

WCIT – Instrumental curriculum for PERCUSSION

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.
	Plays their 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)

WCIT – Instrumental curriculum for PERCUSSION

Term 1 - Percussion

Musical Activity	Desired Skills	Assessment Criteria
Performing	<p>1/Perform on an instrument confidently. 2/Follow a pulse clapping or using any part of the body. 3/Follow simple performance directions. 4/Maintain a part within a group with teacher's support for a short period of time.</p> <p>5/Play their instrument with appropriate posture and know about correct technique.</p>	<p>1/I can play short phrases on my instrument on my own and with others. 2/ I can clap crotchets and quavers when asked to. 3/I understand simple leader's directions: start, stop, loud, quiet. 4/I can play/sing with awareness of pitch, rhythm, dynamics and pulse whilst maintaining a part within a group.</p> <p>5/I can demonstrate the correct way of holding my instrument and perform using appropriate technique.</p>
Improvising & composing	<p>Compose and improvising in creative ways on their instrument.</p>	<p>I can compose and improvise simple rhythmic phrases and simple melodies on my own and with my partner, including non-conventional notation. I can create and present a short piece that others can read/understand and perform.</p>
Listening	<p>Offer comments about own and others' work, using their own vocabulary.</p> <p>Listen to and make comments about a range of live and recorded music from different traditions, genres, styles and times, particularly relating to their instrument family</p>	<p>I can respond and feedback on performances of others.</p> <p>I can actively listen and identify my feelings prompted by music. I can identify patterns and variations within music.</p>

WCIT – Instrumental curriculum for PERCUSSION

Term 2 - Percussion

Musical Activity	Desired Skills	Assessment Criteria
Performing	<p>1/Perform on an instrument confidently in an ensemble context.</p> <p>2/Follow a pulse clapping or using any part of the body and play double or half the speed.</p> <p>3/Follow simple performance directions.</p> <p>4/Maintain a part within a group without teacher's support for short period of time.</p> <p>5/Play their instrument with appropriate posture and know about how to assess if peers keep correct technique.</p>	<p>I can play a simple part on my instrument with others</p> <p>I can play quavers and minims to a crotchet's rhythm.</p> <p>I understand simple leader's directions: start, stop, loud, quiet, type of time signature, crescendo and diminuendo</p> <p>I can play/sing with awareness of pitch, rhythm, dynamics and pulse with little external help (backing track, metronome, etc.)</p> <p>I can demonstrate the correct way of holding my instrument and can help other children if they need it.</p>
Improvising & composing	Compose, improvise and notate in creative ways on their instrument.	I can compose and improvise simple rhythmic phrases and simple melodies and use simple musical notation.
Listening	<p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary or their own words when necessary, and be able to have a conversation relevant to these</p> <p>Listen to and evaluate a range of live and recorded music from different traditions,</p>	<p>I can respond and feedback on performances of others.</p> <p>I can actively listen and identify my feelings prompted by music. I can describe the musical elements in the music I hear.</p>

WCIT – Instrumental curriculum for PERCUSSION

	genres, styles and times, particularly relating to their instrument family	I can identify patterns and variations within music.
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Term 3 - Percussion

Musical Activity	Desired Skills	Assessment Criteria
Performing	<p>Perform on an instrument confidently and fluently, both in solo and ensemble contexts</p> <p>Clap, use any part of the body or their own instrument to play a wide range of rhythms to a pulse.</p> <p>Follow and lead simple performance directions</p> <p>Maintain a part within a group when playing or singing, with increasing accuracy</p> <p>Plays their instrument with appropriate posture and technical control</p>	<p>I can play short pieces on my instrument on my own and with others.</p> <p>I can play quavers, semiquavers, crotchets and quavers' triplets to a pulse.</p> <p>I understand and can respond to a leader's direction in a performance. I can lead a group using simple directions.</p> <p>I can play / sing with an awareness of pitch, rhythm, dynamics and pulse.</p> <p>I can demonstrate the correct way of holding and playing my instrument</p>
Improvising & composing	<p>Improvise, compose and notate in creative ways on their instrument for a range of purposes.</p>	<p>I can improvise and play a simple rhythm.</p> <p>I can compose and play a melody / rhythm on my instrument</p> <p>I can use a variety of notations when recording my work</p>
Listening	<p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary, and be able to justify these</p> <p>Listen to and evaluate a range of live and recorded music from different traditions,</p>	<p>I can respond and feedback on performances of others</p> <p>I can actively listen and identify characteristics from different genres in a variety of contexts</p>

WCIT – Instrumental curriculum for PERCUSSION

	genres, styles and times, particularly relating to their instrument family	<p>I can recognise the characteristics of different genres including those of underrepresented groups (eg black composers)</p> <p>I can recognise timbre, structure, dynamics, tonality, pitch, rhythm, texture (inter-related dimensions of music)</p>
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Glossary:

Term	Definition
Accuracy	Playing rhythms and pitches correctly
Aural Memory	Taking in information that is presented Orally
Compose	Create own music
Crescendo	A gradual increase in loudness/volume
Crotchet	A musical note lasting for 1 beat
Diminuendo	A gradual decrease in loudness/volume
Dynamics	The volume of music e.g. loud (forte), quiet (piano)
Ensemble	As a group e.g. playing in a class group
Expression	Convey a feeling or mood through their playing
Fluency	Play with speed, accuracy and expression
Improvise	Create music spontaneously
Notate	Record musical ideas using standard and/or non-standard forms
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
Quaver	A musical note lasting for ½ of a beat
Rhythm	The pattern of longer and shorter sounds
Beater	Object used to strike a percussion instrument
Solo	Individually e.g. playing one at a time
Structure	The order of parts of a piece of music

WCIT – Instrumental curriculum for PERCUSSION

Technical Control	Demonstrate control of technical elements of playing e.g. holding an instrument, holding the beater, controlling wrist movement, etc.
Texture	How layers of sound within music interact
Timbre	Sound quality/characteristics e.g. identifying instruments by their sound or people by their voice
Tonality	Whether music is in a major (happy) or minor (sad) key
Percussion instrument	A musical instrument that is sounded by being struck, scraped, rattled or rubbed.
Tuned Percussion Instrs	You can play melodies with them: Marimba, Glockenspiel, Xylophone, Vibraphone, Steel Pans, Tubular bells, etc.
Untuned Percussion instrs	Those which produce sounds in an indefinite pitch. E.g. Drum, Maraca, Triangle, Shaker, Bongo, etc.