

Whole Class Ensemble Tuition

Performer Pathway Progression Map - Strings

	Performer Pathway 1	Performer Pathway 2	Performer Pathway 3
Using their voices – ideally 25% of WCET time will be spent singing	• Sing songs with recognised structure e.g. verse and chorus. • Use word chants to understand how syllables link to notes. • Perform forte and piano	• Communicate the meaning and mood of a song. • Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch	• Communicate the meaning and differing moods of songs. • Sing songs with syncopated rhythms, dynamics and accuracy of pitch.
Using Instruments	• Keep a steady beat on an instrument in a group or individually. React to changes of pulse. • Maintain a melodic ostinato simultaneously with a steady beat. • Copy a short melodic phrase by ear. • Play using graphic symbols and staff notation. • Perform with awareness of others	• Play melodies, increasing in independence written on one stave C to C. • Read and play rhythm and pitch from known graphic/ staff notation. • Perform sensitively to different dynamics/ tempi. • Maintain on part in a small ensemble	• Read and play known notation confidently from notation cards/ scores, up to 4 parts. • Maintain own part, engaging with others, in a small or larger ensemble. • Play melodies written on 1 stave C to C with dynamics. • Perform with sensitivity to different tempi and a fuller range of dynamics. • Maintain an accompaniment to a melody using a bassline.
Improvise	• Use longer/ shorter, faster/ slower, higher/ lower, louder/ quieter sounds. • Invent short responses using a limited range of notes. • Explore timbre that one instrument can make. • Use steps and leaps	• Create a melody over a simple groove. • Use scales such as Pentatonic, C major, A minor, Slendro, Rag • Explore characteristics of various styles/ traditions	• Extend melodies beyond 8 beats, creating a satisfying shape over a fixed groove. • Develop ideas using musical devices including both repetition and contrast. • Create music with multiple sections

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Compose*	• Create a particular mood. • Use graphic notation or known staff notation to represent sound. • Use a recognisable structure: repetition, beginning/ middle/ end. • Combine rhythm notation labelled with small range of note names such as C E G.	• Use a range of graphic symbols, note names, known rhythm and staff notation to record compositions. • Compose music in pairs in a ternary structure. • Refine compositions after discussion	• Use a wider range of graphic symbols, note names, known rhythm and staff notation to record compositions. • Longer melodies (8 -16 beats) using pentatonic scale. • Melodies with Question/ answer phrases in known keys e.g. C/ Am, G/ Em. • Refine compositions after discussion
Listening and Appraising	• Listen with concentration to longer pieces/ extracts of music from styles, eras or traditions relating to the WCET instrument	• Listen with concentration to longer pieces/ extracts of music from styles, eras or traditions relating to the WCET instrument. • Recognise aurally the range of instruments used and music from the countries of origin identifying key elements that give it its unique sound	• Recognise the different structured sections of a song (i.e. verse, chorus, bridge) • Identify the difference between major and minor melodies
Musicianship: Key Vocabulary - musical terms and understanding	• Duration – beat, rhythm, longer, shorter, sustained, time signature. • Dynamics – forte, piano, louder, quieter • Structure – repetition, echo, question and answer.	Relate listening to WCET instrumental family. Show an understanding of: - • Duration – time signature, metre, legato, staccato • Dynamic range <i>p – f</i> including crescendo/diminuendo.	Relate listening to WCET instrumental family. Show an understanding of: - • Duration – time signature, metre, legato, staccato • Dynamic range <i>pp – ff</i> including crescendo/diminuendo.

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	• Tempo – steady, faster, slower, allegro, adagio • Timbre - Different sound sources have different sound qualities - An instrument can make a range of different sounds depending on how it is played.	• Pitch – scale, step, leap. • Structure- ternary, verse/ chorus, Question/ Answer • Tempo – faster/ slower, allegro/ adagio • Timbre - Distinguish aurally between different sounds (vocal and instrumental) using appropriate descriptive and musical vocabulary. Use own voice / instrument in different ways with increasing control.	• Pitch – scale, step, leap. • Structure- ternary, verse/ chorus, Question/ Answer • Tempo – faster/ slower, allegro/ adagio • Harmony – drone, chord, major, minor • Rhythm – syncopated, dotted. • Texture – layers of sound, drone, harmony, chord accompaniment. • Timbre – different instrument combinations including traditional and eclectic ensembles. - Distinguish specifically between different sounds (vocal and instrumental) using appropriate descriptive and musical vocabulary.
Musicianship: Notation	• Know crotchets, quavers, crotchet rests	• Know minims, crotchets, quavers, and their rests. • Understand time signatures 2/4, 3/4, 4/4. • Recognise staff notation. • Recognise C – G from a stave as a group.	• Recognise, play more confidently C- C from a stave as a group. • Further understanding time signatures – 2/4, 3/4, 4/4 • Semibreves, minims, crotchets, quavers, semiquavers, and their rests • Recognise and play appropriate staff notation more confidently.

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			• Define understanding of an additional time signatures. • Define understanding of any additional rhythm notations, rests and pitch using ledger lines as appropriate.
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*Aspects and depth of composition work will depend on the length of project and curriculum requirements of the school – to be discussed with LMS tutor prior to delivery.