

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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Occasional listening to short extracts to put their music in context.
Develop an understanding of the history of music.	<ul style="list-style-type: none"> • 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 contexts, using their voices and playing musical instruments with increasing fluency, control and expression.	<ul style="list-style-type: none"> • Development of playing techniques. • Increased ensemble skills. • Greater opportunities for solo playing, 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 purposes using the inter-related dimensions of music.	<ul style="list-style-type: none"> • Call and response. • 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 sounds with increasing aural memory.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Standard, non-standard and graphic 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 high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<ul style="list-style-type: none"> • Occasional listening to short extracts to put their music in context.
Develop an understanding of the history of music.	<ul style="list-style-type: none"> • Some discussion of composers. • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Occasional listening to short extracts to put their music in context.
Develop an understanding of the history of music.	<ul style="list-style-type: none"> • Some discussion of composers. • Some discussion of different musical styles and genres.



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