

Strings, Brass & Woodwind Projects

Whilst a 10 week instrumental project can't cover the entire music curriculum, here are some of the areas you might expect to see being covered:

National Curriculum Targets	Whole Class Instrumental Project
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing fluency, control and expression.	 How to hold, look after and play your instrument. Playing as part of an ensemble. Opportunities for solo playing. Vocalising rhythms & melodies as well as singing simple songs. Final performance for an audience - parents/other class etc.
Improvise and compose music for a range of purposes using the inter-related dimensions of music.	 Call and response. Improvising rhythms - both clapping and playing. Composing short rhythms - both clapping and playing. Discussion of what a composer is.
Listen with attention to detail and recall sounds with increasing aural memory.	 Rhythm work, call & response. Playing from memory. Listening to each other within the ensemble. Critical listening and evaluation.
Use and understand staff and other musical notations.	 Standard, non-standard and graphic notation may be used. Range of rhythms covered from semibreves to semi-quavers dependant on group. Dynamics, pitch, tempo, articulation. Some music structures touched on.
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	• Occasional listening to short extracts to put their music in context.
Develop an understanding of the history of music.	 Some discussion of composers. Some discussion of different musical styles and genres.



A two term project would see development of all term 1 skills:

National Curriculum Targets	Whole Class Instrumental Project
Play and perform in solo and ensemble	 Development of playing techniques.
contexts, using their voices and playing musical	 Increased ensemble skills.
instruments with increasing fluency, control	 Greater opportunities for solo playing,
and expression.	small groups etc.
	 Vocalising rhythms & melodies as well as singing simple songs.
	 Increased repertoire.
	Final performance for an audience -
	parents/other class etc.
Improvise and compose music for a range of	Call and response.
purposes using the inter-related dimensions of music.	 Improvising longer rhythms - both clapping and playing.
	Composing longer rhythms - both clapping
	and playing.
	 Composing short melodic phrases.
Listen with attention to detail and recall	Rhythm work, call & response.
sounds with increasing aural memory.	Playing from memory.
	 Listening to each other within the
	ensemble.
	 Critical listening and evaluation.
Use and understand staff and other musical	 Standard, non-standard and graphic
notations.	notation may be used.
	 Greater range of notes and rhythms introduced.
	• Dynamics, pitch, tempo, articulation.
	 Different musical structures and textures used.
Appreciate and understand a wide range of	Occasional listening to short extracts to put
high-quality live and recorded music drawn	their music in context.
from different traditions and from great	
composers and musicians.	
Develop an understanding of the history of	 Some discussion of composers.
music.	Some discussion of different musical styles
	and genres.



A three term project would see even greater depth and further development of all term 1 & 2 skills:

National Curriculum Targets	Whole Class Instrumental Project
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing fluency, control and expression.	 Further development of playing techniques. Increased ensemble skills. More solo opportunities. Harmony and rounds may be introduced. Increased repertoire. Final performance for an audience - parents/other class etc.
Improvise and compose music for a range of purposes using the inter-related dimensions of music.	 Call and response. Improvising rhythms and melodies. Composing extended rhythms and melodies. Discussion of what a composer is.
Listen with attention to detail and recall sounds with increasing aural memory.	 Rhythm work, call & response. Playing from memory. Listening to each other within the ensemble. Critical listening and evaluation leading to increased involvement in making choices about their music.
Use and understand staff and other musical notations.	 Standard, non-standard and graphic notation may be used. Exploration of notation, reading and writing - through eg codebreaker games. Greater range of notes and rhythms introduced. Extended rhythm knowledge - simple and compound rhythms. Different time signatures explored. Wider range of dynamics, pitch, tempo, articulation. More exploration of musical structures and texture.
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	 Occasional listening to short extracts to put their music in context.
Develop an understanding of the history of music.	 Some discussion of composers. Some discussion of different musical styles and genres.

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