

Brass Orchestral Pathways Term 2

OVERVIEW



During this project the children will learn:

- About pulse
- About rhythm
- About the rhythmic time values walk, jogging, stride, glide and the one beat rest.
- How to read rhythmic (stick) notation
- How to create their own rhythms
- About pitch
- How to sing and respond to ascending and descending sounds/sounds that move by step, skip or leap
- How to read staff notation from a reduced score and from and a brass tutor book
- How to identify the structure of a piece of recorded music
- How to identify the instrumentation, time and place of piece of recorded music
- Some vocabulary to help them describe pieces of recorded music
- How to sing in unison or two parts
- How to hold a brass instrument (posture)
- How to produce a sound (breathing and buzzing)
- How to articulate sounds (tonguing)
- How to play as part of a large group
- How to perform in front of an audience

Some will demonstrate that they can/or will (emerge)

- An awareness of the difference between pulse and rhythm
- The ability to read and clap from a more limited range of rhythmic notation
- Create simple rhythmic patterns with some help
- Notate simple rhythmic patterns with some help
- Read the notes C and D from staff notation
- Identify the instrumentation of a piece of recorded music as being blown, plucked, bowed or hit
- Use a limited range of language to describe what they hear e.g., loud/quiet, fast/slow or happy/sad
- Find it difficult to hold the instrument and push the valves down/move the slide to the correct position
- Find it difficult to buzz and produce a clear sound
- Find it difficult to use the tongue to articulate the sounds
- Play with short pieces with some difficulty following the stave notation/hand signals
- Follow or are helped by others in order to access a musical performance

Some will demonstrate that they can/or will (achieve)

- Sing tunefully alone or as part of a class
- Maintain a steady beat when playing or responding to music
- Clap, say, and play rhythms (copied or from notation)
- Create their own rhythms, play them and notate them using stick notation
- Read the notes C, D, E (and F) from a reduced score/whiteboard with some fluency
- Talk about music they hear with reference to the time and place that it may have been composed
- Talk about music they hear using musical vocabulary (referring to the inter-related dimensions of music)
- Hold a brass instrument with correct posture
- Produce a clear sound
- Breathe through the mouth and play a phrase in a single breath
- Articulate sounds using the tongue
- Play short pieces with fluency
- Be ready to play, concentrate on the performance and stop at the end

Some will demonstrate that they can/or will (exceed)

- Copy sung phrases using a variety of pitches with clarity and accuracy
- Maintain a steady beat when performing in two parts
- Read, play and notate a variety of rhythmic phrases using stick notation
- Create rhythmic phrases that fit within a metre and show interest and variety
- Read the notes C-F fluently and without help
- Talk about music they hear using musical vocabulary, a knowledge of instrumentation and descriptive language
- Consistently hold the instrument correctly
- Demonstrate good breath control and embouchure in order to play single notes or phrases
- Demonstrate accuracy and fluency when playing from notation or improvising
- Show awareness of audience and take a leading role within the group when performing