

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 - Guitar

Musical Activity	Desired Skills	Assessment Criteria
Performing	<p>Correct hand positions for Classical style Correct hold & posture</p> <p>Play rest Stroke with first & second fingers (walking fingers) of right hand Play melodies on the treble strings using the first position.</p> <p>Play the following chords, using simplified or full chords (at their discretion):</p> <ul style="list-style-type: none"> Major: A, E ,D / C, F, G Minor: Am, Em <p><i>Continuation- recap all chords, and have clarity on all above chords and including other such as D, G, C. chords</i></p> <p>Have a knowledge of the following Interrelated Dimensions of Music:</p> <ul style="list-style-type: none"> Pulse Dynamics Tempo Pitch 	<p>I can recognise whether I can hold my instrument in a comfortable performance position and I can demonstrate this to my peers</p> <p>I know the names of each string and I can play melodies and/or chords on the treble strings confidently</p> <p>I understand how to play and use the guidance of the frets</p> <p>I can play chords on the guitar and I can name them</p> <p>I can play chords on the guitar and change between chords fluently</p> <p>I can confidently play some of the pieces I have learned this term in a performance to my peers</p> <p>I can demonstrate the elements of pulse, rhythm and tempo and understand what these mean whilst singing, using body percussion and playing my guitar.</p> <p>I can answer questions about the different terms and explain the meaning of the words.</p>

WCIT – Instrumental curriculum – GUITAR

Improvising & composing	Improvise/compose simple patterns using non-standard notation on one string / chord using notes in the first position (based on a pentatonic scale)	I can improvise/compose a simple pattern with a partner using non-standard notation
	Improvise to a steady pulse using a variety of stimuli	I can demonstrate my improvisation skills to my peers
Listening	Hear and recognise the difference between Major & Minor Chords	I can hear and understand the difference between major and minor and can play at least one major and one minor chord on the guitar.
	Identify a pulse and know the difference between high and low pitch.	I can identify and clap a pulse through listening to a piece of music. I can tell the difference between high and low notes

TERM 2 - Guitar

Musical Activity	Desired Skills	Assessment Criteria
Performing	Correct right hand strumming technique (thumb or plectrum at student's discretion)	I can recognise whether I (and others) can hold the guitar in a comfortable 'performance position' and I can demonstrate this to my peers with confidence
	Play melodies on the treble strings using the first three frets using the correct fingers.	I know the names of each string (notes) and I can play melodies and/or chords on the treble strings confidently
	Able to play songs using the following chords	I understand how to play and use the guidance of the frets
	Major: C, D, G, A, E <ul style="list-style-type: none"> Minor: Am, Dm, Em Dom. Seventh: G7, D7, A7 	I can play chords on the guitar and I can name them confidently I can play chords on the guitar and change between chords fluently.

	<p>Able to read chord charts using the chords noted above</p> <p>Understand and apply the following Interrelated Dimensions of Music:</p> <ul style="list-style-type: none"> • Pulse • Dynamics • Tempo • Pitch • Unison • Harmony 	<p>I can use strumming technique and confidently play to an existing <i>Rhythm</i> or <i>Pulse</i>. I can play differing styles of music and share how this makes me feel.</p> <p>I can demonstrate the elements of pulse, rhythm and tempo and understand what these mean whilst singing, using body percussion and playing my guitar.</p> <p>I can answer questions about the different terms and explain the meaning of the words. I can demonstrate my understanding of melody and harmony on my guitar</p> <p>I can confidently play some of the pieces I have learned this term, with dynamics and expression, in a performance to my peers</p>
Improvising & composing	<p>Clap an answering pattern over 8 beats</p> <p>Play an answering pattern on 3 notes over 8 beats</p> <p>Play a constant strumming pattern over a chord sequence</p>	<p>I can play rhythm games such as 'Don't Clap This One Back' and sometimes take the lead in a game</p> <p>I can recognise and improvise an 8 beat improvised solo.</p> <p>I am able to keep time playing in the background while others play solos</p>
Listening	<p>Listen and comment on texture, dynamics, and tempo.</p> <p>Identify if a piece of music has texture changes, dynamic changes and tempo changes.</p> <p>Identify the guitar part within a track. Using informed listening skills</p>	<p>I can recognise and explain how the music sounds, explaining the texture, dynamics and tempo and identify if these change during the piece of music.</p> <p>I can identify and comment on the guitar part in a piece of music.</p>

TERM 3 - Guitar

Musical Activity	Desired Skills	Assessment Criteria
Performing	<p>Play melodies on the treble strings using plucked fingers or a plectrum in the first position.</p> <p>Able to play songs using the following full chords and read chord charts / notation where appropriate:</p> <ul style="list-style-type: none"> • Major: C, F, G A, D, E, • Minor: Am, Dm, Em • Dom. Seventh: G7, D7, A7, E7, B7 <p>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 (2, 3 and 4 parts) <p>Able to demonstrate good performance etiquette in a performance situation.</p>	<p>I can play melody lines keeping good rhythm and appropriate tempo on the treble strings using the first three / four frets.</p> <p>I understand how to arrange my fingers to play each chord and how to move smoothly from one chord to another. I know some finger movements that help with some of the chord changes.</p> <p>I can make my own musical decisions and speed up or slow down my strumming patterns or melodies</p> <p>I can demonstrate the elements of pulse, rhythm and tempo and understand what these mean whilst singing, using body percussion and playing my guitar with confidence.</p> <p>I am able to play louder or softer when I feel the music changing</p> <p>I can play a separate part within my group confidently and understand how different parts fit together</p> <p>I know how to perform at a concert. I am able to perform and I know how to hold myself and look professional with my instrument.</p> <p>I am able to do a smart bow/courtesy at the end of a performance.</p>

Improvising & composing	Able to play a constant strumming pattern over a chord sequence of their own.	I am able to choose chords and strum them fluently in a pattern that I choose. I can play chords to the rest of the class with confidence and musicality
Listening	<p>Able to identify the guitar part within a track. Using informed listening skills</p> <p>Able to identify different instruments through listening.</p> <p>Able to identify music by genre for example, Classical, rock, dance etc.</p> <p>Able to comment and explain details about the interrelated dimensions of music.</p>	<p>I can identify the guitar in a piece of music and describe what it is doing.</p> <p>I can hear and name the different instruments in a piece of music.</p> <p>I can recognise what style a piece of music might be and can give examples of some music in each genre.</p> <p>I know how to talk about the different aspects of the music and can comment on dynamics, texture, tempo and expression.</p>

Glossary:

Term	Definition
Pulse	The underlying steady beat of Music. This is what we tap our foot/clap with.
Tempo	The speed of Music.
Beat	The basic unit of time within Music.
Harmony	The sounding of 2 or more notes at the same time.
Melody	A sequence of notes and rhythms forming a 'tune'
Dynamics	The variation in loudness between notes or phrases.
Texture	The layers of sounds in a musical work and the relationship between them.
Duration	The length of a sound
Pitch	How high or low a sound is.
Rhythm	Combinations of long and short sounds that convey movement.
Strum	To strum the strings with the thumb/fingers or plectrum in the right hand.

Tirando (free-stroke)	Picked notes with thumb or index and middle fingers in an alternating pattern avoiding touching the adjacent strings in the right hand
Apoyando (rest-stroke)	To push down on the string to play the string with either index, middle or thumb landing on the next string as part of a drag-through action.
Pull-off (slur)	To Pull away the left hand finger allowing the open string to sound.
Hammer-on (slur)	To hammer down the intended note with only the left hand finger.
Ponticello	To play near the bridge
Tasto	To play over the sound hole
Glissando (slide)	To hold down a left hand note while sliding up or down the neck to a different fret
Rasgueado	A Spanish style strum played by firing the fingers at the strings hitting them with back of the finger nails (Right hand)
Slap	To slap the strings in order to make a drum style sound over the fretboard.
Pizzicato	To pluck the string the thumb while also muffling the strings with outer edge of the palm (right hand)