

WCIT – Instrumental curriculum – STEEL PANS

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)

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TERM 1 – Steel Pans

Musical Activity	Desired Skills	Assessment Criteria
Performing Basic Skills and Techniques	Plays instrument with appropriate posture and technical control	I can demonstrate the correct posture, whilst playing my instrument. I.e by leaning towards the instrument, slight bend in arms, feet shoulder width apart.
	Hold sticks correctly	I am able to hold my sticks correctly when playing ie Sticks held loosely at the end, thumbs on top, no fingers showing.
	Introduce the different pans in the Steel Pan Orchestra	I can identify 3 different pans from the Steel Pan Orchestra, and which part they play.
	Do's and Don'ts Instrumental care / handling	I Know how to care for my instrument. I.e Never carry pans by straps. Never swing the drum. Use correct sticks to play pans (not hands)
	Learn to play and understand C/ F scale from memory.	I can begin to memorise the scales of C /F on my pan. I can play C/ F scale on my own and as part of an ensemble. I understand how a chord is structured (ie 1 st , 3 rd and 5 th Note of the scale)
	Introduce Chord Structures	I understand how to play a roll evenly, and can play root notes at a steady tempo.
	Play root notes fluently, play a roll (sustained note) evenly.	I am able to lead simple patterns for the group to copy
	Lead individually to help develop confidence and raise self-esteem.	I understand the concepts of rhythm, tempo, and pulse. I can demonstrate pulse & rhythm using body percussion and via call & response

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	Explore rhythm, tempo and pulse games via call and response and body percussion Introduce support materials ie Steel Pan Apps.	I can access support materials to develop skills and understanding, and practise scales at home/school.
	Opportunity to perform to peers	I am able to perform to my peers
Improvising & composing	Compose 2-4 bars of music using techniques and notations learnt so far.	I am able to create a short phrase of 2-4 bars for others to repeat.
	Improvise short rhythmical sections	I can work independently and with others to create a short section of music, using stimuli from teacher.
Listening	Demonstrate good oral skills through listening by ear Provide demonstrations in lessons, and opportunities to listen/watch others play.	I can listen to myself and others and make minor adjustments to improve outcomes. I am able to begin to repeat patterns demonstrated by my teacher/peers (vocally and on instrument)
	Understand Steel Pan techniques, showing excellent practice and methodology across various musical genres.	I spend time in /out of school time to listen to other Steel Pan performances, to appreciate various musical genres and interpretations.

TERM 2 – Steel Pans

Musical Activity	Desired Skills	Assessment Criteria
Performing	Explore dynamics, and texture. Develop understanding of tempo, rhythm and pulse.	I understand the meaning of the following terms; dynamics, texture, rhythm and pulse.
Developing skills & Techniques (Practising regularly)	Learn to play and understand G scale from memory. Build on all term 1 skills above. Play parts within each pan section. Develop understanding of whole piece of music and understand my part, and how it fits in. Introduce drum kit to enhance, demonstrate, and support various rhythms.	I can play the scale of G from memory. I can play my part within a piece from memory. I can identify my part/rhythm on drum kit ie ; Tenor Pan (Lead) Singer Double Tenor/Double Second (Backing singers) Bass Pan (steady tempo/pulse) Guitars (accompaniment)

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	Opportunity to perform to wider audience (ie parents etc)	I am able to perform to a wider audience.
Improvising & composing	Compose own 2-4 bars of music using techniques and notations learnt so far	I am able to create a short phrase of 2-4 bars for others to repeat.
	Improvise short rhythmical sections	I can work independently and with others to create a short section of music, using stimuli from teacher.
Listening	To start to be able to play as a class in 2 parts and to be able to listen to other parts whilst also concentrating on own part. (Ties in with texture).	I can maintain my part and stay focused when playing in unison and in parts.
	To recognise the parts of a piece within a structure i.e. where there are repetitions, where they are slight differences and what the differences are – i.e. different rhythm, different pitch, or a combination of these.	I can identify where sections are repeated, and where there are differences within the piece.

TERM 3 - Steel Pans

Musical Activity	Desired Skills	Assessment Criteria
Performing Perform at high level (School Band)	To start to be able to play as a class Band (up to 4 parts at the same time), and to be able to listen to other parts whilst also concentrating on own part. (Ties in with texture)	I can maintain my part and stay focused when playing in unison and in parts. I understand the term 'texture'
Improvising & composing	To be able to show basic improvisation skills on at least some, if not all of the notes learned in the first two terms.	I can improvise on my instrument, using notes and scales learnt so far
	Develop a small scale orchestra/ ensemble. (all learning their own parts to play independently, and as part of a group)	I regularly continue to develop my skills by playing in a small scale orchestra/ensemble.
	Opportunity to perform to a wider audience (whole school)	I am able to perform to a wider audience.

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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, using appropriate music vocabulary.
	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 actively listen and identify characteristics from different genres in a variety of contexts

Glossary:

Term	Definition
Roll	Rapid repeated playing of the same note to create a more continuous sound
Rhythm	The beat or pulse
Tempo	The speed of the music e.g slow or fast
Pitch	High & low sounds
Dynamics	Loud & soft sounds
Duration	Short & Long sounds
Timbre	The different sounds made by different instruments
Texture	Thick & thin sounds of many or few players
Structure	The way a tune is put together
Unison	Playing exactly the same notes, or the same melodic line
Accompaniment	Instrumental or vocal part to support or complement a melody
Chords	The sound of two or more notes heard simultaneously