



ROCHDALE MUSIC SERVICE

National Curriculum/Whole Class Ensemble Teaching Progression Map

General Introduction

All whole class ensemble lessons have two integrated threads; **general musicianship** skills in which all elements of music are explored, practised and developed and specialist **instrumental tuition**, in which children are taught specific skills relating to the instrument, ensemble skills, improvisation, performance and evaluation. These two strands complement each other and are reinforced throughout each lesson, ensuring a holistic approach to musical activities within the project.

The pieces chosen in each project are carefully selected to maximise opportunities to listen to and discuss different genres, times and cultures in music.

It is expected that by the end of the project, many skills will be learned beyond the musical experiences such as co-operation, team-work, enhanced listening, leadership, confidence in performing, development of self esteem and greater concentration.

CHART OF OPTIONS / POINTS OF ACCESS

Level 1	Level 2	Level 3
Big box of percussion	Djembe Steel Pans	Pitched and mixed percussion Samba
Ukulele	Single String set (eg. guitar, violin, viola, cello or bass)	Mixed Strings
Pocket Cornets	Eb trombones Cornets	Mixed Brass
Recorders	Fifes	Flutes or Clarinets (Eb or Bb)

MUSIC - WHOLE CLASS ENSEMBLE TEACHING

KEY SKILLS PROGRESSION with examples of instrumental combinations

National Curriculum Programmes of Study KS1	YEAR 1 BIG BOX OF PERCUSSION	YEAR 2 UKULELE
Use of voice Expressively and creatively	<ul style="list-style-type: none"> • Make different sounds with voice • Speaking/singing/chanting a wide range of songs from different times, genres, cultures • Call/response/action songs • To begin to sing limited note songs with control of pitch- Doh me soh • To perform songs with expression and confidence • Develop dynamics (quiet/loud) 	<ul style="list-style-type: none"> • Improvise making sounds with the voice • Speaking/singing/chanting a wide range of songs from different times, genres, cultures • Call/response songs • To develop singing with control of wider pitch range- • To perform songs using expression and actions to create dramatic effect
Play tuned and unturned instruments	<ul style="list-style-type: none"> • Understand how to play and care for an instrument • Understand instructions regarding playing and resting positions • Follow a conductor starting and stopping • Link sounds with symbols – crotchets and quavers • To rehearse pieces for a performance • To reflect on and evaluate their own performance and those of others 	<ul style="list-style-type: none"> • Understand how to play and care for an instrument • Understand playing and resting positions using the correct posture • To develop technical control of the instrument • To link sounds with symbols – crotchets, quavers rests and TAB • To rehearse a variety of pieces for a performance • To reflect on and evaluate their own performance and those of others suggesting ways in which they can improve
Listen with concentration and understanding	<ul style="list-style-type: none"> • Respond to live music performed by the instrumental tutor • Listening to different moods in music saying how the different pieces make them feel • Respond to different styles of music from different cultures • Record own performances using ipad and audacity and listen to work/evaluate 	<ul style="list-style-type: none"> • Listening to live demonstrations and music performed by the instrumental tutor • Respond to different moods in music saying how the different pieces make them feel and how ideas are communicated • Respond to different styles of music from different times genres and cultures • Record using a variety of technologies and listen to work/suggest improvements
Experiment with, create, select and combine sounds using the inter-related dimensions of music	<ul style="list-style-type: none"> • PITCH- High/Low – soh, me doh • DURATION – Steady beat, long/short • DYNAMICS – Loud/quiet • TEMPO – Fast/slow • TIMBRE – Exploration of sound qualities • TEXTURE – Single/ multiple sounds • STRUCTURE – Beginning, middle, end • NOTATION – walk, jogging notes • COMPOSITION- Create a sequence of sounds to form a piece 	<ul style="list-style-type: none"> • PITCH- High/Middle/Low - Doh me soh and la • DURATION – Differentiate between Beat/Pulse/Rhythm • DYNAMICS – Gradation between Loud/quiet • TEMPO – Gradation between Fast/slow • TIMBRE – Exploration of sound qualities – tapping, strumming, picking, plucking • TEXTURE – Single/ multiple sounds • STRUCTURE – Repeated patterns, beginning, middle, end • NOTATION – walk, jogging notes, rests, tab • COMPOSITION- Creating a chord sequence/improvising a response

KEY STAGE 2	Year 3 DJEMBE	Year 4 STRINGS	Year 5 CORNETS	Year 6 MIXED BRASS
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<ul style="list-style-type: none"> • Sing in tune. and from memory with increasing diction and range • Understand how to play and care for an instrument • Follow instructions regarding playing and resting positions • Develop articulation • Follow a conductor starting and stopping together • Link sounds with symbols – crotchets, quavers, minims and rests • To rehearse pieces for a performance • To perform for an audience with control and awareness of what others are playing • To reflect on and evaluate their own performance and those of others 	<ul style="list-style-type: none"> • Sing in tune.and from memory with increasing diction, range and awareness of others • To use gestures for starting and stopping • Understand how to play and care for a string instrument • Follow instructions regarding playing and resting positions • Develop tone production and articulation • Use standard notaion of crotchets, quavers, minims and rests in pieces • To rehearse a wide range of pieces for a performance • To perform for an audience with control and awareness of purpose • To reflect on and evaluate the quality of their own performance and those of others suggesting how it may be improved 	<ul style="list-style-type: none"> • Sing with awareness and understanding of the relationship between lyrics and melody • To breathe correctly and hold a part • Take turns to lead the group in a piece • Understand how to care for a brass instrument • Follow instructions regarding playing and resting positions • Develop tone production and articulation • To recognise standard notaion EGBDF, FACE • To rehearse a wide range of pieces for a performance • To perform for an audience with control and awareness of purpose • To reflect on and evaluate the quality of their own performance and those of others suggesting how it may be improved 	<ul style="list-style-type: none"> • Sing significant parts from memory with awareness and understanding of the relationship between lyrics and melody. • To perform with expression • Take turns to conduct the group • Understand how to care for a trombone • Follow instructions regarding playing and resting positions • Develop tone production, breath control and articulation • To recognise and play standard notaion • To rehearse a wide range of pieces for a performance • To devise a programme for performance giving reasons for choice • To perform for an audience with increased confidence and an awareness of purpose, audience and venue • To reflect on and evaluate the quality of their own performance and those of others
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<ul style="list-style-type: none"> • PITCH- steps and leaps –doh ray me soh and la • DURATION – Steady beat, Crotchets, quavers, minims • DYNAMICS – forte, piano • TEMPO – Gradation of Fast/slow • TIMBRE - orchestral family • TEXTURE – Layers -single/ multiple layers • STRUCTURE – Call and Response Beginning, middle, end • NOTATION – Stick notation, Crotchets, quavers, minims, rests • IMPROVISING -call/response 	<ul style="list-style-type: none"> • PITCH- steps and leaps –doh ray me soh and la • DURATION – Semiquavers, recognising 2,3,4, time • DYNAMICS – mezzoforte, mezzo piano,, crescendo • TEMPO – comparisons • TIMBRE - orchestral family • TEXTURE – accompaniments • STRUCTURE – Ostinato, Form • NOTATION –Crotchets, quavers, minims, rests, down, up bows • COMPOSING – using 3 wide range notes to different rhythms, create short phrases for others to copy 	<ul style="list-style-type: none"> • PITCH- pentatonic patterns • DURATION – Semiquavers, recognising 2,3,4, time, dotted notes, syncopation • DYNAMICS – accents, articulations • TEMPO – slowing down, speeding up • TIMBRE - orchestral family timbres • TEXTURE – weaving parts • STRUCTURE – Ostinato, Form, canon, rounds • NOTATION –Crotchets, quavers, minims, rests, breathing notation • COMPOSING – using 3 stepped (CDE) notes to different rhythms, create short phrases for others to copy 	<ul style="list-style-type: none"> • PITCH- major/minor • DURATION – Semiquavers, semibreves, recognising 2,3,4, time, dotted notes, syncopation • DYNAMICS – accents, articulations, diminuendo • TEMPO – rallentando, a tempo • TIMBRE - orchestral family timbres • TEXTURE – Chords • STRUCTURE – Ternary Form, • NOTATION –Standard notation • COMPOSING – Improvising using 3 stepped (CDE) notes to different rhythms, creating short phrases in the quiet sections of a piece
<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<ul style="list-style-type: none"> • Development of an inner musical voice in movement, pitch and rhythm games • Copies and echoes using sounds and silence • Begin to discriminate between musical elements 	<ul style="list-style-type: none"> • Development of an inner musical voice in movement, pitch and rhythm games • Singing and playing echoes • Recognise when an instrument needs tuning • Recognise an incorrect note 	<ul style="list-style-type: none"> • Continued development of an inner musical voice in pitch and rhythm games, Grade 1 aural tests • Singing and playing echoes with increased notes • Recognise an incorrect note and how to correct it. 	<ul style="list-style-type: none"> • Continued development of an inner musical voice in pitch and rhythm games, • Grade 1 aural tests for recognising Beat, clapping rhythms, singing echoes • Singing and playing echoes with increased notes • Recognise an incorrect note and how to correct it.

Use and understand staff and other musical notations	<ul style="list-style-type: none"> • Use of rhythm symbols, standard notation • Transfer rhythmic skills to instruments 	<ul style="list-style-type: none"> • Use of standard notation with some letters • Recognition of open string notes • Treble clef, time signature, staff, repeat sign 	<ul style="list-style-type: none"> • Use of standard notation with some letters • Recognition of 5 notes on the stave • Treble clef, time signature, stave, repeat sign, crescendo and diminuendo symbols 	<ul style="list-style-type: none"> • Use of standard notation • Recognition and playing of all notes on the stave • Treble clef, time signature, stave, repeat sign, crescendo and diminuendo symbols
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<ul style="list-style-type: none"> • Different styles of percussion music are listened to and discussed • Tutors demonstrate a range of skills and genres of music and this is discussed, reflecting on where and when it was created 	<ul style="list-style-type: none"> • Different styles of String music are listened to and discussed • Tutors demonstrate a range of skills and genres of music and this is discussed, reflecting on where and when it was created 	<ul style="list-style-type: none"> • Different styles of Brass music are listened to and discussed • Tutors demonstrate a range of skills and genres of music on their instrument and this is discussed, reflecting on where and when it was created 	<ul style="list-style-type: none"> • Different styles of Brass music are listened to and discussed • Tutors demonstrate a range of extended skills and techniques and genres of music on their instrument and this is discussed, reflecting on where and when it was created
Develop an understanding of the history of music.	<ul style="list-style-type: none"> • The origin, culture and traditions of Samba are taught. • Homework task to listen to a Brazilian samba 	<ul style="list-style-type: none"> • Choice of pieces reflect a wide historic, cultural and stylistic tradition which are given context and discussed reflecting when and where it was created • Extended learning tasks researching music are given 	<ul style="list-style-type: none"> • Choice of pieces reflect a wide historic, cultural and stylistic tradition which are given context and discussed reflecting when and where it was created • Express opinions on the different cultural meanings and purposes of music • Extended learning tasks in research and writing notation are given 	<ul style="list-style-type: none"> • Choice of pieces reflect a wide historic, cultural and stylistic tradition which are given context and discussed reflecting when and where it was created • Express opinions on the different cultural meanings and purposes of music • Extended learning tasks in research and writing notation are given