

Brass Orchestral Pathways Term 1



OVERVIEW

During this project the children will learn:

- The Kodaly pitch names and hand signs
- To match the pitch of sung phrases
- To sing songs and speak chants in unison and in canon
- About brass instruments and how to produce a sound
- About the characteristics of brass music from different periods in history
- To discuss the time, place, and occasion at which a piece of music might have been played
- About pulse, rhythm, and ostinato
- The names of the Dalcroze time values walk jogging, stride and glide.
- How to create a 4-beat rhythm
- How to notate rhythmic patterns using stick notation
- How to evaluate their own knowledge and skills
- About the movement of pitch (ascending and descending/ by step, skip or leap) by using pitched/tuned percussion instruments.
- How to use the movement of pitch to help them pick out tunes by ear
- How pitch is notated
- To sing and play in two or more groups
- How to evaluate a performance
- How to create a Christmas/Winter round using notes of a chord
- How to create an accompaniment

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

- Follow the shape of sung phrases (but not the pitch)
- Sing or play in two parts with help
- Identify the members of the brass family and some of their characteristics
- Identify the volume or pace of music heard
- Tap a beat or clap and rhythm
- Read form stick notation with help
- Create a 4-beat rhythmic phrase using a limited number of time values
- Notate their work with some help
- Recognise when sounds ascend or descend
- Pick out tunes that move by step
- Express their pleasure or suggest simple areas of improvement with some prompting
- Perform as part of the class

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

- Copy sung phrases accurately using a selection of pitches
- Follow and use hand signs correctly
- Maintain an independent sung or played part within a large group
- Identify the main members of the brass family
- Talk about how sounds are produced
- Describe the characteristics of music heard using musical language
- Identify the occasion at which such music might be played
- Identify the difference between beat and rhythm
- Say, clap and play time values, reading from stick notation
- Create 4-beat rhythmic phrases and notate them
- Identify ascending or descending phrases
- Use their knowledge of pitch to pick out some lines of a song by ear on the chime bars
- Evaluate a performance using musical language (e.g., ensemble, beat, pitch)
- Sing and play with commitment and confidence

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

- Sing and sign pitches confidently and consistently accurately
- Maintain a sung or played part confidently and take a leading role in helping others
- Identify the members of the brass family and how their size relates to their pitch
- Identify and describe the mood and characteristics of pieces they hear
- Identify the time, place and occasion for which the music might have been composed
- Describe the difference between pitch and rhythm confidently and clearly
- Say, clap and play from stick notation consistently accurately
- Create rhythmic phrases with a variety of time values and notate them accurately
- Identify and describe them movement of melodic phrases
- Use that knowledge to pick out tunes quickly by ear
- Evaluate a performance by referring to the musical success criteria
- Play a leading role in the performance when playing or singing