

# WCIT – Instrumental curriculum – TURNTABLISM

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

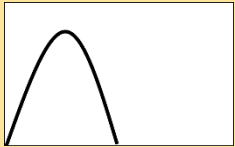


Musical Activity	Desired Skills	Assessment Criteria
Performing	<b>Perform</b> on an instrument confidently and fluently, both in solo and ensemble contexts	I can play my instrument on my own and with others.
	<b>Follow and lead</b> simple performance directions	I understand and can respond to a leader's direction in a performance. I can lead a group using simple directions.
	<b>Maintain a part</b> 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 <b>posture and technical control</b>	I can demonstrate the correct way of holding and playing my instrument
Improvising & composing	<b>Improvise, compose and notate</b> 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	<b>Offer comments</b> 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
	<b>Listen to and evaluate</b> 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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Musical Activity	Desired Skills	Assessment Criteria
<b>Performing</b>	<ul style="list-style-type: none"> <li>To perform 2+ scratch techniques (depending on year group).</li> <li>These include: baby scratch, release scratch, tear scratch, drop scratch and chop scratch.</li> <li>Perform with a sense of timing and pulse – skills are built up over time through call and response activities as well as solo and group performances.</li> <li>Learn relevant TTM (Turntable Transcription Method) for each scratch studied.</li> </ul>	<ul style="list-style-type: none"> <li>I can safely set up a turntable and perform the baby scratch.</li> <li>I can learn and perform the release scratch.</li> <li>I can air scratch accurately and begin learning a composed piece.</li> <li>I can practise and perform a notated scratch piece.</li> <li>I can learn and perform a short piece with a partner.</li> </ul>
<b>Improvising &amp; composing</b>	<ul style="list-style-type: none"> <li>Compose own 4-8 bars of music using scratch techniques and notations learnt throughout the scheme.</li> <li>Compose a scratch pieces in 2 parts.</li> <li>Improvise short rhythmical sections (this is highlighted in the scratch competition entry requirements).</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to compose and practise my own scratch piece.</li> <li>I can compose, practise and perform my own scratch piece.</li> <li>I can work with a partner to create and perform a joint composition.</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>Virtuosic and inspiring turntable performances at the start of each of the 10 lessons – These are performed by 3-times scratch competition winner DJ Jon 1<sup>st</sup></li> <li>POV videos of scratch techniques throughout showing excellent practice and methodology.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore the record and choose different sounds to scratch.</li> <li>I can offer critical and musical feedback on my own and other's work.</li> <li>I can recognise a scratch rhythm and identify it from a list of TTM examples.</li> </ul>

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## Glossary:

Term	Definition
<b>turntable</b>	A device which uses a <b>rotating spinning platter and a needle</b> to play sounds from a <b>record</b> . Also sometimes known as a deck or record player. DJs and Turntablists use these as instruments.
<b>record</b>	A <b>flat disc</b> on which <b>sounds</b> are <b>stored</b> .
<b>sample</b>	A <b>short snippet</b> of sound on the <b>record</b> .
<b>tone arm</b>	The <b>long thin arm</b> which holds the <b>needle</b> .
<b>needle</b>	The small part at the end of the tone arm which is placed on the <b>record</b> and reads the <b>vibrations</b> of the <b>record</b> . Also called a <b>stylus</b> .
<b>platter</b>	The <b>circular plate</b> on which the <b>record</b> sits. This then <b>spins</b> round, carrying the record.
<b>baby scratch</b>	<b>Pushing</b> and <b>pulling</b> the record <b>forwards</b> and <b>backwards</b> . Creates a ' <b>jiggy</b> ' sound.
<b>release scratch</b>	<b>Letting go</b> of the <b>record</b> and <b>catching it</b> higher up, then <b>pulling it back</b> . This creates an ' <b>ah-back</b> ' sound.
<b>air scratching</b>	<b>Performing a scratch pattern</b> by <b>moving your hand</b> in front of you <b>in the air</b> . This helps to <b>build familiarity</b> of a scratch pattern.
<b>TTM</b>	<b>Turntable Transcription Method</b> . This is a way of <b>writing down music</b> for turntables by using different <b>shapes and lines</b> to match the <b>different scratches</b> .
<b>TTM examples</b>	<div>  <p><b>Baby scratch</b></p> </div> <div>  <p><b>Release scratch</b></p> </div> <div>  <p><b>Tear scratch</b></p> </div>