

This document sets out the planned learning outcomes for children who undertake a WCIT programme and the foundational musical knowledge that underpins their musical and instrumental learning.

KS2 (Year 4) – End of year expectation

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

Pupils will 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
- Improvise and compose music for a range of purposes
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand a variety of musical notations that support musical learning rather than drive it
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music
- Develop musicians for the future
- Understand authenticity



Generic overview for all instruments taught within Leicestershire Music

Musical Activity	Desired Skills	Assessment Criteria
Performing	Perform on an instrument confidently and fluently, both in solo and ensemble contexts	I can play my instrument on my own and with others.
	Follow and lead simple performance directions	I understand and can respond to a leader's direction in a performance. I can lead a group using simple directions.
	Maintain a part within a group when playing or singing, with increasing accuracy	I can play / sing with an awareness of pitch, rhythm, dynamics and pulse.
	Play instrument with appropriate posture and technical control	I can demonstrate the correct way of holding and playing my instrument
Improvising & composing	Improvise, compose and notate in creative ways on their instrument.	I can improvise and play a simple rhythm
		I can compose and play a melody / rhythm on my instrument
		I can use a variety of notations when recording my work
Listening	Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary, and be able to justify these	I can respond and feedback on performances of others
		I can recognise the characteristics of different genres including those of underrepresented groups (eg black composers)
		I can actively listen and identify characteristics from different genres in a variety of contexts
	Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, particularly relating to their instrument family	I can recognise timbre, structure, dynamics, tonality, pitch, rhythm, texture (inter-related dimensions of music)

TERM 1

Musical Activity	Desired Skills	Assessment Criteria
Performing	<p><u>Technique</u> Hold instrument properly and demonstrate correct sitting posture</p> <p>Start notes using correct tonguing</p> <p>Buzz with & without mouthpiece/instrument</p> <p><u>Range</u> Play from middle C to E</p> <p><u>Dimensions</u> Have knowledge of the following:</p> <ul style="list-style-type: none"> • Pulse • Dynamics • Tempo • Pitch <p><u>Notation</u> Clap and play rhythms using crotchets and quavers</p> <p>Read and play melodies from middle C to E using a simplified stave system (using only one line which represents E and ledger lines and spaces for C & D).</p>	<p>I know how to hold my instrument properly and can demonstrate the correct playing posture whether it's sitting or standing.</p> <p>I know how to start playing a sound, articulate and separate notes by using my tongue.</p> <p>I understand how to make a sound on a brass instrument and can demonstrate it by buzzing my lips and making the buzzing sound on my mouthpiece.</p> <p>I can play C, D and E on my instrument with confidence.</p> <p>I understand the meaning of the following terms, pulse, dynamics, tempo and pitch.</p> <p>I know how to read musical notes and I can play these on my instrument. I understand where C, D & E are on the stave. I recognise the difference between crotchets and quavers in writing and also when they are clapped/played.</p>
	<p>Clap an answering phrase to a given rhythm over 4 beats (not copying)</p> <p>Play an answering phrase to a given rhythm on one note over 4 beats (not copying)</p>	<p>I can clap and/or play a response to a simple answering phrase given with confidence.</p>

Listening	Awareness of different groups that perform music including brass instruments	I know lots of different types of groups which play music using brass instruments
	Awareness of different styles of music performed by brass instruments	I know lots of different types of music which brass instrument play, and can describe features of the music
	Can respond to performances by the teacher	I can listen to my teacher to help me sound better on my instrument

TERM 2

Musical Activity	Desired Skills	Assessment Criteria
Performing	<u>Technique</u> Play melodies and rhythms using clean tonguing	I understand how to articulate notes by using my tongue.
	Buzz different pitches with & without mouthpiece/instrument	I can also play different pitches on my mouthpiece
	<u>Range</u> Play from A below middle C to F above middle C	I can play middle C, D, E, F and low B and A with confidence.
	<u>Dimensions</u> Understand and apply the following: <ul style="list-style-type: none"> • Pulse • Dynamics • Tempo • Pitch • Unison • Harmony • Ostinato 	I have a good understanding and can demonstrate the following musical terms: <ul style="list-style-type: none"> • Pulse • Dynamics • Tempo • Pitch • Unison • Harmony • Ostinato
	<u>Notation</u> Read and play rhythms and melodies using crotchets and quavers. Able to read and play melodies from A	I can read and play semibreve, minim, crotchet and quaver rhythms and I can also read A, B, C, D, E and F on the staff.

	<p>below middle C to F above middle C using a simplified staff system</p> <p>Hold an independent part in an ensemble playing in harmony</p> <p><u>Creativity</u> Clap and play an answering phrase to a given rhythm (not copying)</p> <p>Play an answering phrase as above, but over a range of notes. (Opportunity for differentiation: lower ability on 2 notes, higher ability over playable range)</p> <p>Compose a simple melody over a simple chord sequence.</p> <p>Improvise a simple melody over a simple chord sequence</p>	<p>I can play an independent part in a simple two- or three-part piece.</p> <p>I can demonstrate how to make up a rhythm phrase to answer another one.</p> <p>I can make up simple phrases using only a few different pitches to musically answer another short phrase.</p> <p>I can create a short and simple melody using a certain set of notes. (C, D, E, etc.)</p> <p>I can create a short and simple melody using a certain set of notes. (C, D, E, etc.)</p>
Improvising & composing	<p>Clap an answering phrase to a given rhythm over 8 beats (not copying)</p> <p>Play an answering phrase to a given rhythm on C, D & E over 8 beats (not copying)</p> <p>Create and maintain an ostinato on one note</p>	<p>I can respond to an 8-beat-phrase by clapping an answer rhythm over 8 beats.</p> <p>I can also do the answering phrase by playing it on my instruments using either a single pitch or mixing 2 or 3 different ones.</p> <p>I understand the meaning of the word 'ostinato' and can create and ostinato pattern and play it on a single pitch with confidence.</p>
Listening	<p>Listen to music of a range of cultures and styles and understand typical features of the music</p> <p>Actively listen to performances by other groups and offer feedback to help improve the performance Make judgements on a piece of music with decisions made using musical features</p>	<p>I know the differences between music from different places and times in the past</p> <p>I can listen to others playing and give them help on how to sound better</p> <p>I can say if I like a piece of music and give musical reasons</p>

TERM 3

Musical Activity	Desired Skills	Assessment Criteria
Performing	<p><u>Technique</u> Play melodies and rhythms using clean tonguing and slurs</p> <p>Buzz a simple melody with & without mouthpiece/instrument</p> <p>Breathing – hold a single note steady over 12 beats</p> <p><u>Range</u> From A below middle C to G above middle C, including Bb & F#</p> <p><u>Dimensions</u> Understand and apply the following, making their own musical decisions where applicable:</p> <ul style="list-style-type: none"> • Pulse • Dynamics • Tempo • Pitch • Unison • Harmony (3 parts) • Ostinato <p><u>Notation</u> Read and play rhythms and melodies using crotchets, quavers, minims and semibreves</p> <p>Read from A below middle C to G above middle C on a standard stave.</p>	<p>I can play rhythm cards, different tunes with clear articulation, and also know how to slur notes on the Trumpet/Cornet and baritone or make a glissando on the Trombone.</p> <p>I can play a simple melody on my mouthpiece by playing a few different pitches.</p> <p>I understand how to control my breathing in order to be able to play and hold a note over many beats.</p> <p>As developing my range, I understand what is needed to play higher notes (G). I can play some more challenging notes on my instrument such as Bb, Eb and F#</p> <p>I know how to use a variety of musical features in my performances and when I make my own music, including:</p> <ul style="list-style-type: none"> • Pulse • Dynamics • Tempo • Pitch • Unison • Harmony (3 parts) • Ostinato <p>I can read and play semibreve, minim, crotchet and quaver rhythms and also A, B, C, D, E and F on the stave. I recognise flat and sharp signs in front of notes.</p>

	<u>Performance Skills</u> Have gained experience performing to others Will be aware of typical performance conventions	I have performed to other people as part of my group I know how I should behave in a typical performance as part of a brass group
Improvising & composing	Create a simple 4 bar melody over a range of notes on my own and in a group Improvise a short 2 bar passage using the notes from Am pentatonic scale A to G Create a simple repeating bass line up to 8 beats long	I can create/improvise simple melodies, rhythm patterns and ostinato lines by using the range of notes.
Listening	To be able to identify compositional techniques within a piece of music, such as ostinato, changes in harmony etc.	I can talk about ostinatos and changes in the music when I Listen on my own and in a group.

Glossary:

Term	Definition
Accuracy	Playing rhythms and pitches correctly
Buzz	The lip technique required to produce a sound on a brass instrument
Compose	Create own music
Dynamics	The volume of music e.g. loud (forte), quiet (piano)
Ensemble	As a group e.g. playing in a class group
Harmony	Two or more sounds combining at the same time
Improvise	Create music spontaneously
Melody	The tune within a piece of music
Notation	A written system of representing sounds, such as staves or graphic score
Ostinato	A repeated musical phrase or rhythm
Pitch	How high or low a note is
Posture	The body position required to produce a good sound on an instrument
Pulse	The steady 'heartbeat' of a piece of music

Range	The possible notes that can be played on an instrument
Rhythm	The pattern of longer and shorter sounds
Slur	Tongue the first note of a pair or group but not the remainder
Stave	The typical method of notation for Western classical music, featuring five horizontal lines
Tempo	The speed of a piece of music
Tonguing	Separate sounds by making a 't' sound with the tongue behind top teeth
Unison	Playing the same notes together simultaneously