

WHOLE CLASS ENSEMBLE TEACHING OVERVIEW – FIRST YEAR - WOODWIND

INSTRUMENTAL CONCEPTS TO BE UNDERSTOOD	
<ul style="list-style-type: none"> Assembling the instrument Care and maintenance Name of the instrumental parts Warming up - instrument/voice Developing a good embouchure 	<ul style="list-style-type: none"> Posture Tonguing, use of articulation Breath Control/Support 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:	
<p><u>Instrumental Technique</u></p> <ul style="list-style-type: none"> Forming a good embouchure for playing. Posture and holding the instrument. Accurate finger technique and moving fluently between notes. Good breath control and using deep breathing for support. Pupils will learn to articulate clearly by tonguing at the start of the note. Pupils will use breath support to play legato (slurs) on their instruments. Maintenance and how to clean/care for their instruments. 	
<p style="text-align: center;"><u>Composition</u></p> <ul style="list-style-type: none"> Creating melodic/rhythmic patterns Improvisation Graphic scores 	<p style="text-align: center;"><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> Critical listening Musical vocabulary Recognising musical elements



<p style="text-align: center;"><u>Singing</u></p> <ul style="list-style-type: none"> • Warm ups • Breathing • Posture • Dynamics • Phrasing • Context • Vocal Health 	<p style="text-align: center;"><u>Performing</u></p> <ul style="list-style-type: none"> • Developing stage craft • Considering programme • Peer feedback
<p><u>Instrumental Repertoire</u></p> <ul style="list-style-type: none"> • Razzamajazz – Sarah Watts • Abracadabra flute/clarinet/saxophone • Charanga resources – various • YouTube (Musication) • Sarah Watts Class Act Books (flute,saxophone,clarinet) • Recorder Boppers Scheme (flute and recorder) 	
<p><u>Singing Repertoire</u></p> <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 	
<p style="text-align: center;"><u>Warm up selection</u></p> <ul style="list-style-type: none"> • Charanga – rhythm grids • Out of the Ark • Red Hot Dots • Kodaly • Rhythm cards • Lion/Tiger • Tea/Coffee • Forbidden Rhythm Game • Don't Clap Three 	<ul style="list-style-type: none"> • Telephone Song • Boom Chicka Boom • What's For Tea Today • Sea Shanty Body percussion • Sevens Game • Once a Man Fell in a Well



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 five notes, moving fluently between them and remembering their hand and positions well.
- 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.



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.



Supported using public funding by