



## Wandsworth Music – Whole Class Instrumental Curriculum Vision & Overview

### **Our Intent**

We believe that every child should have the opportunity to learn a musical instrument as part of a broad and balanced curriculum. Our curriculum is designed to inspire pupils to develop a love of music and appreciate their talents as musicians, thereby supporting their personal development; improving self-esteem, confidence, creativity and sense of achievement. We believe that WCET can help to encourage, nurture and develop the next generation of instrumentalists, many of whom would not have considered taking up a musical instrument without this opportunity.

Our inclusive curriculum promotes high aspirations for all and focuses on the progressive subject knowledge, skills and understanding required to progress and develop as musicians. As pupils progress, they should develop a love of playing the instrument, both in an ensemble setting and in their own environment. Playing an instrument becomes a vessel through which to explore the learnt fundamentals of music, and a pathway to all elements of musical skill, progression and performance.

The intent is not only to provide children with the skills and tools needed to excel as confident performers on the instrument, but to give them a well-rounded knowledgeable, rich and sequential music education.

### **Implementation**

Our music tutors go through a rigorous recruitment process to ensure that they have the knowledge and skills to deliver an excellent instrumental music curriculum. They are supported with regular CPD which enables them to continually improve their music teaching and meet the needs of all learners.

Our approach to WCET is very much an aural one (sound before symbol!), developing memory and listening skills in addition to the instrumental skills required when learning a musical instrument. The use of the voice is essential, helping to internalise music, improve pitch recognition and musical memory and provides some contrast within the lesson.

While the content of the sessions are intended to focus on the chosen instrument, the lessons embrace multiple aspects of musical learning, which both support the instrumental learning and enhance the child's musical development. Aspects of musical learning may include; musically relevant warm-ups, exploring pitch, rhythm and pulse, listening and appraising, singing, notation, and technical and practical aspects appropriate to the chosen instrument.

Children are actively engaged in practical and creative music making each week by doing and making music! They sing regularly; learn to read notation, they develop a strong sense of pulse and rhythmic understanding and are able to use musical vocabulary appropriately. They have the chance to progress to the next level by joining ensembles and have the opportunity to perform regularly in front of others.

The WCET curriculum is planned backwards and based on the core knowledge and skills that is required to perform in a concert at the end of each term. Each concert will demonstrate the progression of skills and developing musicianship.

## Impact & Assessment

We want children of all backgrounds and abilities to enjoy making music, achieve well and talk enthusiastically about their learning. We expect children to show evidence of building on previous knowledge and skills, which is reflected in their progress, and demonstrates a clear musical journey throughout their WCET experience and beyond.

Regular performances demonstrate that music making is of high quality and high importance, whilst also providing invaluable opportunities for children to showcase their skills, talent and enjoyment in front of others.

What is the impact of WCET?

- Children are confident musicians and performers.
- Children are able to make effective use of their developing instrumental skills in the curriculum music lessons that follow.
- Children are interested in music, with some inspired to pursue further instrumental learning beyond the classroom and to progress to smaller group and 1:1 tuition and ensembles both in and out of school
- Schools should expect to see higher levels of interest in instrumental lessons, and should proactively support pupils' progression to these opportunities

## Formative Assessment in Music

In music, assessment needs to be proportionate and authentic to the subject. The best assessment practices have a clear purpose and provide meaningful information about what pupils know and can do, shaping future teaching. In 2012, Ofsted published 'Music in Schools: Wider Still, and Wider'. This report was based on evidence from 194 specialist music inspections and good practice visits in schools between 2008 and 2011. This included provision in class lessons, additional instrumental and vocal tuition, and extra-curricular musical activities.

In their observations they found that:

- 'Too much music teaching continued to be dominated by the spoken or written word, rather than by musical sounds. Lessons were planned diligently, but not always prepared for musically'.
- 'In both primary and secondary schools, insufficient use was made of audio recording and teachers' listening skills to assess and improve pupils' work'.
- 'In too many instances there was insufficient emphasis on active music making'.
- 'Too much use was made of non-musical activities'.
- 'In too many cases there was not enough music in music lessons'

**Assessment in music should be holistic, and take account of a wide range of musical skills and understanding, It should be rooted in the reality of musical activity that the children undertake.**

## Summative Assessment in Music

End of term concerts provide ideal opportunities for summative assessment. Schools are encouraged to use audio and video recordings of concerts throughout the year to demonstrate musical progress.

## WCET Curriculum Overview of Core Knowledge, Skills & Outcomes

This overview demonstrates the musical understanding, knowledge and skills that will be learnt and the outcomes achieved from the WCET programme. The document is based on a typical Year 4 instrumental programme, but can be adapted for instrumental programmes taking place in Years 2,3 or 5.

The knowledge, skills and outcomes are mapped against the national curriculum programmes of study for music at Key Stage 2 and the new Model Music Curriculum.

Pupils should be taught to sing and play musically with increasing confidence and control. Pupils should be taught to:

NC1 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

NC2 - improvise and compose music for a range of purposes using the inter-related dimensions of music

NC3 - listen with attention to detail and recall sounds with increasing aural memory

NC4 - use and understand staff and other musical notations

NC5 - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

NC6 - develop an understanding of the history of music.

Core Knowledge		
<b>Children will:</b>	<ol style="list-style-type: none"> <li>1. Know how to assemble their musical instrument correctly and demonstrate appropriate care. (NC 2.1)</li> <li>2. Demonstrate and understand the need for good posture and correct instrument hold that enables them to project a good sound. (NC 2.1)</li> <li>3. Know about the basic instrumental techniques and how these support technical and musical development. (NC 2.1)</li> <li>4. Know and understand the inter-related dimensions of music, and be able to demonstrate this understanding through performance on their instrument. (NC 2.1, 2.2, 2.3)</li> <li>5. Know how to read and respond to basic staff notation (as appropriate to the chosen instrument). (NC 2.1, 2.4)</li> <li>6. Recognise some of the musical traditions that feature the chosen instrument. (NC 2.5, 2.6)</li> </ol>	
	<p><b>The key musical concepts &amp; features to be understood are:</b></p> <ul style="list-style-type: none"> <li>- Pulse &amp; Beat</li> <li>- Metre &amp; Bar (Simple Time - 2/4, 3/4 and 4/4)</li> <li>- Tempo – Fast (Allegro), Slow (Adagio), Getting faster (accelerando), Getting slower (rallentando),</li> <li>- Rhythm (crotchets, quavers, minims, semibreves)</li> <li>- Articulation – legato (smooth), staccato (detached)</li> </ul>	<ul style="list-style-type: none"> <li>- Dynamics Loud (Forte), Quiet (Piano), Getting louder (crescendo), getting softer (decrescendo)</li> <li>- Structure – Call and response, rounds, repetition, verse &amp; chorus.</li> <li>- Texture – 2 parts, Melody and accompaniment, Duet</li> <li>- Instrument specific playing techniques (for example tonguing, bowing, plucking, strumming)</li> <li>- Pitch and melody (major &amp; minor tonality, scales, chords, pitch range at least 5-8 notes on instrument)</li> </ul>

## Musical skills & outcomes

<p><b>Musicianship &amp; Performing (including singing)</b></p> <p><i>Developing confident and musical performers</i></p>	<ol style="list-style-type: none"> <li>1. Perform with fluency, accuracy and technical control over a range of at least 5 notes (appropriate to instrument) (NC 2.1)</li> <li>2. Sing &amp; play pieces in 2 or more parts with confidence (NC 2.1)</li> <li>3. Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. (NC 2.1)</li> <li>4. Perform musically, with a good sense of pulse, accurate rhythm, pitch and dynamic contrasts (interrelated dimensions of music) (NC 2.1)</li> <li>5. Follow the musical directions of a conductor – For example; starting and stopping together, getting faster and slower, louder and quieter.(NC 2.1, 2.4)</li> </ol>	<ol style="list-style-type: none"> <li>6. Read and play short rhythmic phrases at sight from prepared cards, using notation for known rhythms and note durations. (NC 2.1, 2.4)</li> <li>7. Perform using appropriate staff notation, demonstrating an understanding of different pitches and note lengths (as a minimum this is crotchets, quavers, minims, semibreve, rests in 2/4, 3/4 and 4/4 time) (NC 2.1, 2.4)</li> <li>8. Perform in at least 3 concerts, demonstrating an understanding of appropriate performance etiquette and the expectations of different performing occasions.(NC 2.1, 2.4, 2.5)</li> <li>9. Be able to make independent musical decisions relating to their performance. (NC 2.1)</li> </ol>
<p><b>Composing &amp; Improvising</b></p> <p><i>Using instruments to engage creatively with music</i></p>	<ol style="list-style-type: none"> <li>1. Be able to use their instrument to create music (compose or improvise) within a given musical structure or in response to a musical stimulus (e.g. a riff or motif) (NC 2.1, 2.2, 2.3)</li> <li>2. Create music on the instrument using simple 4 or 8 beat rhythmic patterns over a groove while maintain a steady pulse. (NC 2.1, 2.2)</li> </ol>	<ol style="list-style-type: none"> <li>3. Create simple melodic phrases using a limited range of pitches over a groove or backing track while maintain a steady pulse. (NC 2.1, 2.2)</li> <li>4. Experiment with using a range of musical features such as dynamics, including very loud (fortissimo), very quiet (pianissimo), loud (forte), and quiet (piano). (NC 2.1,2.2)</li> </ol>
<p><b>Listening &amp; Responding</b></p> <p><i>Listening critically to music and responding both verbally and via the instrument in performance</i></p>	<ol style="list-style-type: none"> <li>1. Be able to sing and play back simple rhythmic and melodic patterns by ear. (NC 2.1, 2.3)</li> <li>2. Develop an inner musical thinking voice which enables them to listen, reflect and evaluate their own work and that of others in the class, and know what, and how to improve. (NC 2.1, 2.3, 2.5)</li> <li>3. Understand and be able to talk about key musical elements using the correct musical terms e.g. tempo, pitch, dynamics, melody. (NC 2.3)</li> </ol>	<ol style="list-style-type: none"> <li>4. Recognise the character of a piece of music and express the mood that the music evokes. (NC 2.3, 2.5)</li> <li>5. Use technical and non-technical language (including analogy and metaphor) to express their feelings about, and understanding, of music. (NC 2.3, 2.5, 2.6)</li> <li>6. Discuss and comment on recorded and live music from different styles, cultures and historical periods, particularly those featuring their instrument. (NC 2.5, 2.6)</li> </ol>