



‘Accent Music Education Hub’

One Year Clarinet Project Overview (WCET)

AUTUMN 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>Introduction to the clarinet and the larger woodwind family</p> <p>Learn about different sections of instrument and how woodwind instruments work</p> <p>Appropriate posture</p> <p>Technique of making a sound</p> <p>Assembling top half of instruments and playing call and response patterns along with backing track</p>	<p>Musicianship warm-ups, vocal warm-ups and games</p> <p>Introduction to musical notation and reading “E”</p> <p>Introduction to crotchet and minim beats</p> <p>Learning the note “E” and its place on the stave</p> <p>Learning a song that uses call and response</p>	<p>Musicianship warm-ups, vocal warm-ups and games</p> <p>Refining the tone quality of E, gradually introducing D (some classes will assemble full instrument and introduce note C, some will do this in spring term)</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 (jazz, classical, pop etc)</p>	<p>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>
<p>End of term expectations:</p> <ul style="list-style-type: none"> • To have good posture and correct hand position on the top half of the clarinet • To be able to play E and D on the clarinet and improvise a short phrase • to read crotchets and minim beats using E and D • to have developed rhythm skills using body percussion including pulse, tempo, dynamics • to have performed for others in a short concert 			

Key Vocabulary for the Autumn Term: <ul style="list-style-type: none"> • Tonguing • Blowing/overblowing • Pulse • Tempo • Crotchet • Minim • Improvisation • Pitch 	Activities will include appropriately challenging: <ul style="list-style-type: none"> • Listening games, finding the pulse, clapping rhythms • Call and response activities using untuned body percussion sounds and notes • Singing • Improvising using E and D and learning how to read basic notation • Small group performance, solo performances and whole class ensemble playing • Devising a concert programme and performing
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SPRING TERM			
<u>Weeks 1 – 2 Establishing</u>	<u>Week 3 – 4 Establishing</u>	<u>Weeks 5 – 8 Developing</u>	<u>Weeks 9 – 10 Embedding</u>
<u>Main Focus</u> Consolidation of E and D and their place on the stave Assembling entire instrument and learning note C (if not yet done in term 1) Call and Response improvisations Singing, musicianship games and listening activities	<u>Main Focus</u> Pupils learn F as new note Learning F on the stave Performing pieces using C, D, E and F Introducing different rhythms	<u>Main Focus</u> Introduction of note G and work on developing finger muscles to move between all notes learned so far Call and response Class performance including solo opportunities Performing as a class ensemble and as a soloist	<u>Main Focus</u> Refining performance skills including timekeeping, counting and vocal work More able pupils will be challenged with more advanced parts Devising and performing another small concert for another class
End of term expectations: <ul style="list-style-type: none"> • to play C D E F and G on the clarinet • to play confidently several pieces using C D E F and G • to compose a piece of music, including writing ideas in musical notation 			

- to play their composition, and to appraise the compositions of others

Key Vocabulary for the Spring Term:

- Pulse
- Tempo
- Stave
- Crotchet
- Minim
- Quaver
- Time Signature
- Bar line

Activities will include:

- Listening games, finding the pulse, clapping rhythms
- Call and response activities using untuned body percussion sounds and notes
- Singing
- Composing activity using C D E F G
- 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>
Consolidation of C D E F G Learning the new note A Singing	Learning new repertoire that uses new notes Learning where new notes sit on the stave and reading notation Call and response activities	Listening and learning about stylistic features of music, particularly jazz and blues Improvisation Pupils learn to play longer pieces requiring good breath control and stamina	Refining performance skills More able pupils will be challenged with more advanced parts Devising and performing another small concert for another class Identification of continuation opportunities for those pupils who want to learn more and/or have shown musical aptitude during the project
End of term expectations:			
<ul style="list-style-type: none"> • to play notes A G F E D and C • to read the notes on the stave • to plan and perform in an end of year concert 			
Key Vocabulary for the Summer Term:		Activities will include:	

- Octave
- Syncopation
- Tempo
- Stave
- Quaver
- Time Signature
- Bar line

- Listening, clapping and general musicianship games and activities
- Learning new notes that require different breath control
- Learning jazz and blues music
- Improvising
- Singing
- Preparation for a final concert

End of year expectations:

- To have a confident control of the clarinet, aiming for a clear sound across the instrument
- 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 clarinet

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.

<u>Autumn 1</u> <u>NC Objective Focus</u>	<u>Autumn 2</u> <u>NC Objective Focus</u>	<u>Spring 1</u> <u>NC Objective Focus</u>	<u>Spring 2</u> <u>NC Objective Focus</u>	<u>Summer 1</u> <u>NC Objective Focus</u>	<u>Summer 2</u> <u>NC Objective Focus</u>
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory
	Use and understand staff and other musical notations			Use and understand staff and other musical notations	Use and understand staff and other musical notations

<p>Use and understand staff and other musical notations</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <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>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <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>Use and understand staff and other musical notations</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <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>Use and understand staff and other musical notations</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <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>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <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>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <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>
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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

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