

YEAR 4 – Spring II

WCET – FIRST ACCESS

Classroom Jazz I

By the end of this topic children will be able to:

- Identify the main characteristics of Jazz music.
- Play and improvise in a swing and Bossa Nova styles using pitched and unpitched percussion instruments.
- Respond to aural and visual cues when performing.
- Play two pieces of Jazz music: Three Note Bossa and Five Note Swing.
- Perform in ensemble, showing awareness of other performers.
- Read and follow simple graphic and traditional notation of pitch.

Musical skills taught in this topic:

- Follow performance directions from a conductor.
- Play and improvise in a Jazz style
- Play together in ensemble, showing awareness of other performers.
- Maintain a part in a group.
- Read and follow graphic and traditional notation of pitch.

Instrumental Technique:

Correct use of hand-held percussion to achieve musical sounds. Attention to use of beaters on chime bars and glockenspiels – must 'bounce' to achieve a sustained sound.

Values and attributes taught through this topic:

Respect, problem solving, reasoning, independence, perseverance, curiosity, enthusiasm

Topic and subject curriculum content:

Children will explore Jazz as a style of music. They will learn where Jazz sits in the chronological history of music and where its influences came from. They will learn to play simple parts of two different pieces of Jazz music in two different styles: Bossa Nova and Swing. They will listen and appraise music by Stan Getz, Woody Herman and Ben Webster and become familiar with a range of Jazz vocabulary including Tune, Head, Riff and Hook.

Musical knowledge gained in this topic (end points):

- Recognise the difference between Bossa Nova and Swing
- Know how Jazz originated and the influences upon it.
- Know what a Tune/Head/Riff / Middle 8 and Hook are.
- Know how to follow graphic and traditional notation of pitch

Vocabulary:

Tune, Head, Hook, Riff, Tempo, Dynamics, Note Names, Improvise, Pulse, Pitch.

Additional resources to support topic:

- *GMMusiconline.co.uk*
- *YouTube – Woody Herman, Stan Getz*
- *BBC Bitesize*
- *Littlekidsrock.com*
- *Hey Mr Miller (www.singup.org)*
- *Take 5 Styles* (Wigan Music Service Singing Support Pack)

BRASS	
<p>By the end of this topic children will be able to:</p> <ul style="list-style-type: none"> Recall from memory the fingering/slide positions for C D E F# & G Copy and play simple rhythm patterns using up to five notes (C D E F# & G) Improvise over a given simple pattern using up to five notes Link the notes they play to the notation they read Change their embouchure/slide position with developing fluency as they play all notes learned. Play in an ensemble (in parts) with greater rhythmical accuracy. Recognise note values by aural/listening work and watching the conductor Follow a conductor's directions when starting and stopping pieces 	<p>Topic and subject curriculum content:</p> <p>Children will repeat short easy rhythmic patterns using 5 notes from memory. They will learn to improvise simple four-beat melodies using 2 or 3 pitches. They will play short easy pieces using 5 notes (C-G) from treble clef notation. They will play music in two or more parts (in the style of band sections) as the class works towards joining with other groups to make a class band. They will grow to understand the role of the conductor, starting together after a 'silent count in' and relate the visual aid of beating time to the duration of long notes. They will sit as an ensemble and understand the need to see the conductor. They will learn to appreciate the need for discipline in both rehearsal and performance situations, especially the self-control required when they are not required to play (during rehearsal). They will perform generally homophonic pieces as an ensemble and realise the concept of 'parts' making up the whole band. As a group, they will consider and discuss strategies for practising at home.</p>
<p>Musical skills taught in this topic:</p> <ul style="list-style-type: none"> Maintain a part in a group and independently (ensemble) Play a variety of rhythm patterns with increasing accuracy Perform simple tunes with a good degree of accuracy and control Perform an individual part within an ensemble with a sense of the audience. Follow performance directions from a conductor 	<p>Musical knowledge gained in this topic (end points):</p> <ul style="list-style-type: none"> Know how to improvise using up to three notes Know how to play up to five notes correctly Know how to make more fluent changes between notes played Know that players can play in parts to make up the whole band Know how to practice well at home Know about the role of the conductor
<p>Instrumental Technique:</p> <p>Maintain the established good posture. Consolidate the basic embouchure, gradually strengthening to achieve greater stamina & reliability in the five notes learned. Maintain established breathing technique, ensuring that it is not neglected as the musical challenges increase. Monitor their tone and that of other pupils, beginning to experiment with means of effecting change. Use the tongue to articulate notes at a regular pulse – co-ordinating fingers and tongue – aiming for greater consistency.</p>	<p>Vocabulary:</p> <p>Call and response, echo, pulse, beat, steady, ensemble, parts, notation, crotchet, quaver, minim, semibreve, crotchet rest, rhythm, mouthpiece, valves, bell, water key, brace, slide, performance, conductor, embouchure, tonguing, improvise</p>
<p>Values and attributes taught through this topic:</p> <p>Respect, problem solving, reasoning, independence, curiosity, enthusiasm, perseverance, patience (rehearsing/practising)</p>	<p>Additional resources to support topic:</p> <ul style="list-style-type: none"> GMMusiconline.co.uk (<i>Instrumental/Take-off Series</i>) Brass Teachers' Pack (WMS) Rhythm flash cards