

Overview WCIT Flute

Objectives

Skill

<ul style="list-style-type: none"> To be secure and confident with their specific instrument. 	Autonomously assemble instrument, hold correctly with good posture and know how to adjust for minor issues (head joint/lip position).
<ul style="list-style-type: none"> To have a knowledge and understanding of other art forms 	<p>Listening to, watching, discussing and exploring a wide range of 'the arts'. Use blue music book to record findings through questioning and pupil-lead discussions.</p> <p>Pupils will explore art, story writing, dance, drama and photography.</p> <p>Use Greig's <i>Hall of the Mountain King</i> and Prokofiev's <i>Romeo and Juliet</i> as an example of art-form inspired music (story writing and dance). This also has strong links to music from different countries/cultures.</p>
<ul style="list-style-type: none"> To play securely and confidently with greater accuracy. 	Now thinking about using tonguing, slurring and increased finger dexterity (fine motor skills). Perform in different environments (Bridgewater Hall, assembly, church, QE Hall etc). This improves confidence and instils pride.
<ul style="list-style-type: none"> Build basic music reading skills 	<p>Use a wide range of accessible resources: real notation, letter names, pictures and shapes. Pupils should be confident with 4 notes: G, A, B and C. Some pupils can recognise these notes without the letters on. Most can recognise changed pitch. (whether the note has moved up or down on the staff)</p> <p>Graphic notation (pictures)</p>
<ul style="list-style-type: none"> Build a wider repertoire and confidence with individual parts. 	<p>Some pupils will learn F, and Bb and are offered more challenging parts within certain pieces of music.</p> <p>Repertoire (for all) includes: <i>Bluesy B, Sunset beach, I spy, La Colombina, Baltic bones, Limbo rock (2 parts) and Spooky Blues (2 parts)</i></p> <p>Some songs learned give opportunity for individual and small group performance.</p>
<ul style="list-style-type: none"> To learn specific and other relevant musical vocabulary. 	Pitch, tonguing, slurring, improvise, pianissimo, fortissimo, crotchet, quaver, minim, semiquaver, rests, crescendo, diminuendo, tempo, composing.
<ul style="list-style-type: none"> Build basic rhythmic knowledge. 	Add Semiquavers (coca cola) and the use of them in Rhythm grids and group composition.
<ul style="list-style-type: none"> Build composition skills 	Compose using body percussion, rhythm grids and flute (melodic composition) in groups, individuals and as a class collective.
<ul style="list-style-type: none"> Build improvisation skills 	Use instrument to perform short melodic improvisations (2 notes, then 3...)

<ul style="list-style-type: none"> Further explore the use of voice in music from different countries, part singing and rounds. 	<i>Frere Jacques</i> (language and round) <i>A certain kind of Imagination</i> (part singing) <i>Ai Caramba samba</i> (different country and language) <i>A young Austrian</i> (different country-yodelling and actions) <i>Reindeer on the roof</i> (seasonal and actions)
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<p>EAL/SEN/GAT</p> <p>Assistance from class teacher and TA. Copy/echo/watch (VAK) for all abilities. Pupils chosen to be 'mentors', offering help and support to others.</p>
<p>RESOURCES</p> <p>Laptop, whiteboard, videos, pictures, flute, music (backings and listening examples), <i>Charanga</i>, Blue book.</p>
<p>CROSS CURRICULAR</p> <p>Literacy (new vocab/spelling/different language), Numeracy & Citizenship (note values, rhythm echoes and turn taking) Geography (music from other countries), P.E. (actions for songs).</p>