



‘Accent Music Education Hub’

One Year Brass Project Overview (WCET)

AUTUMN TERM Weeks 1 – 3 <u>Establishing</u>	Week 4 – 5 <u>Establishing</u>	Weeks 6 – 8 <u>Developing</u>	Weeks 9 – 10 <u>Embedding</u>
<u>Main Focus</u>	<u>Main Focus</u>	<u>Main Focus</u>	<u>Main Focus</u>
<p>Introduction to the brass instrument family</p> <p>How to assemble and hold the instruments correctly</p> <p>Appropriate posture</p> <p>Sound production technique</p> <p>Deciding on brass instrument most appropriate for each individual</p> <p>Learning how to play note C and perform a call and response piece using it</p>	<p>Learning how to play notes D and E.</p> <p>Introduction to musical notation and reading C D and E</p> <p>Introduction to semibreve, minim and crotchet rhythms</p> <p>Learning how to play a short piece using one note (C, D or E)</p> <p>Learning a song that uses two sections (binary form)</p> <p>Musicianship warm-ups, vocal warm-ups and games</p>	<p>Refining the tone quality of C and D gradually introducing E</p> <p>Development of reading notes on the stave</p> <p>Development of vocabulary to describe the music</p> <p>Improvisation skills</p> <p>Performing music in different styles (e.g. jazz, pop, classical)</p> <p>Musicianship warm-ups, vocal warm-ups and games</p>	<p>Developing and refining performance skills</p> <p>More able pupils will be challenged with more advanced parts or more variety of rhythms</p> <p>Devising and performing a small concert for another class</p>
End of term expectations: <ul style="list-style-type: none"> To have good posture and appropriate holding positions on brass instruments To be able to play C D and E notes on brass instruments and improvise a short phrase on one note to read crotchets and minim beats using C D and E to have developed rhythm skills using body percussion including pulse, tempo, dynamics to have performed for others in a short concert (and/or video, at the school’s discretion) 			
Key Vocabulary for the Autumn Term: <ul style="list-style-type: none"> Tonguing/articulation Buzz/vibration Improvisation Breathing Warm-up Beat/pulse Tempo Pitch Crotchet Minim Semibreve 		Activities will include: <ul style="list-style-type: none"> Listening games, finding the pulse, clapping rhythms Call and response activities using instruments, voices and body percussion Mouthpiece buzzing Singing Improvising using C D and E and learning how to read basic notation Small group performance, solo performances and whole class ensemble playing Devising a concert programme and performing 	

SPRING TERM Weeks 1 – 2 <u>Establishing</u>	Week 3 – 4 <u>Establishing</u>	Weeks 5 – 8 <u>Developing</u>	Weeks 9 – 10 <u>Embedding</u>
<u>Main Focus</u>	<u>Main Focus</u>	<u>Main Focus</u>	<u>Main Focus</u>
<p>Consolidation of C D and E, and their place on the stave</p> <p>Introduction of notes F and G</p> <p>Call and Response improvisations</p> <p>Revisit piece(s) learned in Term 1</p> <p>Introduce new piece using appropriate notes</p> <p>Singing, musicianship games and listening activities</p>	<p>Pupils learn low A and B as two new notes</p> <p>Call and response pieces and activities</p> <p>Learning low A and B on the stave and how they link with C D E F G</p> <p>Performing pieces using A B C D and E</p> <p>Introducing quavers</p> <p>Learning a song in a round</p>	<p>Performing pieces using A B C D and E</p> <p>Introducing harmony parts in some pieces, where appropriate (e.g. <i>Sidescroller</i> using multiple levels to create chords/harmony)</p> <p>Composition activity using notes C D E</p> <p>Class performance(s) of composition(s)</p> <p>Performing as a class ensemble and as a soloist</p>	<p>Refining performance skills including counting whilst playing and breath control</p> <p>Improving playing technique specific to each instrument (e.g. slide/valves)</p> <p>More able pupils will be challenged with more advanced parts</p> <p>Devising and performing another small concert</p>
<p>End of term expectations:</p> <ul style="list-style-type: none"> to be able to play A B C D and E on brass instruments to be able to attempt F and G in warm-up to understand the breath control needed to move up the harmonic series and sustain higher notes to play confidently several pieces using A B C D and E, including more movement between notes (e.g. not just one note per bar) to begin to develop dynamic control (e.g. <i>p</i> and <i>f</i>) whilst playing to become increasingly confident reading musical notation to compose a piece of music, including writing ideas in musical or graphic notation to play their composition, and to appraise the compositions of others 			
<p>Key Vocabulary for the Spring Term:</p> <ul style="list-style-type: none"> Breath control Warm-up Compose Structure Beat/pulse Tempo Pitch Dynamics 	<p>Activities will include:</p> <ul style="list-style-type: none"> Listening games, finding the pulse, clapping rhythms, singing Call and response activities using instruments, voices and body percussion Mouthpiece buzzing Improvisation Composing activity using C D and E Small group performance, solo performances and whole class ensemble playing Devising and delivering a class performance 		

SUMMER TERM Weeks 1 – 2 <u>Establishing</u>	Week 3 – 4 <u>Establishing</u>	Weeks 5 – 8 <u>Developing</u>	Weeks 9 – 10 <u>Embedding</u>
<u>Main Focus</u>	<u>Main Focus</u>	<u>Main Focus</u>	<u>Main Focus</u>
<p>Consolidation of notes A B C D and E</p> <p>Continue to work on strengthening notes G and F</p> <p>Introduce the new note high A</p> <p>Reiterate the importance of breath control/speed to be able to play higher pitches</p> <p>Practice exercises that ‘jump’ between notes of the harmonic series</p> <p>Articulation – tonguing and slurring</p> <p>Singing</p>	<p>Learn new repertoire that includes:</p> <ul style="list-style-type: none"> • more complicated rhythms and movement between different notes • dynamic contrast • different articulations (e.g., staccato, slur) • different structures (e.g., binary (AB), ternary (ABA), round/canon*) <p>Consolidate notation of a full octave between low A to high A</p> <p>Call and response activities</p> <p>*select song warm-ups to reflect style and form of chosen pieces</p>	<p>Listening and learning about stylistic features of music, including jazz and blues</p> <p>Improvisation</p> <p>Encourage pupils to perform short solos, either as part of class warm-ups, or in bigger pieces</p> <p>Continue to practice a selection of pieces that reflect what the class has learned so far</p> <p>Revisit pieces used earlier in the year - use as discussion points to show class progression on the instruments and the group’s collective musical knowledge – e.g.:</p> <p><i>“What did you think of our performance?”</i></p> <p><i>“Did the music feel easier or more difficult to play than you remember?”</i></p> <p><i>“How many different things can you identify/describe/explain about this piece of music?”</i></p> <p><i>“Is there anything we could do to make this sound even better/more professional?”</i></p>	<p>Refining performance skills</p> <p>More able pupils will be challenged with more advanced parts</p> <p>Devising and performing another small concert for another class</p> <p>Identification of continuation opportunities for those pupils who want to learn more and/or have shown musical aptitude during the project</p>
<p>End of term expectations:</p> <ul style="list-style-type: none"> • to play C D and E (most) – to play A B C D and E (some) – to play A B C D E F and G (some) - to play A B C D E F G and A (advanced) • to read and understand the notes on the stave • to understand jazz and blues music and its context, and to perform in this style • to plan and perform in an end of year concert 			
<p>Key Vocabulary for the Summer Term:</p> <ul style="list-style-type: none"> • Breath control • Staccato • Legato • Slur • Octave • Syncopation 	<p>Activities will include:</p> <ul style="list-style-type: none"> • Tempo • Time Signature • Bar and barline • Stave • Time signature • Semibreve • Minim • Crotchet • Quaver • Listening, clapping and general musicianship games and activities • Learning new notes that require different breath control • Learning jazz/blues music • Improvising • Singing • Preparation for a final concert 		

End of year expectations:

- To have a confident control of the brass instrument, aiming for a clear sound across the playing range
- To be able to read notation of the notes learnt, and to have composed their own music
- To use correct posture, hand position and breath control
- To be able to recognise key elements of music and to explain and rationalise them, especially dynamics, tempo, structure, melody
- To have the opportunity to continue with their chosen brass instrument

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Please note that the highlighted references to the NC objectives for Music below, indicate that the project **contributes** (to a **greater** or **lesser** extent) to the overall school provision. They **do not** indicate full coverage.

[illegible]

<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Develop an understanding of the history of music</p>	<p>of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Develop an understanding of the history of music</p>	<p>Develop an understanding of the history of music</p>
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Links to the Model Music Curriculum

The following are ways in which the project links to the Model Music Curriculum (2021) and are by no means exclusive; through musicianship, singing, performing, composing and listening, pupils can experience a wide variety of experiences and repertoire not listed below. Activities will also be differentiated depending on the year group/key stage of the class.

Musicianship	<ul style="list-style-type: none"> • Games to reinforce musical elements • Rhythm and pulse games and activities • Reading music
Singing	<ul style="list-style-type: none"> • Warm ups and breathing • Songs from different styles and traditions
Listening	<ul style="list-style-type: none"> • Listening and identifying elements of music • Listening and appraising their work and the work of others
Composing and Improvising	<ul style="list-style-type: none"> • Composing a short melody • Improvising a call and response
Performing	<ul style="list-style-type: none"> • Developing confidence • Devising and performing in a concert