

Autumn 1

WCET: Brass

Solihull Music Service

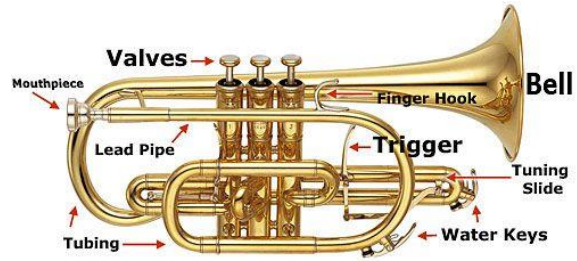
WCET



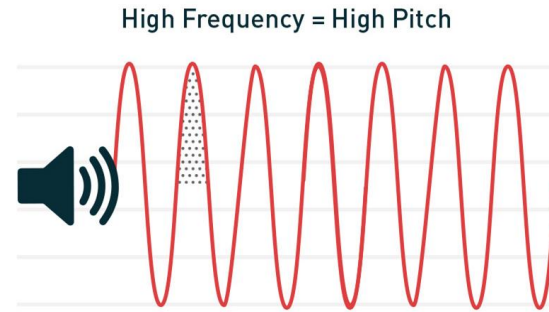
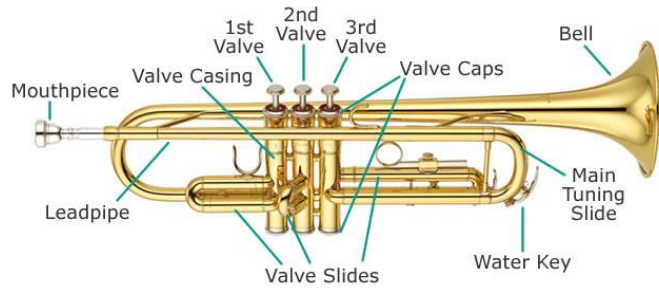
Unit focus Creating sounds, embedding pulse and rhythm.	Pupils will learn how to play the instrument with an appropriate, balanced and relaxed posture, developing technical control of their instrument enabling them to produce a pleasing musical sound. Pupils will explore how sound is created on the instrument and the relationship between internal pitch, vibration and sound creation.	
Knowledge, skills and understanding Instrumental specific	- To explore how sound is created on a brass instrument and the relationship between hearing pitch in the head (internalising sounds) and blowing it out on the breath. - Learn how to create a good musical sound using the correct instrumental technique (as above, extending from breath to mouthpiece and instrument) - Play simple pieces using the notes C, D and E (treble clef) together as a class ensemble. - Lead simple call and response activities using body percussion, mouthpiece or instrument. (extension)	
Knowledge, skills and understanding Musicianship	- Learn to clap and play and internalise simple rhythm patterns that focus on embedding pulse and rhythm. - Learn 1-2 simple songs with focus on musical shape of the melody, accuracy of pitch and clear diction. - Explore how different rhythmic patterns can be created through call and response activities led by pupils (rhythmic improvisation) - Discuss and learn the names of, and parts of the instruments children are learning to play. - Explore the history and origins of brass instruments through homework activities. - Learn how to care for and respectfully handle the instruments.	
Key vocabulary	Musical elements: pitch, pulse (very slow, slow & fast), rhythm, tempo, duration, melody, accompaniment, structure, metre, silence Instrument specific: trumpet, cornet, tenor horn, french horn, alto trombone, tenor trombone, baritone, euphonium, tuba, valves, slide, mouthpiece, bell, vibration, rest position, playing position	
Sound and Symbol	Note values of 4, 2 and 1 beat 4 = very slow pulse 2 = slow pulse 1 = fast pulse	Outcomes - I can clap and play simple rhythm patterns confidently on my instrument with a good sense of pulse and rhythm. - I can sing with confidence simple songs that focus on embedding pulse and rhythm. - I can create and recall and internalise simple rhythmic and melodic patterns on my instrument. - I can identify and name parts of the musical instruments we have been learning to play. - I understand how to handle my instrument and treat it with care and respect. - I can play simple pieces using the notes C, D and E on my own and as part of a class ensemble. - I can lead simple call and response activities using body percussion or instrument. (extension)
Instrumental repertoire	Hot Cross Buns, Movin' On Down March, Tango, Calypso (Jock McKenzie) Let's Make Music (No.1-12)	
Vocal repertoire	Hot Cross Buns All of the above pieces should be sung using note names alongside valve/slide positions	
Listening repertoire	See instrumental repertoire. Pieces used during instrument demos, for example, The Last Post, fanfares, O When the Saints, Match of the Day, The Acrobat, Haydn Tpt Concerto movt 2	

Brass

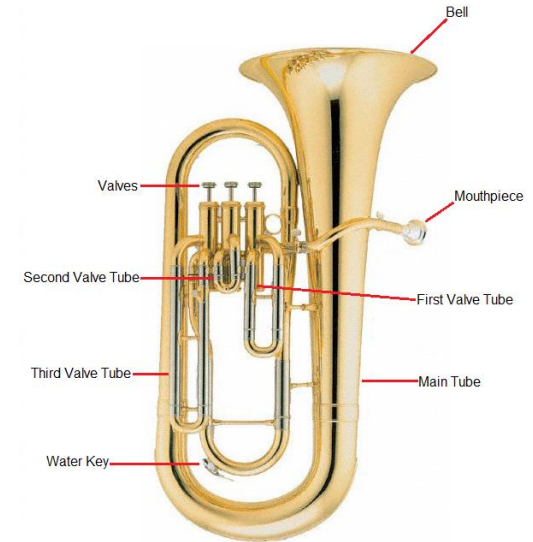
Creating sound,
making music



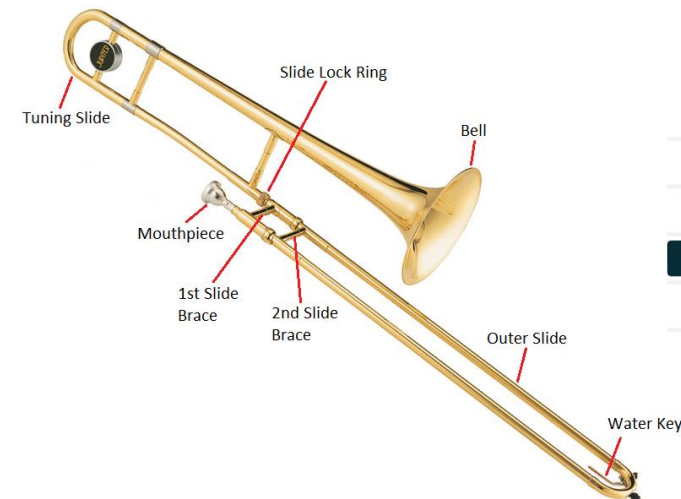
Parts of a cornet and trumpet



Parts of a trombone and baritone



Low Frequency = Low Pitch



Autumn 2 WCET: Brass

Solihull Music Service WCET

Unit focus Introducing staff notation.	Pupils will explore a wide range of songs and pieces that continue to focus on embedding the concepts of pulse and rhythm. They will refine their instrumental technique to help develop a pleasing musical sound on their instruments. Pupils will learn how to read music using staff notation. Pupils will develop their ensemble skills and understand that quality musical outcomes will be achieved as a result of good team work.	
Knowledge, skills and understanding Instrumental specific	- Continue to develop good instrumental technique (internalise sounds in the head, blow them out on the breath and then extend to the mouthpiece and the instrument) as well as reinforcing note production technique (using the tongue – ‘t’ or ‘d’ sound followed by the breath). - Revisit known tunes (using the notes of C, D & E) through notation instead of from memory. - In the second half of the term introduce the notes of F and G by learning to play a 5 note scale (C-G) and Jingle Bells.	
Knowledge, skills and understanding Musicianship	- Introduce staff notation and note value names (i.e. semibreve, minim, crotchet, quaver and rest) - Consolidate understanding and knowledge of rhythmic symbols and notation with flashcards. - Enhance note reading skills by reorganising the structure of the known tunes (keeping bars 1 and 8 in their correct positions); in this way the pupils have to read the notation. - To internalise the pulse as they begin to read and play simple rhythmic patterns on their instruments at sight and by ear. - Explore how different rhythmic patterns can be created on the instrument through call and response activities. - Listen to selected repertoire and discuss how time and place has influenced the way the music is created, performed and heard. - Develop listening skills with regards awareness of ensemble and learn how to play together with a good sense of balance, pulse and rhythm and be able to start and stop together.	
Key vocabulary	Musical elements: pitch, pulse (very slow, slow & fast), rhythm, tempo, duration, melody, accompaniment, phrase, structure, metre, silence Notation: stave, treble clef, time signature, bar line, double bar line, semibreve, minim, crotchet, quaver, rest, scale, ladder and ‘la scala’ Instrument specific: See Autumn Term 1	
Sound and Symbol	Rhythm flashcards and staff notation	Outcomes - I can clap simple rhythmic patterns confidently and internalise the pulse whilst reading at sight from flashcards or notation. - I can play simple rhythmic patterns/phrases confidently on my instrument and internalise the pulse as I read and play rhythms using notation. - I can sing songs from memory confidently with others and sing with a sense of style and character and accurately in tune. - I can recognise and name the signs and symbols used in musical notation. - I can create simple rhythmic and melodic patterns on my instrument using 2-3 notes and can lead the activity with confidence. - I can recall the valve/slide positions for the notes CDEFG. - I can play musical patterns/phrases using the notes CDEFG. - I can accurately recall rhythmic and melodic patterns using my voice, body percussion or my instrument. - I can discuss how time and place can influence the way music is created, performed and heard. - I can identify and name the musical instruments we have listened to and used. - I understand musical outcomes are of higher quality as a result of good team work
Instrumental repertoire	Hot Cross Buns, Movin’ On Down, March, Tango, Calypso, Let’s Make Music (No.13-15. High Five) Jingle Bells	
Vocal repertoire	As above – all pieces are sung using words and note names where appropriate.	
Listening repertoire		

Brass

Sound and symbol.

Time signature $\frac{4}{4}$ The top number tells us how many beats in each bar.
The bottom number tells us the type of beats.

The stave consists of five lines where the notes will be placed.

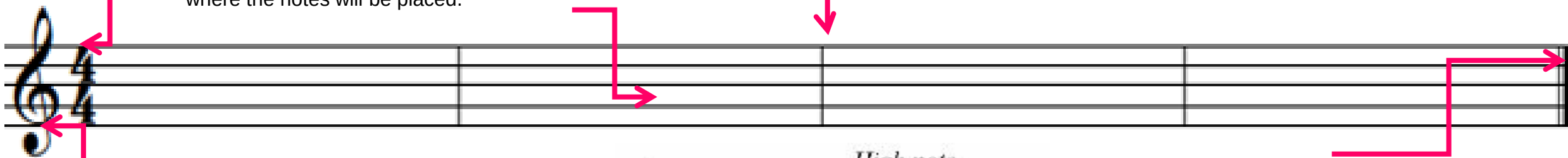
The stave

Bar line

The bar line helps us to see how the beats are grouped together, making the music easier to read.

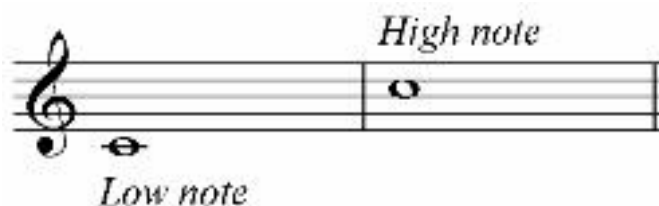
Repeat sign

The two dots in this sign means to repeat the music.



Treble clef

This goes at the beginning of every line of music



Final bar line

The final bar line tells us the music has finished



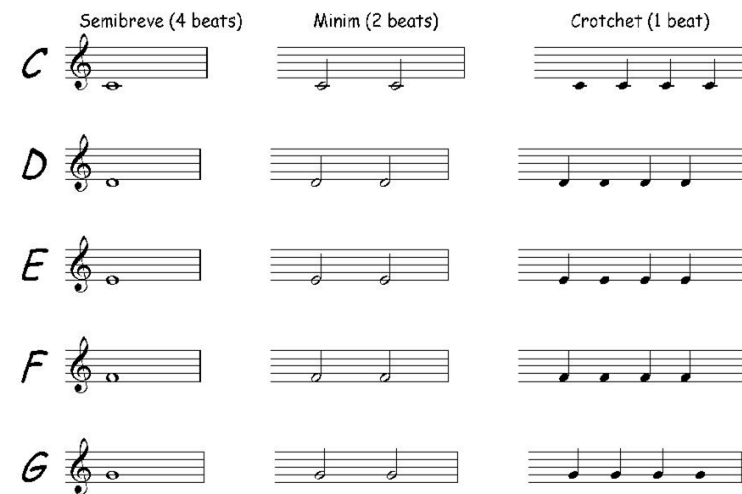
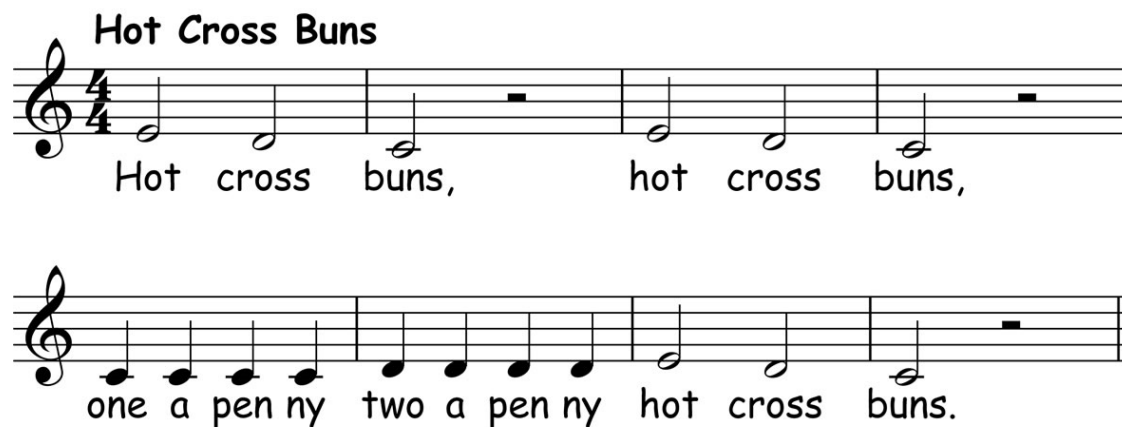
Semibreve rest
4 beats rest



Minim rest
2 beats rest



Crotchet rest
1 beat rest



Spring 1 WCET: Brass

Solihull Music Service WCET

Unit focus Learning the repertoire for Brass Blast	Pupils will learn 3-4 new pieces of music from memory in preparation for Brass Blast. For some pupils this will include extending their range of notes below C and above G, and for all will involve learning about how pitch changes when a note is altered by the addition of a sharp or flat sign. Pupils will also learn about performance and stage etiquette and will practise this throughout the term. Appropriate posture and good instrumental technique will continue to be reinforced, discussed and explored in each lesson.	
Knowledge, skills and understanding Instrumental specific	1. Introduce the concept of slurring (joining notes together on the breath instead of starting each individual note with the tongue) and be able to use this technique within a performance. 2. Learn the valve patterns/slide positions for new notes such as F#, Eb, Bb and Ab/G#, and be able to hear the change of pitch that results from these alterations when playing. 3. Extend the range of notes to incorporate some extra low register and high register notes, for example low G, A & B and middle A. 4. Continue to develop blowing technique and the ability to change pitch on a brass instrument by further exploring the link between 'song' (the ability to internally sing at pitch using the thinking voice) and 'wind' (blowing breath out); use the sounds 'oor', 'aah' & 'eee' (with a 't' or 'd' in front) to practise changing pitch up and down. Link this to changes of pitch where valve/slide positions stay the same, for example, B & F#, C & G and E & A (tongued and slurred).	
Knowledge, skills and understanding Musicianship	1. Internalise and recall with accuracy more complex rhythmic and melodic patterns using the voice, body percussion and instruments. 2. Internalise and develop knowledge and understanding of pitch, pulse and rhythm through the voice, body percussion and instruments. 3. Perform with others by listening, watching and keeping in time with the group. 4. Discuss and practise the importance of stage etiquette – an extension of rest position and playing position from last term (this should be practised without verbal instruction). 5. Internalise sounds through singing and playing instruments, singing parts of a song in their heads and understand how pitch can move by step or leap. 6. Continue to recognise and discriminate between timbre, pitch, tempo, pulse and rhythm. 7. Improve their playing and singing through modelling and self/peer evaluation. 8. Perform a range of pieces with and to others in a variety of formal and informal settings, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	
Key vocabulary	Musical elements: see Autumn Term plus accidentals, sharp, flat, natural, solo section. Instrument specific: Jazz Band, Brass Band, rhythm section, instrumental soloist.	
Sound and Symbol	Due to preparation for Brass Blast all repertoire will be learnt from memory	Outcomes 1. I understand how to change pitch on a brass instrument by linking together my breath and the vocal sounds 'oor', 'aah' & 'eee.' 2. I understand how to slur on a brass instrument by joining notes together on the breath instead of using the tongue to start individual notes. 3. I understand how a sharp (#) and a flat (b) sign alters the pitch of a note. 4. I can internalise and hear songs and musical patterns in my head and understand that music can move by step (like a ladder or staircase) or leap (missing out steps). 5. I can recognise and explain the musical elements of timbre, pitch, tempo, pulse and rhythm when listening to music. 6. I can perform confidently with others and understand the importance of listening and watching in order to keep in time. 7. I understand the importance of watching and listening in order to produce a polished performance. 8. I understand musical outcomes are of a higher quality as a result of good team work.
Instrumental repertoire	Shake, Rattle & Roll, Ribena, Flip Flop Fly, Saints, I Wanna Sing, Swing Low, Tango, Skyfall, All About That Bass, Monday Morning Blues, I Feel Good, Jailhouse Rock, Havana, Yellow Submarine	
Vocal repertoire	Where appropriate learn songs by singing them first, such as O When the Saints, Swing Low, I Wanna Sing, Flip Flop Fly, All About That Bass, Havana, Yellow Submarine.	
Listening repertoire	Brass Blast repertoire using recorded examples of Brass Band, Jazz Band and Soul Band	

Embouchure and Posture



<Good Stuff!>

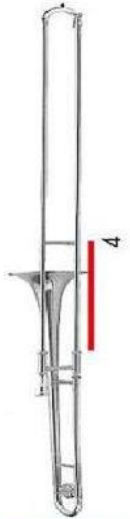
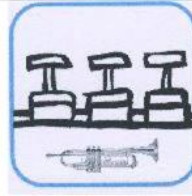
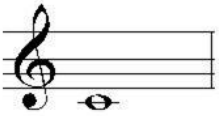


<Don't end up like this!>

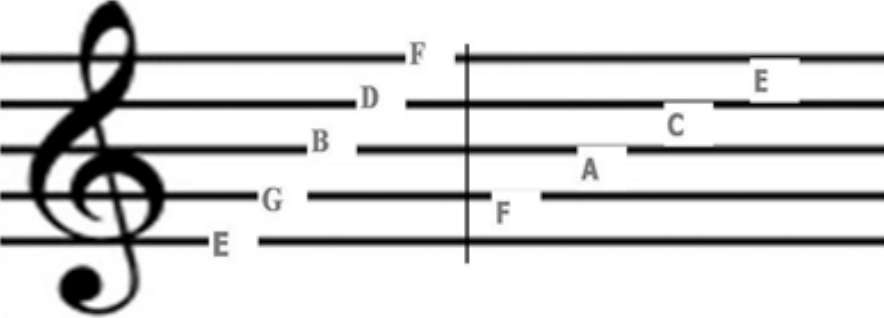


Unit focus Musical styles & genres and consolidate playing skills.	Pupils will revisit and strengthen the following concepts: Instrumental technique – develop their blowing technique and sense of internal pitch (see Spring Term 1) so that their range of notes is increased in order to be ready for the Scale of C in the summer term. Staff notation – revisit this area and strengthen their knowledge and understanding of how to read music. Pupils will also have the chance to learn new repertoire that they enjoyed hearing at Brass Blast, as well as celebrate and talk about their involvement in the event – what did they enjoy, what did they remember, what did they learn?	
Knowledge, skills and understanding Instrumental specific	1. To consolidate instrumental specific skills developed in previous unit (blowing technique and the relationship it has with internal pitch). 2. Learn the valve patterns/slide positions for new notes such as F#, Eb, Bb and Ab/G#, and extend the range of notes to incorporate some extra low register and high register notes, for example low G, A & B and middle A; this will mean that they can learn their favourite pieces from Brass Blast.	
Knowledge, skills and understanding Musicianship	1. Revisit, revise and develop the pupil's understanding of staff notation and all aspects of reading music, including the relationship between note values and pulse and the relationship between pitch and a scale (steps and leaps). 2. Enhance their understanding of different types of musical ensemble and the instruments within them, for example brass bands and jazz bands (use the repertoire from Brass Blast). 3. Develop a wider understanding of musical genres, styles and cultures from across the world through the pieces they learn to play. 4. Continue to improve their playing and singing through modelling and self/peer evaluation. 5. To listen to and perform with live and recorded music and apply understanding in relation to the elements of music (pulse, pitch, dynamics, timbre, tempo, structure). 6. To listen to and perform with music from different cultures e.g. brass band, classical, rock, jazz, latin. 7. Test the pupil's understanding of musical styles, genres, musical elements and notation with an end of term quiz.	
Key vocabulary	The same as Spring Term 1	
Sound and Symbol	The same as Spring Term 1	Outcomes 1. I understand the key factors needed to produce a well controlled sound on my instrument. 2. I understand how a sharp (#) and a flat (b) sign alters the pitch of a note. 3. I can internalise and hear songs and musical patterns in my head and understand that music can move by step (like a ladder or staircase – i.e. part of a scale) or leap (missing out steps). 4. I can recognise and explain the musical elements of timbre, pitch, tempo, pulse and rhythm when listening to music. 5. I can identify a number of different musical styles and name the musical instruments used within different types of musical ensemble/band. 6. I can perform confidently with others and understand the importance of listening and watching in order to keep in time and produce a polished performance. 7. I understand musical outcomes are of a higher quality as a result of good team work.
Instrumental repertoire	The same as Spring Term 1	
Vocal repertoire	The same as Spring Term 1	
Listening repertoire	The same as Spring Term 1 as well as end of term quiz listening examples: classical, brass band, big band, soul band, latin, rock and roll	

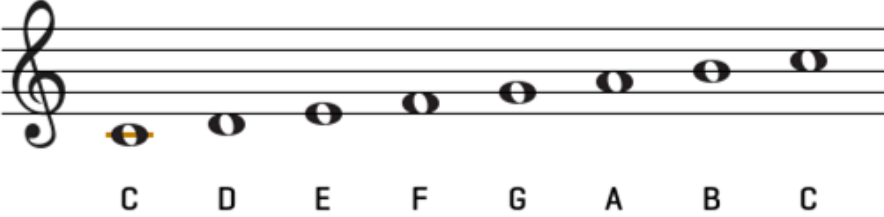
Brass

Trombone					
					
	0	1 & 3	1 & 2	1	0
					
	C	D	E	F	G

LINES SPACES



C Major Scale



Summer 1

WCET: Brass

Solihull Music Service

W.C.E.T

.Unit focus .The scale of C, major & minor tonality and ensemble skills	.Pupils will learn about the scale of C and will explore the concept of tonality by playing this scale in both its major and minor form, as well as altering the 'mood' of known tunes by changing the key centre. The lower register will be extended down to low G. Dotted rhythms will also be used in order to develop note reading and internalisation of pulse. Ensemble and part playing skills will be developed by learning to play pieces with more than one part (at least 2 parts with the aim of reaching melody, harmony and bass by the end of Summer Term 2). Pupils will also be able to continue to learn their favourite pieces from Brass Blast.	
.Knowledge, skills and understanding Instrumental specific	1. To consolidate and develop instrumental specific skills learnt in the autumn and spring terms (blowing technique and the relationship it has with internal pitch) in order to be able to access the upper register notes in the scale of C (A, B, C). 2. If not already known, extend the range of notes to include flats and sharps such as Ab/G#, F#, Eb and Bb as well as low register A, Ab/G# and G. 3. Extend the concept of slurring to include lip slurs	
.Knowledge, skills and understanding Musicianship	1. Revisit staff notation and 'the stave' in order to begin learning the scale of C. 2. Learn about key signature and accidentals alongside major and minor tonality; listen to examples of music and be able to identify whether the music sounds 'happy' (major key) or 'sad' (minor key); play known pieces, such as Hot Cross Buns, and change certain notes to create a different 'mood,' for example E to Eb. 3. Introduce dotted notes so that pupils can recognise them when reading music, and learn about the concept of 'subdivision' so that pupils can count dotted notes accurately by breaking down the pulse into smaller fractions. 4. Learn the words and melodic shape of the three pieces within The Saints Medley (O When the Saints, I Wanna Sing & Swing Low), singing each song separately before dividing the class into groups so that they can begin to experience the difference between singing in unison and in parts (monophonic and polyphonic). This can then be extended onto mouthpieces and instruments throughout the entire summer term. 5. Introduce an ensemble based piece such as Mini March in order for the pupils to continue to develop their ability to play/sing in parts; begin by dividing the class into groups and play one note per bar before gradually adding all rhythmic and melodic aspects. 6. Continue to learn their 'favourite' pieces from Brass Blast, and rehearse and perform them with live or recorded music. 7. All of the above will allow the pupils to continue to develop their understanding of the elements of music such as pulse, pitch, dynamics, timbre, tempo, and structure. 8. Listen to and/or watch performances of ensembles that use brass instruments, for example chamber ensembles, orchestra, brass band, jazz and world music	
Key vocabulary	.Musical elements: major, minor, tonality, key, key signature, accidental, sharp, flat, dotted note, subdivision, unison, monophonic, polyphonic, ensemble .Instrumental specific: lip slur	
.Sound and Symbol	.Introduce quavers (single, in groups & in rest form) as well as dotted notes.	.Outcomes 1. I understand the key factors needed to produce a well controlled sound on my instrument. 2. I understand the term 'key signature' and can recognise and explain the difference between major and minor tonality. 3. I can notate the scale of C and can sing and/or play it in both its major and minor form. 4. I understand how to recognise and count a dotted note by subdividing the pulse/beat. 5. I can internalise and hear songs and musical patterns in my head and understand that music can move by step (like a ladder or staircase – i.e. part of a scale) or leap (missing out steps). 6. I can play/sing my own part confidently within an ensemble. 7. I can recognise and explain the musical elements of pulse, pitch, dynamics, timbre, tempo, and structure when listening to music. 8. I can recognise different types of ensemble such as brass band, jazz band, orchestra, chamber ensemble as well as different styles of music such as brass band, classical, jazz, big band, rock and roll, Latin.
.Instrumental repertoire	.Brass Blast repertoire: pupils to choose their favourite pieces .Ensemble repertoire: Mini March, O When the Saints, I Wanna Sing, Swing Low	
.Vocal repertoire	.O When the Saints, I Wanna Sing, Swing Low	
.Listening repertoire	.Examples of brass instruments in various types of ensembles (E.g. small ensemble, orchestral, brass band, jazz, world music)	

Summer 2 WCET: Brass

Solihull Music Service W.C.E.T



.Unit focus .Ensemble skills and the basics of improvisation	.Pupils will continue developing their ensemble and part playing skills following their introduction to this in Summer Term 1 with the aim of being able to perform repertoire that includes melody, harmony and bass parts. They will also learn basic improvisation technique, for example, creating a melody line (using 3 notes) over an accompaniment.	
.Knowledge, skills and understanding Instrumental specific	These aspects will follow on from the previous term: 1. To consolidate and develop instrumental specific skills learnt in the autumn, spring and summer terms (blowing technique and the relationship it has with internal pitch) in order to be able to access the upper register notes in the scale of C (A, B, C). 2. Revisit and continue extending the range of notes to include flats and sharps such as Ab/G#, F#, Eb and Bb as well as low register A, Ab/G# and G. 3. Extend the concept of slurring to include lip slurs of an octave if possible.	
.Knowledge, skills and understanding Musicianship	1. Revisit the areas of learning from the previous term (scale of C, major and minor tonality, dotted rhythms and subdivision). 2. Introduce the concept of an ensemble by rearranging the positioning of the pupils within the classroom into an ensemble shape (obviously where space allows this to happen). 3. Continue to learn ensemble based repertoire in order for the pupils to continue to develop their ability to play/sing in parts; as in term 1, divide the class into groups and play one note per bar before gradually adding all rhythmic and melodic aspects. 4. Pupils will learn improvisation technique and will aim to be able to play a melodic line over an accompaniment using a '3 note rule.' This can be developed through teacher/pupil led call and response activities using body percussion and mouthpieces and can then be extended onto instruments. The stimulus for these could involve pupils creating their own rhythmic flashcards. A suggested example of repertoire is Blues (Jock McKenzie) where a performance could be created using 'ensemble' and 'solo' sections. 5. Test the pupil's understanding of all aspects of learning through the year (musical styles, genres, musical elements, notation) with an end of year quiz.	
Key vocabulary	.Musical elements: major, minor, tonality, key, key signature, accidental, sharp, flat, dotted note, subdivision, unison, monophonic, polyphonic, octave, improvisation, ensemble section, solo section. .Instrumental specific: lip slur.	
.Sound and Symbol	.Rhythmic flashcards to be created for improvisation using all note values learnt so far.	.Outcomes 1. I understand the key factors needed to produce a well controlled sound on my instrument. 2. I understand the term 'key signature' and can recognise and explain the difference between major and minor tonality. 3. I can notate the scale of C and can sing and/or play it in both its major and minor form. 4. I understand how to recognise and count a dotted note by subdividing the pulse/beat. 5. I can internalise and hear songs and musical patterns in my head and understand that music can move by step (like a ladder or staircase – i.e. part of a scale) or leap (missing out steps). 6. I can play/sing my own part confidently within an ensemble. 7. I can recognise and explain the musical elements of pulse, pitch, dynamics, timbre, tempo, and structure when listening to music. 8. I can improvise a melody using three different pitched notes over an accompaniment. 9. I can recognise different types of ensemble such as brass band, jazz band, orchestra, chamber ensemble as well as different styles of music such as brass band, classical, jazz, big band, rock and roll, Latin.
.Instrumental repertoire	.Ensemble repertoire such as Mini March, O When the Saints, I Wanna Sing, Swing Low. .Improvisation – pieces such as Blues (Jock McKenzie).	
.Vocal repertoire		
.Listening repertoire	.Examples of brass instruments in various types of ensembles (E.g. small ensemble, orchestral, brass band, jazz, world music)	