

Resources <ul style="list-style-type: none"> - An instrument for each child - ICT resources - Equipment to record children's progress - Rhythm Flash Cards 	<u>Term 1 – Let's Go</u> <p>In this Unit children learn to play their instrument with a secure technique and will develop their singing ability to be able to use the voice with control. They will begin to perform simple rhythmic and melodic patterns in time with a secure beat and understand the difference between rhythm and pulse. They will start to use simple notation and explore some of the interrelated dimensions of music such as tempo, duration, dynamics and pitch. Aural skills will be developed through the voice and instrument.</p>	<u>Term 2 – The Class Orchestra</u> <p>This Unit develops the children's ability to create, combine and perform rhythmic and melodic material as part of a class performance. The pupils will develop their composition and improvisation skills and in performance they will maintain their own parts with confidence. Notation will be used to support musical learning. Aural skills will be developed further through a range of more complex activities and games. They will be able to begin to demonstrate knowledge of the interrelated dimensions of music on their instrument and vocally.</p>	<u>Term 3 – On With The Show!</u> <p>This Unit develops and demonstrates the children's ability to take part in a class performance with confidence, expression and control. The children plan, sing, compose and play instrumental pieces in order to achieve a quality class performance. They will embed a secure instrumental technique and produce a pleasing musical sound. Their knowledge of the interrelated dimensions of music will be more secure and their aural skills will continue to develop. They will show more confidence in reading notation and use this to learn pieces for their concert.</p>
<u>Skills Development</u> (based on Entrust Music Service Musical Skills Progression Map)	<ul style="list-style-type: none"> • Demonstrate awareness of the need for good posture and diction whilst singing and playing in order to maintain a pleasing sound • Begin to demonstrate a secure pulse and understanding of rhythm • Perform simple phrases using conventional rhythmic/melodic notation including crotchet, quaver, minim • Understand and respond to visual cues for starting/stopping, loud/quiet and fast/slow • Begin to maintain a simple part in a whole class performance • Recognise and describe how sounds are made and changed on the instruments • Begin to explore simple improvisation using one note/rhythms • Memorise rhythmic and melodic phrases • Begin to develop an awareness of the interrelated dimensions of music, pulse and articulations • Explore simple changes of metre through a variety of pieces • Make constructive comments about own and others' work to make improvements to the quality of the sound and technique • Listening to a variety of music from different periods, countries, cultures and genres 	<ul style="list-style-type: none"> • Play with a consistently pleasing sound and demonstrate a good technique both on the instrument and vocally • Play with a sense of pulse in time with backing tracks and other pupils • Begin to show an awareness of how changes in pitch can be shown on a staff and use notation to learn simple melodic phrases • Follow a conductor during whole class performances and small group compositions • Maintain a second or third part in a vocal or instrumental piece showing an understanding of texture (partner songs, ostinati, rounds) • Make soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures • Improvise with increasing confidence using 2 – 3 notes/more varied rhythms • Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation • Continue to develop an awareness of the interrelated dimensions of music, pulse and articulations • Recognise different metres (e.g. 2, 3 or 4 time). • Through self-assessment, make changes to technique and compositions in order to improve the quality of the music that is produced • Listening to a variety of music from different periods, countries, cultures and genres 	<ul style="list-style-type: none"> • Play with a well-established instrumental technique to produce a consistent sound using more complex techniques • Play as part of a class ensemble with confidence and a secure pulse • Learn new pieces by using standard staff notation • Follow a variety of conductors including other teachers and pupils to play together as a group • Perform pieces with two or three parts with confidence and accuracy to create a layered piece • Compose and layer simple ostinati to create an accompaniment for a song • Improvise more than 1 bar of music with confidence • Use aural skills to match sound and notation patterns • Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. • Recognise changes in metre aurally and through movement • Make constructive comments on own and others' music to develop compositions and performances discussing some of the interrelated dimensions of music • Listening to a variety of music from different periods, countries, cultures and genres
<u>Instrument specific skills</u> (based on Entrust Music Service Assessing Musical Progress levels)	<u>Beginner Level</u> <ul style="list-style-type: none"> • Learn about instrument care • Recognise and show good posture – feet apart, straight back, holding sticks correctly (matched grip for glockenspiel, matched or traditional grip for snare/pad) • Be able to play simple patterns with alternating strokes on the snare/pad – heads of sticks hitting the drum near the centre but towards the top edge, and just past the centre of the bars on the glockenspiel • Produce controlled sounds when performing a simple piece • Know the names of the all notes (C to C) and how to locate them on the glockenspiel • Play simple tunes and patterns using 3 to 4 notes, moving mainly by step, using both beaters. • Play in time to the beat and demonstrate the difference between pulse and rhythm • Create their own short phrase using pitch and rhythm • Recognise sounds as high/low, loud/quiet, fast/slow, long/short • Identify why some sounds are more successful than others • Learn about simple graphic and traditional notations 	<u>Working Towards Improver Level</u> <ul style="list-style-type: none"> • Perform a short piece demonstrating good posture • Begin to develop a pleasing sound and be able to play long and short sounds at two or more dynamic levels with control • Perform more complex patterns combining double and single strokes • Perform a variety of tunes, extending the range to 5 or 6 notes, moving by step and leap, using both beaters • Perform a variety of pieces from simple notation • Repeat a simple melody by singing or playing • Create simple patterns with increasing confidence and accuracy • Perform more complex ostinati using different metres • Work with confidence in small groups to improve work, compose, improvise and develop technique • Use the instrument creatively to produce sounds effects and perform ideas • Identify the challenges in a new piece with support of the teacher 	<u>Improver Level</u> <ul style="list-style-type: none"> • Perform a short piece demonstrating good posture, showing a relaxed approach and a comfortable/efficient grip • Produce a pleasing sound on both snare/pad and glockenspiel, showing an awareness of different dynamics and articulation • Perform sticking patterns which combine single and double strokes with paradiddles and improvise simple fills • Perform a variety of tunes, extending the range to approximately an octave and using both beaters • Read simple rhythmic and melodic notation to perform pieces • Perform a selection of pieces from memory • Copy back more complex phrases and identify the note lengths used by name • Lead call and response exercises using pitch and rhythm • Use the instrument to create short phrases and pieces • Identify ways to improve technical aspects of performance • Perform to an audience to celebrate achievements
<u>Suggested Repertoire</u>	<ul style="list-style-type: none"> • DeeCee's Blues - Charanga • Mardi Gras Groovin' – Charanga • DEFinately – Charanga/PowerPoint • Two-Way Radio - Charanga • Ignition • Yellow* • My Name Is* • People Get Ready* • Clicks and Sticks – Glocks and Drums <p>*Music provided for teacher reference, but it is intended that children learn the hi-hat and drum patterns aurally and play these on the pads/drums</p>	<ul style="list-style-type: none"> • Composition Project tbc • Rigadoon – Charanga - Glocks • Mamma Mia – Charanga • Little Gnat – Charanga • Blast Off!- Glocks and Drums • Rebel without a Pause* • Untitled (How does it Feel) * • Doubling Up and Doubling Down – Glocks and Drums <p>* Music provided for teacher reference, but it is intended that children learn the hi-hat and drum patterns aurally and play these on the pads/drums</p>	<ul style="list-style-type: none"> • Bacharach Anorak – PowerPoint- Glocks • Into Orbit • Sittin' On the Dock of the Bay* • Padding Around – PowerPoint • Paradiddle Paradise - Drums <p>* Music provided for teacher reference, but it is intended that children learn the hi-hat and drum patterns aurally and play these on the pads/drums</p>