

Whole Class Instrumental Teaching (WCIT)

Key Stage 2 National Curriculum for Music:

Purpose of study:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims:

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 2:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (NC 2.1)
- improvise and compose music for a range of purposes using the inter-related dimensions of music (NC 2.2)
- listen with attention to detail and recall sounds with increasing aural memory (NC 2.3)
- use and understand staff and other musical notations (NC 2.4)
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (NC 2.5)
- develop an understanding of the history of music (NC 2.6)

Whole Class Instrumental Teaching (WCIT) Curriculum Overview / Progression of Skills

	<u>Performing Skills</u> <u>(NC 2.1, NC 2.3)</u>	<u>Improvisation/Composition</u> <u>(NC 2.2)</u>	<u>Notation</u> <u>(NC 2.4, NC 2.3)</u>	<u>Active Listening</u> <u>(NC2.3, NC 2.5, NC 2.6)</u>
<u>Autumn Term</u>	Pupils learn to develop effective posture and hold on their chosen instrument to produce a consistent musical sound with increasing fluency, control, expression and confidence. Pupils sing simple songs and rounds with and without accompaniment.	Pupils develop short improvised patterns / motifs through clapping, singing or playing on their chosen instrument.	Pupils learn short phrases or repeated patterns aurally through internalization sometimes linked to a visual aid using either standard notation, experimental scores or symbols.	Pupils actively listen to a variety of pieces from a range of musical genres. Students begin to recognise and respond with appropriate support using the inter-related dimensions of music.
<u>Spring Term</u>	Pupils continue with their instrumental studies and further develop their performing skills e.g. learning more notes, playing increasingly complex pieces with an expanded note range and greater rhythmic variation. Pupils sing pieces in two parts with contrasting melodies and counter-melodies.	Pupils attempt more extended tasks with a specific brief or context using a wider range of notes or chords as their instrumental skills develop. Students use one or two of the inter-related dimensions of music to plan their improvisation / compositions.	Pupils further develop their internalization skills performing / singing increasingly complex phrases by ear. Standard notation or experimental scores become prompts to support and record intentions.	Pupils experience a wider choice of repertoire to extend their knowledge, experience and appreciation of music from different cultures, genres and composers.

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<u>Summer Term</u>	Pupils confidently sing and play increasingly challenging pieces with good intonation, sense of occasion, awareness of context and consideration of the inter-related dimensions of music. They maintain an independent part in increasingly complex performances and the combined skills of listening, watching, keeping in time with others, take turns leading the group; perform with and to each other.	Pupils respond to a brief using their increasing instrumental and vocal skills and knowledge of the inter-related dimensions of music. They may use simple structures and are encouraged to explain/comment on their decisions/choices to appraise their work.	Pupils continue to develop internalization skills to learn more complex pieces - notation (conventional and/or experimental) become more important both as a prompt and a source of learning new repertoire.	Students appraise their own performances, suggest and implement ways performances can be enhanced and improved. Pupils understand what makes a good performance and can develop their understanding of audience and purpose.
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Suggested Key Vocabulary:

Accompaniment	A musical part or parts that support the melody
Bar	A segment of time in music that is used to group beats together
Chord	A group of (usually three) notes that provide the harmony underneath the tune
Composition	The process of coming up with your own musical ideas
Crotchet	A one beat note
Duration	The length of time a pitch or tone is sounded
Dynamics	Volume
Forte	Loud
Harmony	Music that supports the melody, adding to the depth of the piece e.g. chords or individual melody lines
Improvisation	Creating music on the spot.
Melody	The main tune
Minim	A two-beat note
Notation	Ways of writing music down e.g. guitar tab, drum notation, standard notation and graphic score notation
Ostinato	A pattern of rhythms or pitches that are repeated in a cycle
Performance	The act of playing or singing music to other people
Piano	Soft / Quiet
Pitch	How high or low sounds are played

Services For Education

Pulse	The underlying and steady beat in a phrase or piece of music
Quaver	A note that lasts for half a beat (half of a crotchet)
Rest	A pause or break in the music
Round	A piece of music where two or more groups of people sing the same tune but start at different times (often after 2 or 4 bars)
Rhythm	The changing patterns of beats that make up a piece of music
Solo	Playing on your own or playing your own part alongside other performers
Tempo	The word used to identify or describe speed in music
Texture	Describes how layers of sound interact
Timbre	Describes the quality of sound that is produced
Unison	Two or more musicians performing music of the same pitch, rhythm and melodic shape, at the same time