

WHOLE CLASS ENSEMBLE TEACHING OVERVIEW – FIRST YEAR - STRINGS

INSTRUMENTAL CONCEPTS TO BE UNDERSTOOD	
<ul style="list-style-type: none"> Care and maintenance Name of the instrumental parts Bow care and rosin Posture 	<ul style="list-style-type: none"> Plucking Bow hold Sound production/articulation
MUSICAL CONCEPTS TO BE UNDERSTOOD AND KEY VOCABULARY:	
<ul style="list-style-type: none"> Pulse and beat Rhythm Pitch Tempo Dynamics – Piano and Forte Ensemble Listening Ostinato 	<ul style="list-style-type: none"> Performance Posture Conductor/leader Silence Solo Style Audience
MUSICAL SKILLS TO BE LEARNT:	
<u>Instrumental Technique</u>	
<ul style="list-style-type: none"> Posture and holding the instrument Plucking Bow hold Left hand technique 	
<u>Composition</u>	<u>Listening and Appraising</u>
<ul style="list-style-type: none"> Creating melodic/rhythmic patterns Improvisation Graphic scores 	<ul style="list-style-type: none"> Critical listening Musical vocabulary Recognising musical elements



<u>Singing</u>	<u>Performing</u>
<ul style="list-style-type: none"> • Warm ups • Breathing • Posture • Dynamics • Phrasing • Context • Vocal Health 	<ul style="list-style-type: none"> • Developing stage craft • Considering programme • Peer feedback
<u>Instrumental Repertoire</u>	
<ul style="list-style-type: none"> • Razzamajazz – Sarah Watts • Class Act Violins – Sarah Watts • Charanga resources for strings • Vamoosh book 1 and 1.5 – Thomas Gregory • Abracadabra Beginner – Katie Wearing • Fiddle Time Starters/Joggers – Blackwell • Violin Star 1 – ABRSM • Witches Brew - Lumsden 	
<u>Singing Repertoire</u>	
<ul style="list-style-type: none"> • Charanga • Sing Up • Out of the Ark • Junior Songscape • Junior Voiceworks 1 • Singing Sherlock • Singing Express • Voicelinks • Sing for Pleasure • Great Celebration Songs 	
<u>Warm up selection</u>	
<ul style="list-style-type: none"> • Charanga – rhythm grids • Red Hot Dots • Out of the Ark 	<ul style="list-style-type: none"> • Telephone Song • Boom Chicka Boom • What's For Tea Today • Sea Shanty Body percussion



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| <ul style="list-style-type: none"> • Kodaly • Rhythm cards • Lion/Tiger • Tea/Coffee • Forbidden Rhythm Game • Don't Clap Three | <ul style="list-style-type: none"> • Sevens Game • Once a Man Fell in a Well |
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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.
- Know the names of the open strings – show confidence in plucking the correct string with accurate first finger and thumb technique to maintain control.
- Demonstrate a good bow hold – be able to play with some level of accuracy on all strings.
- Be able to bow simple rhythms accurately on one string with some clarity of sound.
- Show different bow articulations – open string crossing, legato, staccato, down and up bows, retakes, tremolo. Understand the mechanics of arm movements required to produce these.
- Recognise the relationship between different bow articulations and their expressive qualities.
- Pupils will have developed some left hand technique and be able to support the instrument fairly comfortably with the thumb and index finger.
- Demonstrate glissandos with the 1st finger to establish some freedom of movement on the fingerboard.
- Understand the impact on pitch when using left hand fingers.
- Some pupils will be able to use 2nd and 3rd fingers to play tunes on one string.
- 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 a 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.

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.

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.



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.

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.



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