

<b><u>Resources</u></b> <ul style="list-style-type: none"> <li>- An instrument for each child</li> <li>- ICT resources</li> <li>- Equipment to record children's progress</li> <li>- Rhythm Flash Cards</li> </ul>	<b><u>Term 1 – Let's Go</u></b> <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>	<b><u>Term 2 – The Class Orchestra</u></b> <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>	<b><u>Term 3 – On With The Show!</u></b> <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>
<b><u>Skills Development</u></b>  (based on Entrust Music Service Musical Skills Progression Map)	<ul style="list-style-type: none"> <li>• Demonstrate awareness of the need for good posture and diction whilst singing and playing in order to maintain a pleasing sound</li> <li>• Begin to demonstrate a secure pulse and understanding of rhythm</li> <li>• Perform simple phrases using conventional rhythmic/melodic notation including crotchet, quaver, minim</li> <li>• Understand and respond to visual cues for starting/stopping, loud/quiet and fast/slow</li> <li>• Begin to maintain a simple part in a whole class performance</li> <li>• Recognise and describe how sounds are made and changed on the instruments</li> <li>• Begin to explore simple improvisation using one note/rhythms</li> <li>• Memorise rhythmic and melodic phrases</li> <li>• Begin to develop an awareness of the interrelated dimensions of music, pulse and articulations</li> <li>• Explore simple changes of metre through a variety of pieces</li> <li>• Make constructive comments about own and others' work to make improvements to the quality of the sound and technique</li> <li>• Listen to a variety of music from different periods, countries, cultures and genres</li> </ul>	<ul style="list-style-type: none"> <li>• Play with a consistently pleasing sound and demonstrate a good technique both on the instrument and vocally</li> <li>• Play with a sense of pulse in time with backing tracks and other pupils</li> <li>• Begin to show an awareness of how changes in pitch can be shown on a staff and use notation to learn simple melodic phrases</li> <li>• Follow a conductor during whole class performances and small group compositions</li> <li>• Maintain a second or third part in a vocal or instrumental piece showing an understanding of texture (partner songs, ostinati, rounds)</li> <li>• Make soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures</li> <li>• Improvise with increasing confidence using 2 – 3 notes/more varied rhythms</li> <li>• Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation</li> <li>• Continue to develop an awareness of the interrelated dimensions of music, pulse and articulations</li> <li>• Recognise different metres (e.g. 2, 3 or 4 time).</li> <li>• Through self-assessment, make changes to technique and compositions in order to improve the quality of the music that is produced</li> <li>• Listen to a variety of music from different periods, countries, cultures and genres</li> </ul>	<ul style="list-style-type: none"> <li>• Play with a well-established instrumental technique to produce a consistent sound using more complex techniques</li> <li>• Play as part of a class ensemble with confidence and a secure pulse</li> <li>• Learn new pieces by using standard staff notation</li> <li>• Follow a variety of conductors including other teachers and pupils to play together as a group</li> <li>• Perform pieces with two or three parts with confidence and accuracy to create a layered piece</li> <li>• Compose and layer simple ostinati to create an accompaniment for a song</li> <li>• Improvise more than 1 bar of music with confidence</li> <li>• Use aural skills to match sound and notation patterns</li> <li>• Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>• Recognise changes in metre aurally and through movement</li> <li>• Make constructive comments on own and others' music to develop compositions and performances discussing some of the interrelated dimensions of music</li> <li>• Listen to a variety of music from different periods, countries, cultures and genres</li> </ul>
<b><u>Instrument specific skills</u></b>  (based on Entrust Music Service Assessing Musical Progress levels)	<b><u>Beginner Level</u></b> <ul style="list-style-type: none"> <li>• Learn about instrument care</li> <li>• Recognise and show good posture</li> <li>• Produce controlled sounds using the open strings</li> <li>• Play a tune using the open strings using fingers and thumb or a plectrum</li> <li>• Pluck the strings and/or strum in time to the beat and demonstrate the difference between pulse and rhythm</li> <li>• Play two chords and begin to change between these</li> <li>• Know the names of all four strings and parts of the instrument</li> <li>• Create a short phrase using pitch and rhythm</li> <li>• Recognise sounds as high/low, loud/quiet, fast/slow, long/short</li> <li>• Identify why some sounds are more successful than others</li> <li>• Learn about simple graphic and traditional notations (including TAB) and begin to read them</li> </ul>	<b><u>Working Towards Improver Level</u></b> <ul style="list-style-type: none"> <li>• Perform a short piece whilst maintaining good posture</li> <li>• Begin to use the fingers with some confidence to change pitch using the frets, showing an understanding of numbered strings and frets</li> <li>• Begin to develop fingering and strumming technique (up and down) to play long and short sounds and two or more dynamic levels with control</li> <li>• Play two or three chords and change between them with increasing accuracy</li> <li>• Perform a variety of pieces from simple notation</li> <li>• Repeat a simple melody by singing or playing</li> <li>• Create simple patterns with increasing confidence and accuracy</li> <li>• Perform more complex ostinati using different metres</li> <li>• Work with confidence in small groups to improve work, compose, improvise and develop technique</li> <li>• Use the instrument creatively to produce sounds effects and perform ideas</li> <li>• Identify the challenges in a new piece with support of the teacher</li> </ul>	<b><u>Improver Level</u></b> <ul style="list-style-type: none"> <li>• Perform a short piece demonstrating good left-hand fretting technique, showing a relaxed approach without tension</li> <li>• Use fingers with more confidence to play using up to fifth/sixth fret</li> <li>• Produce a consistently good sound when fingering/using a plectrum/strumming and a variety of long and short notes and varying dynamics</li> <li>• Play simple chord changes using at least three chords, changing with confidence and accuracy</li> <li>• Read simple rhythmic and melodic notation including chords and TAB to perform pieces</li> <li>• Perform a variety of pieces from memory</li> <li>• Copy back more complex phrases and identify note lengths used by name</li> <li>• Lead call and response exercises using pitch and rhythm</li> <li>• Use the instrument to create short phrases and pieces</li> <li>• Identify ways to improve technical aspects of performance</li> <li>• Perform to an audience to celebrate their achievement</li> </ul>
<b><u>Suggested Repertoire</u></b>	<ul style="list-style-type: none"> <li>• <b>Hand Jive – SharePoint</b></li> <li>• My Dog has Fleas/Green Cats Eat Ants - Charanga</li> <li>• Progression of Chords/Suggested Repertoire               <ul style="list-style-type: none"> <li>• C or F – Row Your Boat/A Sailor Went to Sea – Charanga (only in C)</li> <li>• <b>Am – Land of the Silver Birch - SharePoint</b></li> <li>• Ukulele is so much fun - SharePoint</li> <li>• F/C or F/C7changing – Sur le Pont/One Man Went to Mow – Charanga</li> <li>• <b>C/Am changing – Come and Sing with Me - SharePoint</b></li> </ul> </li> <li>Melodies</li> <li>• My Dog has Fleas – Charanga</li> <li>• <b>Rock E and A (8ve higher) – Guitar Basics – version on SharePoint</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>A composition project tbc</b></li> <li>• Progression of Chords/Suggested Repertoire               <ul style="list-style-type: none"> <li>• F/C or F/C7 changing – any tonic/dominant song</li> <li>• Dm/C – Drunken Sailor (versions on SharePoint in Guitar and Ukulele folders)</li> <li>• <b>F/C/Am – Ukulele is so much fun version 2 – Sharepoint</b></li> <li>• Songs from the previous term with up/down strumming pattern</li> </ul> </li> <li>Frets/Melodies               <ul style="list-style-type: none"> <li>• <b>Bossy Nova (8ve lower than printed) – Guitar Basic – SharePoint version</b></li> <li>• Bees at Sea – Guitar Basics/SharePoint</li> <li>• <b>I Spied a Spy – Guitar Basics – SharePoint version</b></li> <li>• Rock the Boat – Guitar Basics/SharePoint</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Gospel Medley – SharePoint</li> <li>• Progression of Chords/Suggested Repertoire               <ul style="list-style-type: none"> <li>• C/G or G7 – any tonic/dominant songs</li> <li>• C/F/G or G7 – any songs with this progression</li> <li>• G/Am – Drunken Sailor (On and Off in Guitar Basics)</li> </ul> </li> <li>Frets               <ul style="list-style-type: none"> <li>• <b>Push and Shove – Guitar Basics</b></li> <li>• <b>Fiesta – Guitar Basics/SharePoint</b></li> </ul> </li> </ul>