight" compared with the lively and more rhythmical stepping-out **tune** for "merrily we roll along".

Play your Ocarina – Book 1 Progress Chart		Playing Level 2 to 8	MTB Exam Grades A, B, 1 & 2	Name															
Red	Holds the Oc® correctly and covers holes fully as shown																		
	Can play a Scale of D Major p.4 by following the OcPix™	2																	
	Reads and plays lines of OcPix™ on p.5, tonguing notes cleanly																		
	Can perform Twinkle Twinkle p.5 recognisably and tunefully	2																	
	Observes and plays repeating notes, long notes and rhythms p.7																		
	Can play Kumbaya p.7 smoothly with backings	2																	
	Plays p.8 (particularly line 4) rhythmically; controls fingers well																		
	Can play London's Burning p.8 in unison and sing in two-parts	2																	
Orange	Plays quicker quaver rhythms on p.9 line 3 cleanly and steadily																		
	Can play Frère Jacques p.9 in unison and sing in two-parts	4																	
	Sings / plays p.8 and/or p.9 in two- or more-part harmony																		
	Can play Yankee Doodle p.10 and repeat it along with backings	2																	
	Knows how to look after and play an Ocarina as shown on p.6																		
	Can identify Quiz p.11 and play it unaccompanied for friends	2																	
	Reads and plays Scale of D Major by following OcBox™ on p.11																		
	Can play Old MacDonald p.12 and crisply tongue the fourth line	3	Pre-Grade A																
Yellow	Can play Jingle Bells p.13 rhythmically by following OcBox™	3	Pre-Grade A																
	Has performed some of the songs to an audience in public																		
	Recognises high and low notes on the musical stave																		
	Plays Hot Cross Buns p.15 with tidy quavers, steady minims	5																	
	Able to read, write and play crotchets, minims and quavers p.15																		
	Can play Au Clair de la Lune p.16 and spot the A A B A pattern	3																	
	Counts and plays crotchets, minims and semibreves p.16 & 17																		
	Can play Little Bird p.17 and see differences in rhythm from p. 16	3	Pre-Grade A																
Green	Sings the songs on p.18 & 19 tunefully and rhythmically																		
	Can play Muffin Man p.18 with crisp dotted crotchets + quavers	5	Pre-Grade B																
	Knows how to practise slowly and gradually play up to speed																		
	Can play Bobby Shaftoe p.19 with careful fingering of notes	7	Grade 1																
	Shows a smooth contrast on 3rd lines of the next two songs																		
	Can play and/or sing Oh Susanna p.20	8	Grade 2																
	Demonstrates slow practice versions of any songs p.18 – 21																		
	Can play and/or sing Camptown Races p.21	7	Grade 1																
Blue	Recognises D on a keyboard p.22 and can play G# and A#																		
	Can play All Things Bright & Beautiful p.23	8	Grade 2																
	Able to play and name 11 Ocarina notes (see inside back cover)																		
	Can perform Pastoral p.24	4																	
	Understands ties and can count tied minims on p.24 & 25																		
	Can play Plaisir d'Amour p.25 with a smooth sustained sound	6																	
	Adds variety p.24 & 25 by singing and playing, solo and in groups																		
	Can play New World p.26	6	Grade 1																
Purple	Has listened to extracts of Beethoven or Dvořák orchestral works																		
	Can play Ode to Joy p.27 middle section with accurate rhythms	8	Grade 2																
	Can count and play in 3/4 on p.24 & 25 and p.28 to 31																		
	Can play Daisy Daisy p.28 with style	6	Grade 1																
	Able to contrast p.31 dramatically from p.30, to vary performance																		
	Can play Skye Boat Song p.30	4	Pre-Grade B																
	Can play Goodnight Ladies p.32	5	Pre-Grade B																
	Has performed to audiences on various occasions using this book																		

Song Pages	4 – 8	9 – 12	13 – 17	18 – 21	22 – 26	27 – 32
New Notes	9 = D' C# C B A G F# E D				2 = G# A#	
New Rhythms	 (aural only)	 (aural only)				
Time Signatures	3/4 4/4 3/2 (aural only)	3/4 4/4 (aural only)	4/4	4/4	3/4 4/4	3/4 4/4
Harmony	London's Burning p.8 is a round in 2, 3 or 4 parts	Frère Jacques p.9 is a round in 2, 3 or 4 parts				
Skills	Hold the Oc® Follow visual instructions Play scale of D major Play tunes reading OcPix™ Balance Oc® (p.8)	Read OcPix™ and OcBox™ Can tongue repeating notes Can recognise a mystery tune Play high and low notes Can repeat tunes as required	Read a page of stave music Identify and tap rhythms Play phrases musically Sing lyrics meaningfully Make up rhythmic patterns	Read/play dotted rhythms Read/play dotted quavers Tongue and slur as needed Can tell stories through song Can play to varied backings	Play and sing chromatic notes Read new notes fluently Count in 3/4 time Hold long sustained melodies Sing and play in public	Add dynamics to performances Select music for varied occasions Perform to audiences Play and sing simpler pieces effortlessly and from memory
Knowledge	Understand "Do..." (p.6) Understand "Don't..." (p.6) Low and high pitch + scales Rounds and how they work Great Fire of London (p.8)	French words and meanings Sounds can be high and low Tunes can carry messages Tonguing separates the notes Notice guitar/ukulele chords	Ocarina invention & history Crotchets, quavers, minims Recognise song form A A B A Lyrics paint pictures Slurring joins notes/phrases	Traditional songs are about real people/places in history Songs can be written for popular entertainment Music tells us about the past	Scales, keys, key signatures Chromatic notes & semitones Beethoven and Dvořák both composed symphonies for orchestras to play	Music can mark historical events Fingerings for 11 Ocarina notes Recognise 11 notes on the stave Notations represent sounds Know a range of different rhythms

Comments

Learn to play a scale of D major by reading OcPix™; listen carefully to the backings; come in at the right time; make a good sound vocally and instrumentally; cover the holes completely to play at the right pitch; control fingers and breath for an even sound; tongue notes; learn to follow Ocarina fingercharts, one note per picture, when playing tunes, and follow lyrics when singing; perform in public as often as possible; begin at the speed of the slowest in the class; work up to a performance speed as on the audio tracks; introduce dynamics, playing & singing quietly or loudly, to add variety to each piece; start and finish together!

Resources

'Play your Ocarina Book 1 – Starting Off' is available with and without **audio CD**. When each child in the class has a book, they are able to take ownership of the music and see where it is going. They are also able to take it home, if appropriate, to practise and show off their skills to family and friends. **Whole-Class Ocarina Teaching** notes are supplied with Class Packs of Ocarinas and Book 1 and also with **Flashcards** for the scale of D major. The '**Book 1 CD-ROM**' has an animated Ocarina, four different music displays and backings at three different speeds, all for whiteboard display of all 22 songs in Book 1. The rehearsal and performance speeds for each song help with whole-class lessons, along with Ocarina-only, backings-only and full accompaniments to play along with.

Ocarina

Stages of Playing

KS1 (age 5–7)	KS1 playing			KS1 extension											
KS2 (age 7–11)	KS2 preparation	KS2 playing						KS2 extension							
KS3 (age 11–14)		KS3 preparation		KS3 playing								KS3 extension			

LEVEL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MTB Exam Grades			A	B		1		2		3		4			5

Adventurous Music-Making

Music Zero-to-Hero	[Red]														
1-2-3 Ocarina	[Orange]														
Music Code-Cracker		[Purple]													
Music Music-Maker		[Yellow]													
Music World-Explorer		[Green]													
Music Time-Traveller		[Blue]													

Play Your Ocarina

Book 1		[Light Green]													
Book 2			[Orange]												
Book 3				[Light Purple]											
Book 4						[Dark Purple]									
Ocarina Carols			[Light Blue]												
Songs of Praise			[Yellow]												

Instrument Choice	4-hole Oc® pieces														
	6-hole Oc® preparation					6-hole Oc® pieces									