

Learning Expectations: We deliver the WCET programme in such a variety of ways (age groups , instruments, teaching time, prior experiences, class sizes) that producing broad learning expectations is extremely difficult; however, we would expect that classes broadly in line with standards for their year group listed in the Model Music Curriculum would be able to achieve these Y5/6 outcomes.

Brass (Valve) Year 5/6 Sing and Play	Listen, Reflect and Appraise	Explore and Compose
<p>Using the voice:</p> <ul style="list-style-type: none"> • Sing confidently being aware of posture and good diction. • Plan breathing to begin singing and to allow for longer phrases • Sing with an increasing awareness of the tone of their voices and the shape of the melody • Sing two or more-part rounds and part-songs with more confidence, independence and increasing pitch accuracy <p>Using a Brass (Valve) Instrument:</p> <ul style="list-style-type: none"> • Increasing use of appropriate posture/instrument hold both sitting and standing for freedom of breath • Form a natural embouchure to produce a centred buzz with the mouthpiece and play melodies using a range of pitches • Produce a full and centred sound, with good tonal quality and a range of up to 8 notes (including flats/sharps as appropriate) and control at different dynamic levels • Exercise a finger/valve facility in order to play using a number of changes of valve in faster quaver passages • Use tonguing/slurring effectively for neat articulation and good airstream coordination • Make the aural link between a note’s pitch and its letter name/finger position • Play from notations and by ear <p>Ensemble skills:</p> <ul style="list-style-type: none"> • Play/sing with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter • Work and collaborate in smaller groups • Follow a leader (teacher) starting and stopping together <p>Repertoire:</p> <ul style="list-style-type: none"> • Vocal : Range: Minimum one octave C – C’ or D -D’ with occasional supported singing to a ninth (e.g., leading up/down by step, not jumping from a lower/ higher note) • Vocal: Structure and texture: more complex unison, both accompanied and unaccompanied, call and copy, call and response, partner songs, more complex/ longer rounds and ostinati, simple part-singing • Progressive pieces to teach, consolidate and revisit appropriate playing techniques for the instrument progression of rhythmic material and suitable structures (e.g., repeated sections –including repeat marks) 	<p>Listen to and talk about a wide range of diverse repertoire including:</p> <ul style="list-style-type: none"> • Listen with concentration to longer pieces / extracts of music • Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> ◆ a steady pulse / no steady pulse ◆ a specific rhythm pattern or event ◆ the speed (TEMPO) of the music ◆ the volume (DYNAMICS) ◆ the melody • Notice and explore how music reflects time, place, and culture. • Talk about music using appropriate musical terms/language <p>Begin to use a technical vocabulary, including the Interrelated Dimensions of Music, when talking about music listened to, sung, or played:</p> <ul style="list-style-type: none"> • Pitch (including note names/finger numbers) • Dynamics (loud/quiet - piano/forte) • Tempo (slow/fast - andante, presto) • Pulse • Rhythm (including names of symbols e.g., crotchet, quavers, crotchet rest, minim) • Metre (Beats in a bar) • Tonality – major/minor <p>Instrument-specific vocabulary</p> <ul style="list-style-type: none"> • Embouchure, buzz • Tonguing/slurring • Parts of the instrument 	<p>Explore:</p> <ul style="list-style-type: none"> • Long and short sounds ((rhythm – duration appropriate to the music being played and sung (e.g., crotchets, beamed quavers, crotchet rests, minims.) • The rhythm patterns of words and sentences • Changes in pitch (intervals higher and lower – steps and leaps) • Sequences of sound (structure) • Sounds in response to a stimulus (visual - e.g., notation - or aural) <p>Improvise:</p> <ul style="list-style-type: none"> • A simple melody from a selected group of notes (e.g., a pentatonic/ diatonic scale or set of known instrumental notes from a piece) • Short repeated rhythmic patterns (ostinati) • Rhythm patterns from words <p>Compose:</p> <ul style="list-style-type: none"> • Short A simple melody from a selected group of notes (e.g., a pentatonic scale or set of known instrumental notes from a piece) • Repeated rhythmic patterns (ostinati) • Rhythm Patterns from words
Perform		
<p>Perform to a range of audiences over the year including:</p> <ul style="list-style-type: none"> • Each other (within the class) • Other classes and staff within the school • Whole Key Stage/Whole School (in Assembly or similar) • To parents (school concert/assembly) • Outside the school to other schools and unknown audiences (e.g., Suffolk County Music WCET Festival, ‘Celebration’ (Britten Pears Arts), other opportunities arising in the local community) <p>Demonstrate increasing confidence in performing as a group and as an individual (in supported contexts) as the year progresses.</p> <p>Demonstrate increasing accuracy and control in singing and playing during performance as the year progresses</p>		

Termly Outcomes Year 5/6

Term 1	Term 2	Term 3
<p>General Knowledge: Instrument assembly, care, and preparation, with support from tutor.</p> <p>Technical Skills:</p> <ul style="list-style-type: none"> • Posture and instrument hold • Form a working embouchure for a centred buzz with the mouthpiece • Produce a controlled sound with a working range of between 3-5 notes • Begin to use tonguing for articulating notes • Use the right hand correctly for playing with valves/valve combinations • Play pieces from a range of notations which might include letter (note name) notation, graphic score (blob grid) and standard stave notation <p>Ensemble Skills: Play together, responding to a conductor Play for a performance</p> <p>Wider Musical Skills: Accuracy of pulse, rhythm and pitch within the context of the repertoire.</p>	<p>General Knowledge: Instrument assembly, care and preparation .</p> <p>Technical Skills:</p> <ul style="list-style-type: none"> • Improved posture and instrument hold for better tone • Form a working embouchure for a centred buzz with the mouthpiece and make a centred sound for 5-8 notes • Begin to control dynamic levels • Play both tongued and slurred notes • Use the right hand correctly for playing with valves/valve combinations • Play pieces from a range of notations which might include letter (note)name and standard stave notation <p>Ensemble Skills: Play more accurately together, responding to a conductor by increased watching and counting. Play for a performance</p> <p>Wider Musical Skills: Accuracy of pulse, rhythm and pitch within the context of the repertoire</p>	<p>General Knowledge: Instrument assembly, care and preparation</p> <p>Technical Skills:</p> <ul style="list-style-type: none"> • Improved posture and instrument hold for better tone • Form a working embouchure for a centred buzz and make a centred sound for up to 8 notes • Better control of dynamic levels • Play both tongued and slurred notes • Use the right hand correctly for playing with valves/valve combinations • Play a wider range of pieces from notations which might include letter (note)name and standard stave notation <p>Ensemble Skills: Play more accurately together, responding to a conductor with increased awareness of musical instructions. Play for a performance</p> <p>Wider Musical Skills: Accuracy of pulse, rhythm and pitch within the context of the repertoire.</p>
<p>Repertoire: Instrumental and Vocal</p>	<p>Repertoire: Instrumental and Vocal</p>	<p>Repertoire: Instrumental and Vocal</p>
Empty box for Term 1 repertoire details	Empty box for Term 2 repertoire details	Empty box for Term 3 repertoire details

WCET Brass (valve) Curriculum Year 5/6 ASSESSMENT TERM 3

Playing	Singing / Musicianship
<ul style="list-style-type: none"> • Demonstrate sound technique – a natural embouchure with the mouthpiece for a range of different pitches • Play faster quaver passages well using a number of finger/valve changes • Produce a full and centred sound, with good tone, over a range of up to 8 notes (including flats/sharps), controlling dynamic levels • Demonstrate aural awareness of how valve combinations affect the note (pitch) and make the link between fingers, sound and note (letter) name. • Demonstrate sound technique for planned breathing and good airstream coordination (2 bar phrases), tonguing and slurring for neat articulation • Play with a sense of pulse with and without accompaniment • Respond to direction - start, stop, change tempo or dynamic, showing an awareness of musical terms (e.g., piano, forte) • Play complete pieces by ear and from forms of notation including stave • Maintain a simple independent rhythm or melody against a pulse and other parts • Improvise and compose in context • Perform, with understanding of venue and audience 	<ul style="list-style-type: none"> • Sing confidently in unison, and in parts • Sing with good diction and tone • Sing in class with control of pitch • Sing with a sense of pulse with and without accompaniment • Show awareness of phrasing by planning breathing points appropriate to the song • Demonstrate physical awareness of pulse and rhythm with and without accompaniment • Maintain a simple independent rhythm against a pulse and other parts • Respond to direction - start, stop , change tempo or dynamic

List pupils below as appropriate use blank sheet on next page as required

Emerging	Expected	Greater Depth	Emerging	Expected	Greater Depth