

Wider Opportunities Programme



Scheme of Work for Brass & Woodwind in Year 5 and 6

This scheme of work is designed to give a brief outline of expected outcomes at the end of each half term. Lesson plans should be drawn up to ensure these outcomes are realised. Every class will progress at a different rate and much will depend on pupils taking instruments home to practice, extension work during the school week or other opportunities to play. All these should be encouraged as progress could be limited if these opportunities are not available to the pupils.

Work should aim to link with Class Topic work where appropriate, enhancing cross curricular learning

In mixed year group classes, adjustments will need to be made for those pupils who have already had a year of Wider Opps teaching. In this case extension work on range and more difficult repertoire would be the norm. This would need to be differentiated so beginners can also join in.

If children are learning music to play together, always give them a copy of the instrumental part they are to play from. Even if their reading of notation is not yet fully developed, they begin to develop skill of reading from their copy. Always provide letter names of notes above written notation, and provide fingering details of how to play each note on their instrument.

If children are listening to a particular piece/period of/style of music, context should be added.

(For example: a class studying Tudors in their History work learned 'Glory to thee, my God, this night' (as a vocal/instrumental canon) by Thomas Tallis and were given a sheet about 'early music' with photographs of early instruments from which they could find answers to multiple-choice questions in a 'Tudor music' quiz)

Aim for a concert performance at the end of each term.

	AIMS/OBJECTIVES:	SUGGESTED KEY LANGUAGE:	RESOURCES:	ASSESSMENT: Key Stage 2 (Y5/6)		
				EMERGING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
AUTUMN TERM First half of term	<p>General introduction to all instruments Care of instrument cases – zips, Velcro, buckles, etc. Assembly of instruments – Basic understanding of how to hold instrument. Basic understanding of note production Developing pitch change using lips and valves/slides Reed care and basic embouchure for Clarinet & Sax Basic three note scale and tunes in unison Learn basic notation details, and understand their time values: stave, rests, clefs, crotchet, quaver, minim.</p> <p>Simple melodic song work linked to class topic if possible – using numbers for the scale and/or songs involving actions, movement if possible).</p> <p>Understand fingering positions. Understand embouchure (mouth shape) required.</p> <p>Rhythm work using stimulus related to topic or pupils names leading to simple composition work using 1 or 2 notes to a rhythm.</p> <p>Composition work – using instruments to make sounds appropriate to topic-related idea</p> <p>Listen to all sorts of music connected with Topic, with (wherever possible) background information about composer, period, instrumentation, etc.</p> <p>Clapping games Rhythm games using instruments on single notes, using call and response. Use flashcards for pupils to recognise notation and play or clap rhythms.</p>	<p>Mouthpiece Reed embouchure Buzz Slide Valves Breathing Notation/Note Stave/staff Minim Crotchet Semibreve Rest Treble clef/Bass clef Sharp/Natural/Flat</p> <p>Time signature Key signature</p> <p>Rhythm Bar line Canon/Round Ostinato Repeat</p>	<p>Instruments</p> <p>Rhythm cards</p> <p>Audio equipment</p> <p>Musical notes for display</p>	<p>I can sing a song in tune.</p> <p>I can sing a song with expression.</p> <p>I can recognise the way sounds are put together to create different moods and expression.</p> <p>I can explore sounds and put them together to create different moods and expression.</p>	<p>I can sing a song in tune with expression, showing awareness of other parts.</p> <p>I can talk about the way sounds are put together and the different effects that are being created to show the composers' intention.</p> <p>I can make up a short rhythm on the spot</p>	<p>I can perform a song from memory.</p> <p>I can identify what is happening in the music (ostinato, pentatonic scale, pitch, syncopation, etc)</p> <p>I can improvise a melodic and rhythmic pattern within a structure.</p>
AUTUMN TERM Second half of term	<p>Work on 5 note tunes/production aiming for Christmas performances Understand fingering positions/slide positions for 5 notes Developing harmony in the ensemble ie introduce a bass line on lower brass Work on developing range and notation skills</p>	<p>Reaffirm language above</p>				

	<p>Develop performance opportunities with critical thinking from pupils “How do we improve our performance” Use self- evaluation forms</p> <p>Work toward concert at the end of term.</p>					
<p>SPRING TERM First half of term</p>	<p>Work on developing full scale (8 notes) Employ a range of exercises and pieces that help support the acquisition of pitching skills</p> <p>Simple melodic song work linked to class topic if possible – (involving actions, movement if possible).</p> <p>Work on composition e.g compose a fanfare using leaps of 4th and 5th</p> <p>Listening work – listen for use of Dynamics in mainstream music.</p> <p>Learn more notation details, and understand their time values: stave, rests, clefs, repeat marks, quavers, dotted minim – use flashcards to aid understanding..</p> <p>Clapping games Rhythm games around notation bases, using flashcards play using 1 note at a time on the instruments.</p>	<p>Crescendo/diminuendo Piano/forte Dotted minim Quaver Intervals Scale</p>		<p>I can perform a simple rhythm part using a short range of notes.</p> <p>I can make up short patterns and repeat them.</p> <p>I can make up a piece in a group building up layers of sound.</p> <p>I can talk in more detail about how pitch, rhythm,</p>	<p>I can perform a part from simple notation</p> <p>I can perform my part in time within a group piece, and am aware of other parts</p> <p>I can compose musical patterns using rhythm and melody, develop my ideas and organise them into a structure with a beginning, middle and end.</p> <p>I can talk about different types of music, and</p>	<p>I can perform from notation.</p> <p>I can identify my role within the performance (leading others, taking a solo part, providing rhythmic support)</p> <p>I can compose music for different occasions (carnival, wedding, birthday, etc) using appropriate musical devices (melody, rhythm, chords and structures)</p> <p>I can explore musical devices (ostinato, pentatonic scale, major/minor scale, major/minor chords, chord sequences)</p> <p>I can analyse and compare features in {folk, classical,</p>

	<p>time values</p> <p>Clapping games</p> <p>Rhythm games around notation bases (flashcards)</p>			<p>I can use symbols to show the sounds I have created.</p> <p>I can talk about my piece; I can talk about pitch, rhythm, dynamics, tempo of the music.</p> <p>I can improve my own work and talk about the effect I want my music to create.</p>	<p>I can use symbols to represent the music I have created.</p> <p>I can talk about my performance and the effect of the group's performance.</p> <p>I can talk about what is good in my work and the work of others, and also suggest ways the music could be improved.</p> <p>I can talk about how I have achieved the effects I wanted the music to create, and how effects have been created in the music of others.</p>	<p>I can use a variety of notations (graphic score, notes on the staff, chord symbols, etc)</p> <p>I can talk about how the place where the music will be performed/the occasion for which the music is written/and the purpose the music is written for affects the way the music is created and performed, and affects the way the audience hears and responds to the music.</p> <p>I can refine and improve my own work.</p>
<p>SUMMER TERM</p> <p>Second half of term</p>	<p><i>All work from first half of term carries through second half of term.</i></p> <p>Work toward concert at the end of term.</p> <p>Identify pupils who may benefit from individual or small group tuition</p>					