

Musitrax Band: Unit 1

Unit summary: Learning the first basics of playing a brass/woodwind instrument in an ensemble context, building on the skills learnt in MX Play

		Skill development in support of end of year goals Pupils will be taught to:
P e r f o r m i n g	Singing (technical skills)	Sing songs with a range of octave/twelfth with secure pitch and rhythm, and awareness of dynamics and style
	Playing (technical skills)	Assemble and disassemble their instrument properly and safely Learn how to hold the instrument correctly Learn how to form an embouchure correctly Learn how to produce the first notes (Mi, Re, Do, Fa in learning sequence)
	Ensemble skills	Learn to play as part of an ensemble, starting/stopping together Sing/play in time with conductor/leader
	Expression	Learn to be aware of basic musical shape Sing/play with an awareness of style
Com p o s i n g	Improvising (generating ideas)	Improvise short phrases using given pitches (range of a 4 th) Improvise in sequence with other players over a backing track
	Composing (developing ideas)	Compose phrases/pairs of phrases in Bb major/G minor
List e n i n g a n d e n g a g i n g c r i t i c a l l y w i t h m u s i c	Listening and analysing	Identify and describe key features of music they engage with Learn to recognize different styles and instrumentation
	Evaluating and justifying	Use words to describe musical elements/effects/moods Make simple judgements about the success of performances and compositions
	Aural development	Copy, internalize and recall rhythmic and melodic phrases Learn to find pitches by ear Recognize and respond to solfege sung/played phrases

Knowledge development in support of end of year goals. Pupils will be taught about the following terms/concepts:		
	Prior learning	New terms/concepts
Structure	Ostinato, call and response, phrase, round, partner songs, bar, question phrase, answer phrase, form, structure, repetition, contrast.	Musical sections (ABA)
Rhythm, metre and tempo	Pulse, beat, rhythm, quaver, crotchet, minim, semibreve, rest, time signatures (2, 3, 4), dotted crotchet, quaver rest	Simple time, compound time, syncopation
Pitch and melody	Pitch, high, low, solfa do to ti, pitch pattern, higher, lower, pitch names a-g, step, leap, sharp, flat, whole tone, semitone	Scale
Harmony and tonality	Drone, pentatonic scale, major (do-scale), minor (la-scale)	Chord, chord progression
Texture	Melody, accompaniment, unison, harmony	
Dynamics and articulation	Dynamics, loud, quiet, forte, piano, crescendo, diminuendo, staccato, legato	Articulation, breath control
Performing forces and playing techniques	A selection of instruments from classical, world, folk and popular traditions and basic playing techniques.	A broader range of instruments, styles, ensembles from classical, world, folk and popular traditions

Working with/from notation	Follow rhythm (1-line) notation whilst singing and playing Follow rhythm and pitch (2 and 3-line) notation whilst singing and playing
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Scheme of work

Lesson	Learning aims	Warm-up	Core Activity	Development	Plenary/review
1	Introduction to different instruments	Sing Hello Sing through Solfa scale with handsigns	Listening to examples of different instruments, from various styles, traditions, cultures. Give children an opportunity to indicate choice of instruments.	Learn to recognise and differentiate between different instrumental sounds, and different types of music	Which instrument would you most like to play?
2	Allocate instruments To learn assembly To form embouchure	Sing hello Solfa with handsigns	Give out instruments, demonstrate and help assembly Disassembly and putting instrument away	Demonstrate correct holding and posture (musician's posture) Teach how to form embouchure and make a sound	Can you show me musician's posture? What are the names of brass/woodwind instruments?
3	To learn first note To learn about articulation	Sing hello Solfa with handsigns	Recap instrument assemble, holding, posture Teach embouchures for each instrument Learn fingering etc. for first note Mi Learn articulation Learn first tune – Meet the Band	Put together all different things – posture, fingering, breathing, embouchure – to produce first note Articulate rhythm of Meet the Band – sing solfa then ta ta ta Meet the Band – listen sing, hand signs, mime, play	Pick child to lead singing Meet The Band with handsigns
4	To learn second note, and changing between notes	Sing hello Solfa with handsigns New song for solfa – 1-2-3-4-5, 5-4-3-2-1....	Learn second note Re Learn changing between notes Learn tune – First Blues (listen, sing, mime, play)	Learn how to use breath/embouchure to make notes go higher/lower Learn what you need to move on instrument to change notes – practice by singing and miming First Blues – apply the above to the tune	Sing First Blues without adult leading

5	To secure first two notes, changing between notes, articulation	Sing Hello Solfa with handsigns	Recap Mi and Re Introduce rhythm and pitch flash cards for two tunes Work on ensemble skills	Learn to recognise rhythm and pitch on the staff, and translate into actions on instruments	Play First Blues with backing track
6	To learn third note, work on breath control and embouchure, ensemble skills	Sing hello 1-2-3-4-5	Recap first two notes and tunes Introduce Do Pitch flash cards to introduce new tune – Hot Cross Buns	Work on changing embouchure and breath control, esp.brass	
7	To embed first three notes, concentrate on embouchure and breath control for tone quality and dynamics. Introduce improvisation Introduce notation	Sing hello 1-2-3-4-5	Practise three notes, three tunes Notation – rhythm & pitch cards for all three tunes	Introduce improvisation – first Blues, backing track	What does ‘improvisation’ mean? Everyone improvise for 8 beats with backing track
8	To continue to work on embouchure, breathing and articulation	Sing hello 1-2-3-4-5, introduce two parts as round	Practise learnt notes and tunes	Introduce dynamics Practise reading notation for all three tunes	What does piano mean – answer loudly or softly What does forte mean – answer similarly
9	To continue to work on embouchure, breathing, articulation To learn fourth note	Sing hello 1-2-3-4-5 – substitute solfa for numbers, asking children to work it out	Introduce Fa Learn C-Jam Blues – listen, sing, mime, play	Explain more about diaphragm for brass players, re higher notes Practise new note section by section, concentrating on breathing and embouchure Practise articulation for short notes in C-Jam Blues as ensemble	Play one short Fa together! Play C-Jam Blues with backing track
10	To consolidate everything learnt this term	Sing hello Do-Re-Mi-Fa-So – So-Fa-Mi-Re-Do..... with hand signs	Practice all notes learnt, section by section Play through all tunes learnt Improvisation	Concentrate on tone quality and articulation Work on ensemble skills Introduce improv to C-Jam Blues	Play through C-Jam, everyone improvising for 8 beats

Facilitating repertoire	Context and conventions	Application
Meet the Band		Learn to articulate on first note as part of an ensemble Settle into ensemble training.
First Blues	Origins of Blues music, improvisation	With backing track, also try with improv Learn to change between two notes
Hot Cross Buns		Add in third note, changing pitch and articulating between three notes
C-Jam Blues	12-bar-blues	Differentiating between long and short notes With backing track, improvising