

WCIT – Instrumental curriculum – STRINGS

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



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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 - Strings

Musical Activity	Desired Skills	Assessment Criteria
Performing	<p>Correct instrumental playing position</p> <p>Play simple patterns using pizzicato on open strings to a steady pulse</p> <p>Play simple patterns using arco on open strings to a steady pulse</p> <p>Sing and use body percussion in a variety of styles focusing on pulse, rhythm and tempo</p> <p>To be able to perform various pieces learned in the term in front of an audience or via shared recordings</p>	<p>I can recognise whether I can hold my instrument properly and can demonstrate this to my peers</p> <p>I know the names of each open string and I can play pizzicato or arco on each one to a steady pulse confidently</p> <p>I understand what the terms pizzicato and arco mean and can play in those styles</p> <p>I can demonstrate the elements of pulse, rhythm and tempo and understand what these mean whilst singing and using body percussion.</p> <p>I can confidently play some of the pieces I have learned this term in a performance to my peers</p>
Improvising & composing	<p>Improvise/compose simple patterns using non-standard notation on open strings to a steady pulse using a variety of stimuli</p>	<p>I can improvise/compose a simple pattern with a partner using non-standard notation and demonstrate it to my peers</p>
Listening	<p>Listen to music in a range of genres from recorded sources and through live performance from my teacher and others</p>	<p>I can recognise different genres of music and whether it is sung or played on a musical instrument</p> <p>I can identify my instrument in solo and ensemble settings when I listen to a piece of music</p>

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TERM 2 - Strings

Musical Activity	Desired Skills	Assessment Criteria
Performing	Play simple rhythm patterns using open strings and first finger over two different strings	I can play simple rhythm patterns on my instrument using open strings and my first finger to change the note. I understand how to do this and can demonstrate it to my peers
	Play the instrument more confidently adding dynamics and articulation	I understand how to make my playing louder/softer, or my sound shorter or smoother and begin to do it with support
	Begin to learn to read rhythms and melodies using simple musical notation	I know what a quaver, crotchet, minim and their rests mean when written as musical notation and can sing, clap or play them
	To be able to perform various pieces learned in the term in front of an audience or via shared recordings	I can confidently play some of the pieces I have learned this term in a larger setting
Improvising & composing	Improvise/compose rhythms and short melodies using open strings and first finger to a steady pulse using a variety of stimuli	I can improvise/compose rhythms and short melodies either by myself or with a partner using the open strings and 1 st finger
	Write compositions using standard as well as non-standard music notation	I can write down my compositions using standard or non-standard notation and play it to my peers
	Appraisal of their improvisations/compositions using suitable musical vocabulary	I can appraise my own and my peer's creative work using suitable musical vocabulary. I understand that my comments must be kind and that they should help myself and others to improve the work that has been created
Listening	Development of more critical musical listening skills when listening to recorded and live music from a variety of genres. Being able to identify differences in tempo, dynamics, instrumentation and the emotions that music creates	I can listen to live and recorded music and identify tempo, dynamics, what instruments are playing and discuss the mood of the piece of music with my peers. I understand that music can be used for different purposes and can explain how a piece of music makes me feel using some musical vocabulary

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TERM 3 - Strings

Musical Activity	Desired Skills	Assessment Criteria
Performing	To be able to play some pieces that have 2 or 3 parts - development of texture/structure	I can play a line in a piece of music that has more than one part and can demonstrate this to my peers.
	To be able to show/perform different techniques on the instrument – short bows, long bows and extended techniques (pizzicato, arco, tremolo)	I understand and can demonstrate the different techniques that are used on my instrument.
	To be able to play pieces consisting of 4 different notes the D string and also be able to play at least 2 different notes on each of the other strings	I know how to play a variety of notes using my fingers to change the pitch and can do this along to recorded tracks in a variety of genres
	To be able to perform various pieces learned in the term in front of an audience or via shared recordings	I know that an important part of playing an instrument is being able to perform, whether it is to my peers or to a larger audience
	To be able to perform with well-developed posture and tone and to be able to do this without being prompted	I can play my instrument using the correct posture and good tone and can self-correct if required
Improvising & composing	Improvise on 4 or more notes over more than one string and compose simple patterns using written standard and non-standard notation prompted by various stimuli	I can improvise and compose either on my own or with others using the notes that I have learned to play. This could include writing it down using standard or non-standard notation or making an audio recording of my work.
	Performance of compositions to their peers. Peer and teacher assessment to enable further improvement.	I know how to listen to other people's compositions and by using some musical vocabulary I can offer useful comments to enable improvements
Listening	Further development of listening skills when listening to recorded and live music from a variety	I can identify the pulse and tempo of a variety of pieces of music I can recognise repeated rhythms and melodies within a piece of music

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	of genres – recognition of pulse, pitch, tempo, repetition of melody and rhythms	I can confidently explain my thoughts and feelings about a piece of music using some musical vocabulary
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Glossary:

Term	Definition
Arco	playing using the bow
Composition	writing down and playing self-created patterns from a variety of stimuli
Ensemble	music played by a number of performers
Improvisation	playing self-created musical patterns from a variety of stimuli
Open Strings	The strings of the instrument played without using any fingers to change its pitch
Pizzicato	playing by plucking the strings
Tremolo	an effect created by moving a tiny bit of the bow incredibly quickly backwards and forwards