

First Access Music Education (FAME) Scheme of Work - Clarinet

Music is a universal language that embodies one of the highest forms of creativity.

A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, increasing self-confidence, creativity and giving a sense of achievement.

Severn Arts FAME projects include the key aspects of the National Curriculum and Model Music Curriculum: singing, listening, performing and composing.

By the end of a full year of clarinet FAME pupils will have experienced some or all of the following:

- Enjoyed and engaged with a range of meaningful and musical experiences.
- Learnt how to control their sounds and play at least two different pitched notes.
- Participated in informal performances.
- Been introduced to a wide range of instruments.
- Listened to and evaluated a variety of musical sounds (live and recorded.);
- Developed good vocal skills through singing, this may include Sparkyard resources.
- Improved their sense of pitch through careful listening.
- Developed a knowledge and understanding of the history and social context of the music they have listened to and played.
- Developed a love of music, refining their individual taste and gaining the confidence to be creative musicians with strong aural skills.
- Been exposed to the following interrelated dimensions of music:
 - Rhythm, metre and tempo
 - Pitch and melody
 - Structure and form
 - Harmony and texture
 - Dynamics e.g., loud (*forte*), quiet (*piano*)
 - Articulation (tongued and slurred notes)
 - Instruments and playing techniques
 - Semibreves, minims, crotchets, quavers and the equivalent rests
 - Time signatures of 2/4, 3/4 and 4/4
 - Contrasting tempi: fast (*allegro*), slow (*adagio*)
 - Read standard musical notation
- Improvised or composed in a creative way.
- Used call and response and question and answer.

Most pupils will also be able to:

- Confidently play 3 – 5 notes with good posture, technical control and a good quality of sound.
- Recognise different woodwind instruments and musical genres.
- Recognise brass, string and percussion instruments.
- Listen to and appraise a piece of music and discern different musical features.
- Use correct and appropriate musical vocabulary.
- Understand pulse (beat), rhythm and pitch.
- Interpret more complex rhythmic patterns.
- Develop a basic level of musical literacy.
- Compose and improvise, understanding call and response and question and answer.

Some pupils will also be able to:

- Play 5 notes or more on the clarinet with accuracy and fluency.
- Recognise many different instruments and genres.
- Critically appraise pieces of music.
- Understand texture, timbre, form and structure.
- Read and play music notation without any prompts.
- Compose and improvise freely.

All learning and progress will be dependent on several factors, including the pupils' prior experience, the age of the class, differentiation levels within the class and the length of the project.

Stage 1

The first stage of learning the clarinet will focus on forming the correct embouchure; pupils will learn how to blow the clarinet with a good sound and articulate notes using the tongue. The importance of good posture, enabling the correct use of the diaphragm, will also be stressed. Pupils will learn how to assemble the clarinet, hold it correctly and care for it. A focus on aural learning is key at this early stage. Pupils will learn 1 – 3 notes (normally E, F and G) within 4 – 10 tunes, giving them an introduction to music notation. The objectives outlined below are not exhaustive but give some indication of what a class should be able to achieve.

Learning objectives

General musicianship:

- Keep a steady beat.
- Develop an aural awareness of the pieces being learnt through listening, appraising and playing.
- Understand basic note values (durations): crotchet = 1 beat, minim = 2 beats, semibreve = 4 beats and the corresponding rests.
- Read basic music notation: the musical stave, treble clef, bars and bar lines, time signatures, the notes E, F and G.
- Appraise pieces of music and relate facts about the music or how a piece might make one feel.
- Practice beginning and ending a piece together by watching the leader.

Instrument specific:

- Know that the clarinet comes from the woodwind family.
- Name and recognize other woodwind instruments.
- Establish good posture and correct finger positions.
- Look after the clarinet and understand its value.
- Produce a sound with an understanding of the correct embouchure.
- Start (articulate) notes with the tongue.
- Play the notes E, F and G.
- Use the diaphragm to exhale in a controlled manner.

Cross-curricular skills:

- Listening:
 - Listen to their own sound and others' when playing.
 - Listen to and act on instructions from the teacher.
 - Understand call and response and question and answer.
- Self-control:
 - Play the instrument only when told to do so.
 - Play the instrument in an appropriate manner and as instructed.
- Reading:
 - Grasp the basics of musical literacy.
 - Track music throughout a performance.
 - Respond to written note durations and pitches.
- Multi-tasking:
 - Play the clarinet.
 - Watch the teacher.
 - Read from the screen or sheet.
- Coordination:
 - Read the score and immediately translate this into the appropriate finger movements.
- Watching:
 - Respond to a conductor or leader regarding tempo, dynamic and other musical features.
 - Respond to a conductor or leader to start or end a piece together.
- Teamwork:
 - Play as a group.
 - Engage in other musical activities in a corporate manner.
- Confidence:
 - Be prepared to try something new.
 - Do not be afraid of errors.

Listening:

Pupils will be introduced to a variety of musical genres which will develop their knowledge and understanding of the origins, traditions, history and social context of the music.

Stage 2

This stage will build on techniques established in the first half term. Increasing the range of notes (moving on to D and C) will enable pupils to tackle more challenging repertoire. Greater differentiation will be required, but building the self-confidence of all pupils is important. Aural learning will still be the primary means of reproducing pieces for some pupils, but others will become more confident with reading from a musical score. Producing a good sound with the appropriate technique remains a key area of study. The objectives outlined below are by no means exhaustive but give some indication of what a class should be able to achieve.

Learning objectives

General musicianship:

- Clap and sing the rhythms of the pieces being learnt.
- Develop further aural awareness of the pieces being learnt through singing.
- Read basic rhythms in simple time (crotchet or 2 quavers=1 beat, minim=2 beats, dotted minim=3 beats, semibreve= 4 beats) with more accuracy; a 'rhythm clock' can be a useful resource here.
- Learn about dynamics e.g. piano (p) = quiet, mezzo-forte (mf) = moderately loud, forte (f) = loud.
- Appraise pieces of music and relate facts about the music or how a piece might make one feel.
- Learn about performance skills, including good posture, following a conductor, maintaining discipline during a performance.
- Practice beginning and ending a piece together by watching the leader or conductor.

Instrument specific:

- Learn about other instruments in the woodwind family.
- Play using the tongue at the start of each note.
- Hold the clarinet correctly and with good posture.
- Play the notes G, F, E, D, C.
- Control the facial muscles and do not puff the cheeks out.
- Exhale in a controlled manner using the stomach muscles and diaphragm.

Cross-curricular skills:

- Multi-tasking: play the clarinet whilst watching the teacher / conductor.
- Reading: understand the parameters of musical notation.
- Coordination: using fingers to play the clarinet whilst reading / thinking the tune in their head.
- Listening: to their own sound and those of the rest of the class.
- Confidence: having a go at learning and trying something new.
- Helping others: try out new tasks with partners.

Listening:

Pupils will be introduced to a variety of musical genres which will develop their knowledge and understanding of the origins, traditions, history and social context of the music.

Improvising:

- Improvise on the instrument using a range of pitches.
- Increase interest with different dynamics, articulations and rhythms.
- Make use of musical features including smooth (legato) and detached (staccato) playing.

Stage 3

The third stage continues with the building and consolidation of techniques and skills established in the first two stages. The focus is still on expanding and mostly securing the students' register - perhaps in some cases this might be extended to lower pitches. Greater differentiation is required as the music becomes more complex. A focus on aural learning is still key at this stage, as is ensuring a good sound is produced before moving on to more challenging concepts. All learnt repertoire is recapped and refined. The objectives outlined below are by no means exhaustive but give some indication of what the average class may be able to achieve within this third stage.

Learning objectives

General musicianship:

- To be able to clap and sing the rhythms of the pieces being learnt.
- To develop an aural awareness of the pieces they are learning through singing and playing.
- To read basic rhythms - crotchet=1 beat, minim=2 beats, (dotted minim=3 beats), semibreve= 4 beats, quavers (1/2 beat) semiquavers (1/4 beat) with accuracy.
- To listen to and appraise pieces of music and explain either facts about the music or how the piece made them feel.
- To master performance skills.

Instrument specific:

- To learn about other families of instruments – brass, string and percussion.
- To play using the tongue at the start of each note.
- To play all learnt notes with a good sound.
- To play with confidence
- To play holding the cornet correctly and with good posture.
- To play the notes G / F / E / D / C. Some classes will also learn low B, A, G notes.
- Not to puff cheeks out and breathe in from the stomach.

Cross-curricular skills:

- Multi-tasking: through playing the clarinet and watching the teacher at the front.

- Reading: understanding notation.
- Coordination: Using fingers to play the clarinet whilst reading/thinking the tune in their head.
- Listening: To their own sound and those of their class when playing.
- Confidence: Having a go at learning and trying something new.
- Supporting peers to try out new tasks.

Listening:

Pupils will be introduced to a variety of musical genres which will develop their knowledge and understanding of the origins, traditions, history and social context of the music.

Composing:

- Capture and record creative ideas using notation.
- Explore developing knowledge of musical components by composing music to create a specific mood.

National curriculum in England: Music: Statutory guidance

Aims

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

In line with the National curriculum in England: music programmes of study

(Updated 26 March 2021), by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

The Model Music Curriculum

The 2021 Model Music Curriculum (MMC) sits at the heart of the Government's agenda for supporting curriculum music in schools during Key Stages 1, 2 and 3. The aim of the MMC is to ensure a universal provision of music education, for all pupils in all schools.

Introduction to the Model Music Curriculum

The MMC is a non-statutory resource that provides a practical framework through which the statutory requirements of the curriculum can be met.

The MMC complements the National Plan for Music Education and is intended to be used by specialist and non-specialist music teachers at Key Stages 1 and 2 (Primary level), building on an Early Years Foundation, and by specialist music teachers in Key Stage 3 (Secondary level).

Using the MMC

The MMC sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

- Singing
- Listening
- Composing / Improvising
- Performing/Instrumental Performance

Progression through the Key Stages

The MMC takes as its starting point the ambition that every young person should be able to experience music and to make progress. It is founded on the belief that music enriches individual lives as well as a school's wider community.

By offering a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge, the MMC offers a clear pathway towards mature musical understanding.

The power of music

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In schools, music can bring communities together through the shared endeavour of whole school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student whilst strengthening the shared bonds of support and trust which make a great school.