

# Whole class brass

## Overview

Students will have a firm grasp of the rudiments of music theory, brass playing technique, performance and rehearsal etiquette, developing their musical knowledge, practical abilities, team working and listening skills.

## T1

Students will be able to identify the parts of the trumpet/cornet and how to hold the instrument correctly and safely.

They will be able to produce a sound from the instrument, sitting correctly and be aware that breathing/breath control is a necessary part of playing.

Students will be aware and follow rehearsal instructions from a conductor such as beginning to play after a count-in and stopping in unison.

Students will know what a bar is and how music follows the same reading patterns as words ie: left to right.

They will be able to correctly identify three notes on the treble staff, C, D and E and play them.

Students will have met the elements of rhythm on the staff, most will be able to identify and play correctly semibreves, minims and crotchets and rests of these, using either beat counting or Kodaly syllable methods. Clapping games enhance listening skills and rhythmic awareness and the concept of pulse.

Students will be able to follow and play a short melody from staff notation.

The concept of beats in a bar will be introduced.

## T2

Students will continue to sit correctly for playing and begin to follow conducting instructions from gesture - involving turn taking/call and response playing.

Students will extend their note range with some being able to play a perfect fifth C-G.

Rhythm work will expand to include quavers on differing beats of a 4/4 bar and polyrhythmic clapping games.

Ensemble playing expands to the use of a drone below a melodic line.

Most students will be able to play a recognisable melody.

Students will be introduced to other instruments in the brass family

Students will be encouraged to improvise their own short melodies over a drone or simple bass line.

Students should be able to perform at the end of term for an invited audience.

### T3

Students will continue to use notes C-G, building up flexibility and stamina. They will be able to read notation and play with increasing fluency and accuracy.

All students will be able to identify and play C,D and E with the correct fingering and posture.

Rhythm work will expand to include dotted rhythms of increasing complexity for both playing and clapping.

Students will be encouraged to sing before they play to enhance neural pathway development and listening skills.

Some students may be able to play A. Range will be extended with the introduction of F# and Bb where appropriate.

Students will be able to play a wider range of music from across a range of genres.

### T4

Students will continue to hone their skills in reading and playing from notation. They will continue to develop rehearsal techniques and more technical brass playing.

Range will continue to expand, moving below the staff (B, A)

Rhythmic work will contain more complex rhythms, including quavers, rests and differing time signatures.

Kodaly syllable rhythms and beat counting will continue to be used. Curwen hand signs will also be introduced as a form of pitch recognition.

### T5

Students will continue to expand their range, with some reaching a full octave C to c'

Students will be able to correctly read and play staff notation within the limits of their ranges.

They will be able to play independent parts within a piece, holding their own parts without assistance.

Rhythm work will continue to become more complex, using polyrhythmic exercises.

Students will be introduced to dynamic variation within a piece of music.

## T6

Students will continue to expand their repertoire of pieces in separate parts, fully utilising the skills they have developed over the year.

Most should be able to play C to G confidently, some will be able to play A to c'

Students should be able to identify common note values and play or clap a notated rhythm.

Students should be able to play a notated melody accurately, with good technique.

Students should have acquired a working knowledge of musical technical terms, eg: dynamics, tempo, staccato, legato etc.

Students should have developed listening and team work skills through the use of rehearsal etiquette.

Continuous review of skills and knowledge occurs throughout the year, reinforcing prior learning.

Students will perform a piece for an invited audience.