

# WHOLE CLASS ENSEMBLE TEACHING OVERVIEW – FIRST YEAR - BRASS

<b>INSTRUMENTAL CONCEPTS TO BE UNDERSTOOD</b>	
<ul style="list-style-type: none"> <li>Assembling the instrument</li> <li>Care and maintenance</li> <li>Name of the instrumental parts</li> <li>Warming up - instrument/voice</li> <li>Developing a good embouchure</li> </ul>	<ul style="list-style-type: none"> <li>Posture</li> <li>Tonguing, use of articulation</li> <li>Breath Control/Support</li> <li>Sound production/articulation</li> </ul>
<b>MUSICAL CONCEPTS TO BE UNDERSTOOD AND KEY VOCABULARY:</b>	
<ul style="list-style-type: none"> <li>Pulse and beat</li> <li>Rhythm</li> <li>Pitch</li> <li>Tempo</li> <li>Dynamics – Piano and Forte</li> <li>Ensemble</li> <li>Listening</li> <li>Ostinato</li> </ul>	<ul style="list-style-type: none"> <li>Performance</li> <li>Posture</li> <li>Conductor/leader</li> <li>Silence</li> <li>Solo</li> <li>Style</li> <li>Audience</li> </ul>
<b>MUSICAL SKILLS TO BE LEARNT:</b>	
<b><u>Instrumental Technique</u></b>	
<ul style="list-style-type: none"> <li>Forming a good embouchure for playing</li> <li>Posture and holding the instrument</li> <li>Accurate finger technique/slide positions and moving fluently between notes</li> <li>Good breath control and using deep breathing for support</li> <li>Pupils will learn to articulate clearly by tonguing at the start of the note</li> <li>Pupils will use breath support to play legato (slurs) on their instruments</li> <li>Maintenance and how to clean/care for their instruments</li> </ul>	
<p style="text-align: center;"><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>Creating melodic/rhythmic patterns</li> <li>Improvisation</li> <li>Graphic scores</li> </ul>	<p style="text-align: center;"><b><u>Listening and Appraising</u></b></p> <ul style="list-style-type: none"> <li>Critical listening</li> <li>Musical vocabulary</li> <li>Recognising musical elements</li> </ul>



<p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>• Warm ups</li> <li>• Breathing</li> <li>• Posture</li> <li>• Dynamics</li> <li>• Phrasing</li> <li>• Context</li> <li>• Vocal Health</li> </ul>	<p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>• Developing stage craft</li> <li>• Considering programme</li> <li>• Peer feedback</li> </ul>
<p><b><u>Instrumental Repertoire</u></b></p> <ul style="list-style-type: none"> <li>• Essential Elements</li> <li>• Standard of Excellence</li> <li>• Charanga resources – various</li> <li>• YouTube (Musication)</li> <li>• Simply Brass</li> <li>• Trumpet Basics</li> <li>• Bradford Music &amp; Arts Service Resources</li> </ul>	
<p><b><u>Singing Repertoire</u></b></p> <ul style="list-style-type: none"> <li>• Charanga</li> <li>• Sing Up</li> <li>• Out of the Ark</li> <li>• Junior Songscape</li> <li>• Junior Voiceworks 1</li> <li>• Singing Sherlock</li> <li>• Singing Express</li> <li>• Voicelinks</li> <li>• Sing for Pleasure</li> <li>• Great Celebration Songs</li> </ul>	
<p><b><u>Warm up selection</u></b></p> <ul style="list-style-type: none"> <li>• Charanga – rhythm grids</li> <li>• Out of the Ark</li> <li>• Kodaly</li> <li>• Rhythm cards</li> <li>• Lion/Tiger</li> <li>• Tea/Coffee</li> <li>• Forbidden Rhythm Game</li> <li>• Don't Clap Three</li> </ul>	<ul style="list-style-type: none"> <li>• Telephone Song</li> <li>• Boom Chicka Boom</li> <li>• What's For Tea Today</li> <li>• Sea Shanty Body percussion</li> <li>• Sevens Game</li> <li>• Once a Man Fell in a Well</li> <li>• Red Hot Dots</li> </ul>



**RESOURCES NEEDED:**

- Instruments
- Data projector/interactive whiteboard
- Laptop (computer)/ USB/ CD's
- Speakers
- Audio recording equipment
- Visual recording equipment (optional)

**Progression and Assessment**

**Instrumental Technique Progression by the end of the first year.**

**Pupils will be able to:**

- Recognise the names for the parts of the instrument and how the sound is produced.
- Demonstrate a good posture that allows for clear sound projection.
- Pupils will be able to produce a clear sound and will be able to articulate clearly.
- Pupils will be able to play at least seven notes, moving fluently between them and remembering the valves and slide positions .
- Pupils will be able to articulate clearly by starting each note with their tongue.
- Play with increasing accuracy, fluency, control and expression.

**Instrumental Technique Assessment criteria**

**Pupils will be assessed on their ability to:**

- Play with the correct technique and posture.
- Produce good sound quality and play with confidence.
- Maintain a sense of pulse and rhythm whilst playing.
- Play between 5 and 10 notes.
- Create different sounds and effects on their instruments.
- Play with increased accuracy, fluency, control and expression.

**All** pupils will be able to perform these activities with some guidance and support.

**Most** will be able to perform these activities with some degree of confidence and less teacher support.

**Some** will be able to perform these activities with ease and confidence with no teacher support and successful outcomes.



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**Composition/Improvising Progression by the end of the first year.**

**Pupils will be able to:**

- Improvise/compose simple rhythmic patterns on their instrument.
- Use and understand staff and other musical notations.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.

**Composition/Improvising Assessment criteria**

**Pupils will be assessed on their ability to:**

- Show basic improvisation/composition.
- Have a basic understanding of note reading or signs/symbols in relation to playing their instrument.
- Make musical decisions within class/group compositions.

**All** pupils will be able to perform these activities with some guidance and support.

**Most** will be able to perform these activities with some degree of confidence and less teacher support.

**Some** will be able to perform these activities with ease and confidence with no teacher support and successful outcomes.

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**Listening/Appraising Progression by the end of the first year.**

**Pupils will be able to:**

- Express their musical/creative ideas and contribute to the class.
- Be able to discuss key musical elements.
- Recognize the character of a piece of music and express moods that the music evokes.
- Have opportunities to listen to high quality live/recorded music drawn from different traditions and from great composers and musicians.



**Listening/Appraising Assessment criteria**  
**Pupils will be assessed on their ability to:**

- Use musical vocabulary when answering questions.
- Recognize musical elements within pieces of music.
- Discuss musical characteristics and their interpretation of them.
- Have some awareness of different musical styles/traditions/genres.

**All** pupils will be able to perform these activities with some guidance and support.

**Most** will be able to perform these activities with some degree of confidence and less teacher support.

**Some** will be able to perform these activities with ease and confidence with no teacher support and successful outcomes.

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**Performing Progression by the end of the first year.**

**Pupils will be able to:**

- Recognise rhythmic notation.
- Perform repertoire with an accompaniment, some from memory, demonstrating some character and use of dynamics.
- Perform to peer groups or parents with a sense of musical occasion.

**Performing Assessment criteria**  
**Pupils will be assessed on their ability to:**

- Have an understanding of note reading in relation to playing their instrument.
- Play and perform their instruments in solo and ensemble contexts with increased accuracy, fluency, control and expression.

**All** pupils will be able to perform these activities with some guidance and support.

**Most** will be able to perform these activities with some degree of confidence and less teacher support.

**Some** will be able to perform these activities with ease and confidence with no teacher support



and successful outcomes.

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**Singing Progression by the end of the first year.**

**Pupils will be able to:**

- Sing songs in a variety of styles with fluency and some expression.
- Memorise songs that have been learnt.
- Repeat musical patterns and phrases accurately.
- Recognise and internalise pitch and rhythm when singing.
- Produce a clear tone.

**Singing Assessment criteria**

**Pupils will be assessed on their ability to:**

- Listen and watch and respond accordingly.
- Recognise musical elements and discriminate between them whilst singing.
- Memorise songs and musical patterns.
- Sing with fairly accurate pitch and rhythm.
- Produce a clear tone.

**All** pupils will be able to perform these activities with some guidance and support.

**Most** will be able to perform these activities with some degree of confidence and less teacher support.

**Some** will be able to perform these activities with ease and confidence with no teacher support and successful outcomes.

