

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



WCIT – Instrumental curriculum for WOODWIND

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 WOODWIND

Term 1 - Woodwind

Musical Activity	Desired Skills	Assessment Criteria
Performing	<p>Perform simple music using one or two notes</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: Assemble instrument correctly (including reed) Hold instrument correctly Play first note at pitch and with developing control. Begin to tongue</p>	<p>I can play my first two notes using the correct fingers.</p> <p>I recognise and follow start and stop signals from a conductor.</p> <p>I can play together with other people who are playing the same part as me.</p> <p>I can assemble my instrument correctly I can hold my instrument correctly. I can play my first note with a controlled sound. I can tongue.</p>
Improvising & composing	<p>Improvise, compose and notate in creative ways on their instrument for a range of purposes / occasions / stimuli?</p>	<p>I can create simple rhythms on 1 note. I can use my instrument creatively to make sound effects. I can show my ideas using graphic notation</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, genres, styles and times, particularly relating to their instrument family</p>	<p>I recognise a good sound on my instrument. I know how to improve my sound and can help other people to improve theirs. I can suggest ideas to include in a group composition. I can evaluate my own and other peoples' composition using musical language.</p> <p>I can recognise my instrument in different recordings and performances. I can talk about the musical styles and genres that my instrument is often used for.</p>

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Term 2 - Woodwind

Musical Activity	Desired Skills	Assessment Criteria
Performing	<p>Perform on an instrument confidently and fluently, both in solo and ensemble contexts</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 Play 2-3 notes correctly and at pitch Tongue correctly in pieces</p>	<p>I can play by myself, with a partner or in a group</p> <p>I can play in time with a group or to a backing track. I can follow instructions from a conductor including start, stop, faster and slower.</p> <p>I can sing or play one part confidently. I can sing or play one part against another part which has different pitches but the same rhythm.</p> <p>I can play two or more notes correctly and making a good sound. I know how to improve my sound when I need to. I can tongue correctly when playing pieces of music I can swap between notes that are next to each other and begin to swap between notes that are not next to each other.</p>
Improvising & composing	<p>Improvise, compose and notate in creative ways on their instrument for a range of purposes / occasions / stimuli?</p>	<p>I can combine rhythm patterns to create a piece of music. I recognise crotchets, quavers, minims and semibreves and know their values I can use 1-3+ pitches in my music. I can represent my ideas graphically or using standard rhythm notation and writing note names.</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>I can evaluate my own and others' music against given criteria. I can use musical language when evaluating.</p>

WCIT – Instrumental curriculum for WOODWIND

	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 and describe a range of musical elements in live and recorded music (e.g. pitch, dynamics, tempo, texture, structure, timbre)
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Term 3 - Woodwind

Musical Activity	Desired Skills	Assessment Criteria
Performing	<p>Perform on an instrument confidently and fluently, both in solo and ensemble contexts</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 Play 3-5+ notes (C-G, then lower B, A, G) Swap between adjacent notes then non-adjacent notes Tongue and slur correctly</p>	<p>I can perform for an audience and can explain what a good performance should include.</p> <p>I can follow directions such as start, stop, loud, quiet, fast, slow. I can lead a group and communicate performance directions using gesture, graphic score etc</p> <p>I can sing or play my part against others when pitches and rhythm are different (e.g. rounds or tune & accompaniment)</p> <p>I can play three-five or more notes correctly and making a good sound. I know how to improve my sound when I need to. I can swap confidently between any two notes I know. I can tongue correctly when playing pieces of music. I can slur from one note to another.</p>
Improvising & composing	Improvise, compose and notate in creative ways on their instrument for a range of purposes / occasions / stimuli?	<p>I can create my own music from a given stimulus (e.g. weather or festivals).</p> <p>I can choose how to notate my music so it can be read by me and other people.</p>
Listening	Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary, and be able to justify these	<p>I can evaluate my own and others' music and justify my opinions</p> <p>I can use musical language when evaluating.</p>

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	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 and describe a range of musical elements in live and recorded music (e.g. pitch, dynamics, tempo, texture, structure, timbre) I can describe how the use of these affects the music.
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Glossary

Term	Definition
Accuracy	Playing rhythms and pitches correctly
Compose	Create own music
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
Rhythm	The pattern of longer and shorter sounds
Slur	Tongue the first note of a pair or group but not the remainder
Solo	Individually e.g. playing one at a time
Structure	The order of parts of a piece of music
Technical Control	Demonstrate control of technical elements of playing e.g. fingering, tonguing, airflow
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
Tonguing	Separate sounds by making a 'd' or 't' sound with the tongue on the reed of the instrument (clarinet/saxophone) or behind top teeth (flute/recorder)