# **WCET Orchestral Pathways : Woodwind - SUMMER TERM OVERVIEW**

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| **Learning Objectives** | **Possible teaching activities** | **Suggested Repertoire for the Term** |
| ***Pupils should learn***   * To extend knowledge of ‘solfa’ and the relevant hand signals. * To improve aural pitch recognition * To improve posture/instrument hold/articulation * To improve tone quality, embouchure and strength * To prepare for a performance * To be able to play from basic notation and from memory (internalize) * To understand and recognize basic musical structures/shape * to be able to improvise with two (or more) given notes | Repeat previous songs learnt in term 1 and 2 from ‘Active Music Digital’ and move on.  Vocal copycats (call and response)  Instrumental copycats  Continuous: teacher to modify where needed  Long note exercises  Gradually increase length of pieces  Arrange a performance/assembly. Evaluate afterwards using ‘Sharing My Music’ (booklet 3)  Introduce reduced scores (ribbon/skipping rope activities) including BAG (flute) or EDC (clarinet)  Link to all pieces being learnt  ABA (sandwich) eg.Wet and Windy  Repetition  Question and Answer eg. Pineapple Punch  Use ‘BB Blues’ accompaniment or suitable chord sequences (eg. 12 Bar Blues) | Songs and /warm ups   * Active Music Digital * Grandma Rap * Tony Chestnut * Old Man Jazz * John Kanaka * A Sailor Went to Sea, Sea, Sea   Flute  From ‘Red Hot’/Class Act Flute   * Wet and Windy * BB Blues (also played as GG Blues and BG ‘improvised’ Blues) * Mike Oliver’s Tank Top * Razza Sazza (extension to add F)   From ‘Razzamajazz’/Class Act Flute   * Pineapple Punch (as ‘Q and A’ duet) * Chicken Cluck Waddle   From ‘Funky Flute’   * Cowboy’s Swing * William’s Waltz   Clarinet  From ‘Class Act clarinet’   * Big Time Blues (on E, C and improvised Blues) * Be A Dood * Pineapple Punch * Scat Cat Swing * Chicken Cluck Waddle * Mike Oliver’s Tank Top   From ‘Cool Clarinet’   * Winter Morning * Cowboy’s Swing * William’s Waltz |
| Assessment Work towards ‘Steps to Success’: Stepping Stones Certificate (using set criteria)  Complete assessment from Terms 1 and 2 where appropriate (faculty assessment sheets)  Most children will (achieving – level 2):   * be able to hold the instrument with correct posture and cover holes/pads successfully to produce up to 5 notes be able to pitch match using Kodaly handsigns (soh, me, lah, low doh, high doh, re) * be able to produce a consistent, controlled sound with some dynamic variety * memorize a range of longer pieces with further complexity and part work * understand basic musical structures and recognize shape/repetition * be able to create/improvise short melodic phrases   Some children will (exceeding – level 1):  be the leader using Kodaly handsigns (soh, me, lah, low doh, high doh, re)   * be able to hold the instrument with consistent correct posture and produce 5 notes * confidently perform a range of longer pieces as a group and individually with a range of dynamic variety * recognize and explain a range of basic music structures * be able to confidently create, improvise and perform short melodic phrases   Some children will (emerging – level 3):  be able to pitch match using Kodaly handsigns (soh, me, lah, low doh, high doh, re)   * be able to hold the instrument with increasing consistency and produce sound for at least 3 pitches * be able to follow basic hand signals to play a small range of pieces within the support of a larger group * be able to show some understanding and recognition of repeated phrases and melodic shape * be able to contribute to creating short melodic phrases with support | | |