

RESONATE

The Music
Education Hub
for Liverpool

Resonate Sounds

Framework for
Whole Class
Instrumental Tuition



RESONATE



Led by:
**Notre Dame
Catholic College**
Established 1869

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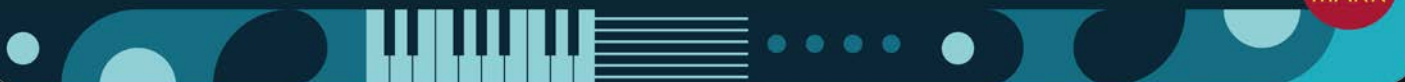
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Introduction

Resonate Sounds - Framework for Whole Class Instrumental Tuition

Beyond instrumental skills

Resonate Sounds will develop pupils' musicianship beyond simple instrumental skills. The programme will immerse pupils in music and support them in developing a lifelong love of music. Pupils will regularly be involved in practical music making activities, for example, using their voices, improvising, composing, performing individually and in small groups, and developing ensemble and stagecraft skills as a whole class.

Resonate Sounds is designed to be wholly inclusive of all pupils, regardless of their individual characteristics. We aim to treat all pupils with equity whatever their special educational needs or disabilities, social and cultural background, race, sexual orientation or gender.



How to use this framework:

This framework will enable your music subject leaders and class teachers to understand how whole class music lessons delivered by Resonate might connect with your wider school music curriculum.

Resonate Sounds should be connected to your school's wider music offer. It will build on your pupil's experience of music in KS1 and, if carefully planned, will connect with your music curriculum in KS2.

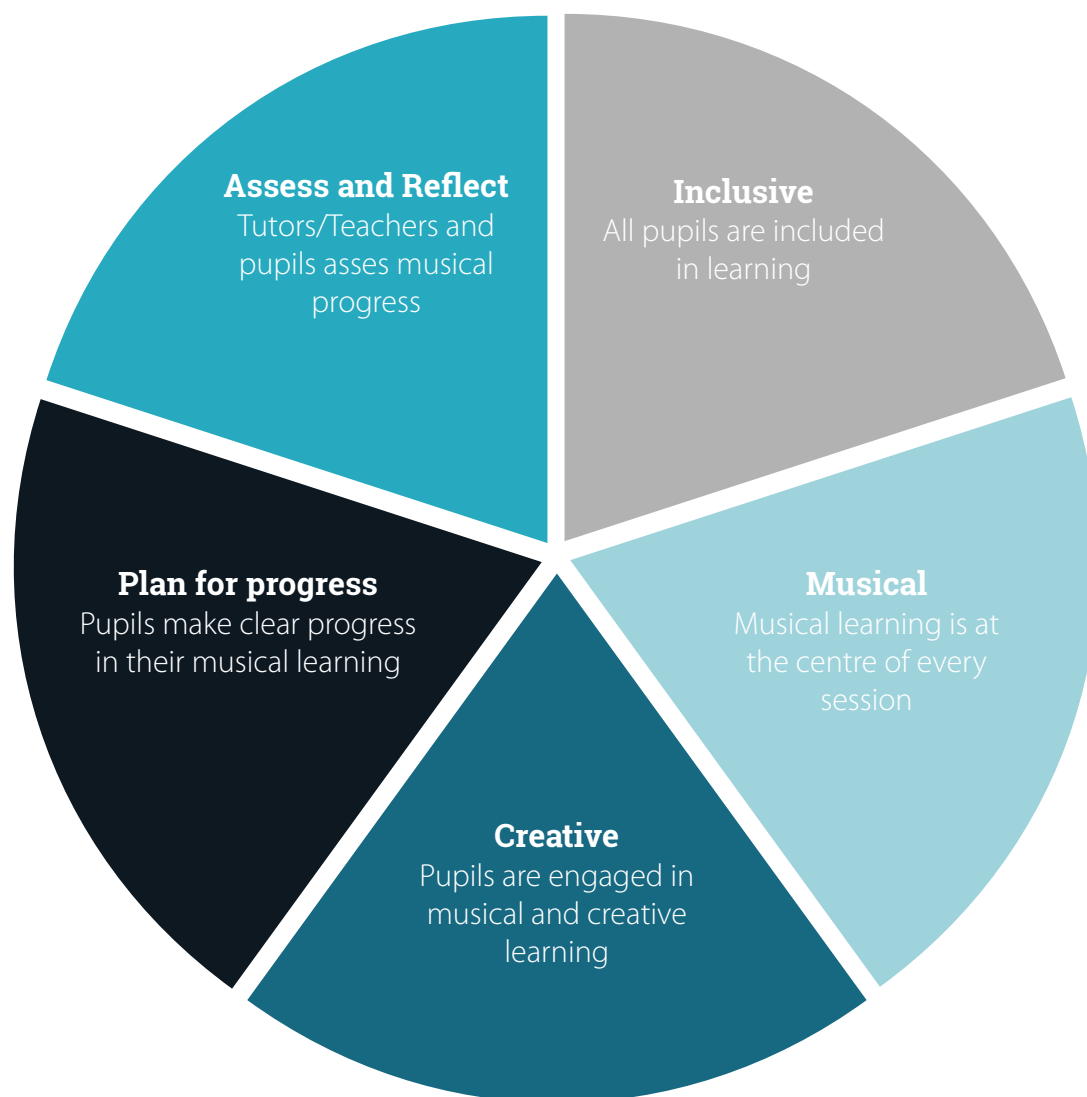
Resonate Sounds will complement a wider offer of access to live music and will offer your school a regular opportunity to showcase their developing performance skills through class performances and school concerts.

Resonate Sounds is based on a co-curricular model of delivery. It should be delivered in partnership with your school, where the class teacher is fully engaged in the lesson and works with the Resonate tutor to plan for musical progress over the course of the year.

This document provides clearly defined termly learning intentions that are based on a weekly 1 hour Resonate Sounds lesson.

We have included an assessment grid which can be printed and used by the class teacher, supported by your Resonate tutor to assess pupil progress throughout the year.

5 Key Principles of Resonate Sounds



5 Key Principles Explained:

Inclusive – All pupils are included in learning.

- Barriers to pupils learning are removed.
- Tutors know their pupils.
- Tutors work with colleagues to learn about and use appropriate strategies to support and challenge.
- Tutors use additional adults to support pupil learning.
- Tutors know a range of appropriate behaviour management strategies and use them effectively.

Musical – Music is the target language of every session.

- Musical learning is at the centre of every session.
- Pupils make music throughout every session.
- Teaching is led through musical modelling.
- Musical learning is developed through aural learning – pupils singing/ vocalising.
- Notations (stave notation, tab, grid, graphic score etc.) are used to support musical learning.
- Pupils experience and understand a range of musical styles, genres, and traditions.

Creative – Creative and flexible approaches to teaching ensure that pupils are engaged in musical and creative learning.

- Creative use of a variety of good quality activities and resources.
- Pupils are given opportunities to experiment, explore, improvise, and compose.
- Pupils are given opportunities to work in groups, pairs and perform in a variety of settings. E.g. assemblies, school concerts, carol services.
- Pupils are given some responsibility for their own learning in terms of making decisions and choices.

Plan for progress – Tutors plan effectively to ensure that pupils make clear progress in their musical learning in every session and over time.

- Tutors plan for medium and long-term progress.
- Tutors make clear progress in their musical learning in every session and over time.
- Every session has a clear structure and planned sequences of appropriate and varied activities.
- Tutors plan for how additional adults can support pupils.

Assess and Reflect – Teacher and pupils assess musical progress.

- Assessment is built into each session through effective questioning, self-assessment, peer assessment.
- Tutors give verbal feedback on pupil performances.
- Tutors support class teachers to collect assessment evidence e.g. class teachers use video and audio recordings to record progress over time.
- Tutors keep records of their pupils' musical progress.
- Tutors can report on pupil progress.



DfE Model Music Curriculum:

How does Resonate Sounds connect to the MMC?

In March 2021 the DfE published their Model Music Curriculum. The MMC sets out sequences of learning in the following 4 key areas, when taken together, all contribute to the steadily increasing development of musicianship.

SINGING
LISTENING
COMPOSING
PERFORMING

Resonate Sounds Whole Class Instrumental Programme

Resonate Sounds will support the delivery of all 4 areas outlined in the MMC. However, our programme is designed to respond specifically to the development of **performing** skills in KS2.

The Resonate Sounds programme will develop instrumental skills and deepen pupil understanding of **Performance**.

Pupils will:

- develop facility and skills in playing a melodic instrument such as ukulele, violin, trumpet, flute, clarinet;
- play and perform melodies following staff notation, or in some cases tablature, using a small range e.g middle C-G on brass, as a whole class;
- individually (solo) copy stepwise melodic phrases with accuracy at different speeds: allegro and adagio, fast and slow;
- extend to question and answer phrases.

The Resonate Sounds programme will develop pupils understanding of **Notation**.

Pupils will:

- develop their knowledge and deepen their understanding of the staff, lines and spaces, and the treble clef, and in some cases the principles of tab;
- use dot notation to show higher or lower pitch;
- be introduced to, and deepen their understanding of, the differences between crotches, and paired quavers, and in some cases other simple rhythmic values;
- apply word chants to rhythms, understanding how to link each syllable to one musical note.

The Resonate Sounds programme will develop pupils understanding of **Stagecraft**.

Pupils will:

- develop a sense of confidence and ownership regardless of the size or nature of the stage or performing/recording space; engage with an audience;
- respect fellow performers and acknowledge applause;
- be given opportunities to prepare, rehearse and perform to an audience once a term.



BRASS

Resonate Sounds Year 1 Brass	Autumn	Spring	Summer
Sound	Instrument specific techniques: <ul style="list-style-type: none"> • Instrument hold and embouchure. • Buzzing and sound production. • Finger placement. • Valve/slide positions of 5 notes (in Bb treble clef). 	As before with: <ul style="list-style-type: none"> • Faster note changes (less repeated note pieces). • Notes below the stave (ledger lines B and A). • Increased understanding of tonguing and awareness of tone. • Pitching between open notes. • Production of any of the previous notes without progression by step. 	As before with: <ul style="list-style-type: none"> • Extending upper register. • Valve/Slide positions of 8 notes. • Introduction of bigger intervals/ jumps.
Symbol	Recognising standard western notation symbols for rhythms using: <ul style="list-style-type: none"> • Minims, crotchets, semibreves, paired quavers and corresponding rests. • Identifying 5 notes on the treble clef stave. 	As before with: <ul style="list-style-type: none"> • Dotted notes and their values, groups of 4 semiquavers on one pitch. • Reading rhythm patterns using symbols from last term. • Dynamic and articulation notation. • Identifying notes on the treble clef stave (low A - G on the stave). • Additional time signatures 2/4 3/4. 	As before with: <ul style="list-style-type: none"> • Repeated note Triplets. • More complex rhythm patterns combined rhythms e.g. dotted quaver/ semiquaver, quaver/ two semiquavers etc with support. • Identifying all notes on the treble clef stave.
Connecting Sound and Symbol	<ul style="list-style-type: none"> • Starting and stopping together (count in and following visual cues). • Copycat games. • Rhythm games. • Dictation of rhythms. • Verbalising written rhythms. • Sing, play and identify 5 notes. • Stagecraft, e.g. stage presence, holding instrument when not playing, performing with awareness others and as a soloist and respecting other performers. 	<ul style="list-style-type: none"> • Composing/improvising. • Solo performances. • More independence in reading rhythms. • Performing dynamic changes. • Finger drill games/finger workout for more fluent note changes. • Can comment on their own performance and give feedback on the performances of others. 	<ul style="list-style-type: none"> • Performance directions. • Gradual changes in dynamics (crescendo and diminuendo). • More varied tempos. • Part playing/ ensemble playing.



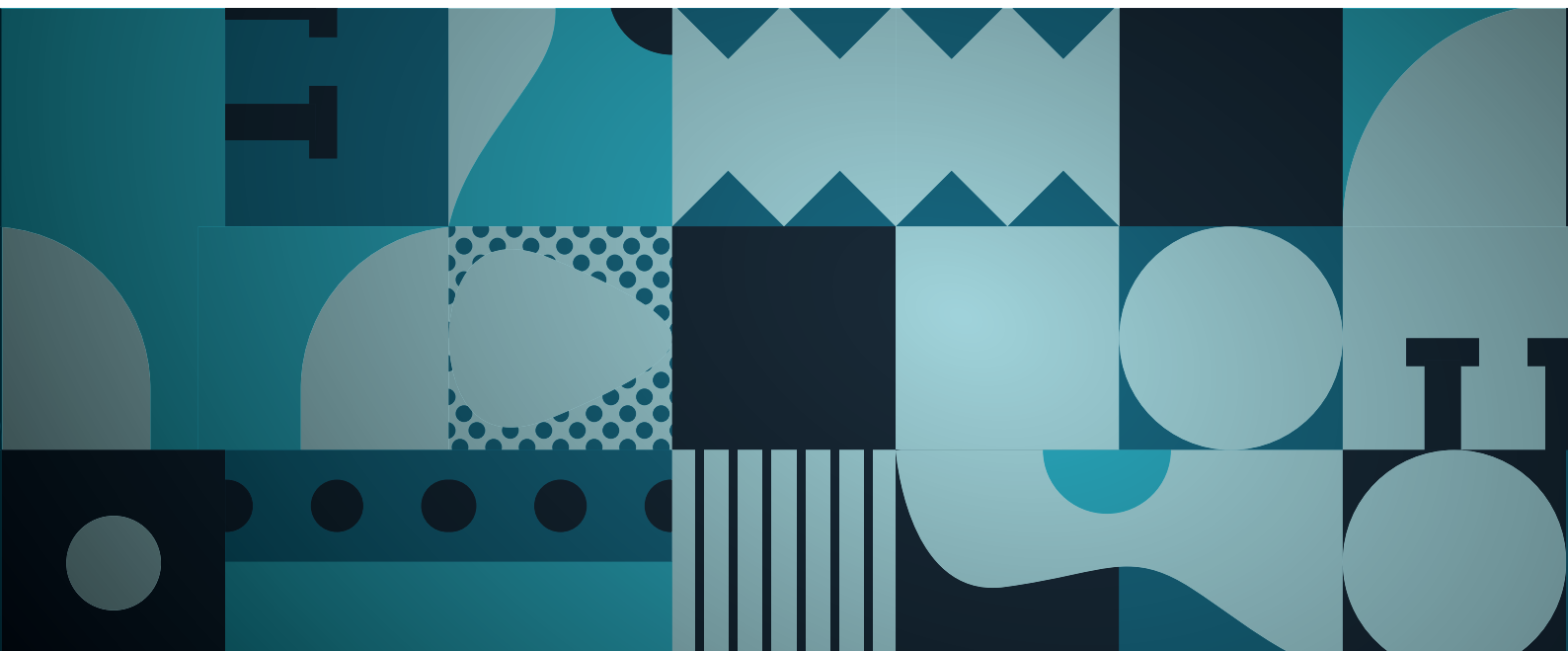
Resonate Sounds Targets Year 1 Brass	All Children	Most Children (Expected)	Some children (Greater Depth)
Autumn	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to produce a buzz and make a sound. <input type="checkbox"/> Will be able to identify the values of the notation symbols with support. <input type="checkbox"/> Will be able to copy back a simple rhythm on one note. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to produce discernible notes. <input type="checkbox"/> Will be able to identify the values of the notation symbols with support. <input type="checkbox"/> Will be able to perform simple patterns using the symbols covered. <input type="checkbox"/> Will be able to identify notes learned on the staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to consistently produce discernible notes. <input type="checkbox"/> Will be able to identify the values of the notation symbols with increased independence. <input type="checkbox"/> Will be able to perform simple patterns using the notation symbols covered.
Spring	<ul style="list-style-type: none"> <input type="checkbox"/> Will consistently produce 5 notes. <input type="checkbox"/> Will be able to identify 3 notes on the treble clef staff. <input type="checkbox"/> Will be able to verbalise or clap a 4-beat rhythm from written notation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will produce 7 notes with support. <input type="checkbox"/> Will be able to identify 5 notes on the treble clef staff. <input type="checkbox"/> Will be able to move between notes by step. <input type="checkbox"/> Will be able to copy back a simple pattern on two notes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will consistently produce 7 discernible notes. <input type="checkbox"/> Will be able to identify 7 notes on the treble clef staff with increased independence. <input type="checkbox"/> Will perform clearly and confidently. <input type="checkbox"/> Will be able to change between notes with fluency. <input type="checkbox"/> Will be able to copy back a simple pattern on three notes.
Summer	<ul style="list-style-type: none"> <input type="checkbox"/> Will produce 7 notes with support. <input type="checkbox"/> Will be able to copy back a simple pattern on two notes. <input type="checkbox"/> Will be able to identify 7 notes on the treble clef staff. <input type="checkbox"/> Will be able to move between notes by step. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will play an octave with support. <input type="checkbox"/> Identify all notes on treble clef staff with support. <input type="checkbox"/> Will be able to read and perform all rhythms introduced over the 3 terms with support. <input type="checkbox"/> Will be able to perform sudden changes in dynamic. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to perform using an octave with increased independence. <input type="checkbox"/> Will be able to read all notes on staff with increased independence. <input type="checkbox"/> Will be able to read and perform the rhythm notation patterns introduced in spring with increased independence. <input type="checkbox"/> Will be able to perform the rhythm patterns from summer term with support.





CLARINET

Resonate Sounds Year 1 Clarinet	Autumn	Spring	Summer
Sound	Instrument specific techniques: <ul style="list-style-type: none"> • Using the mouthpiece and barrel. • Forming the correct embouchure. • Tonging. • Introduce at least the top joint at this stage. • The notes G,F and E. • Posture with the Instrument and putting the Instrument together. • Finger placement and coverage. 	As before with: <ul style="list-style-type: none"> • Consolidating the correct embouchure. • Articulation. • Assembling and how to hold to full Clarinet. • Recapping the notes G, F and E. • Learning the notes D and C. • Increasing the consistency and fluency of E's, D's and C's. • Incorporating simple intervals of 2 notes or more. 	As before with: <ul style="list-style-type: none"> • Recapping the notes C, D, E, F and G. • Learning the notes, A and F#. • Following Dynamic directions. • Using the correct fingers for each note learned and emphasising finger placement and coverage for each note. • Further consolidate the consistency of C's. • Incorporating bigger interval jumps and increased fluency when moving between notes. • Bigger emphasis on the quality of the tone produced.
Symbol	Recognising standard western notation symbols for rhythms using: <ul style="list-style-type: none"> • Crotchets/Minims/Semi-breves/ Paired Quavers and Crotchet Rests. • Identifying all the notes learned on the Treble Clef Stave. 	As before with: <ul style="list-style-type: none"> • Recognising Minim and Semi-breve Rests and Dotted Minims. • Identifying all notes learned on the Treble Clef Stave. 	As before with: <ul style="list-style-type: none"> • Identifying all notes learned on the Treble Clef Stave.
Connecting Sound and Symbol	<ul style="list-style-type: none"> • Incorporating simple vocal warm-ups/activities and songs that link to the notes and pitches being covered on the instrument, with a consistent emphasis on 'Sing, Play and Identify'. • Writing/rehearsing own pieces and performing own improvisations using a range of up to 3 notes. • Individual performances and smaller group performances to peers with a performance to a wider audience at a Christmas concert/Assembly. 	<ul style="list-style-type: none"> • Incorporating vocal warm-ups/ activities and songs that link to, and aim to re-enforce the notes and pitches being covered on the instrument...with a consistent emphasis on 'Sing, Play and Identify'. • Writing/rehearsing own pieces and performing own improvisations using a range of up to 5 notes. • Individual performances and smaller group performances to peers, now including a piece or pieces with differentiated parts to introduce the feeling of ensemble playing. • Following simple directional instructions such as start/stop/ louder/quieter. 	<ul style="list-style-type: none"> • Incorporating vocal warm-ups/ activities and songs that link to, and aim to re-enforce the notes and pitches being covered on the instrument...with a consistent emphasis on 'Sing, Play and Identify'.To vocalise and sing with increasing confidence and in separate differentiated parts. • Writing/rehearsing own pieces and performing own improvisations using up to a range of 7 notes. • Individual performances and smaller group performances to peers including a performance to a wider audience at a concert/ Assembly to showcase the learning that has taken place throughout the year.



Resonate Sounds Targets Year 1 Clarinet	All Children	Most Children (Expected)	Some children (Greater Depth)
Autumn	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to produce the correct embouchure and make a sound. <input type="checkbox"/> Will be able to identify the values of notation symbols with support. <input type="checkbox"/> Will be able to copy back a simple rhythm on one note. <input type="checkbox"/> Will be able to hold the instrument correctly with a strong emphasis on 'Posture for Performance'. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to produce discernible notes G and F (treble clef). <input type="checkbox"/> Will be able to identify the values of the notation symbols with some support. <input type="checkbox"/> Will be able to perform simple patterns using the symbols covered. <input type="checkbox"/> Will be able to identify the notes E-C on the treble clef stave. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to consistently produce discernible notes G, F, E. <input type="checkbox"/> Will be able to identify the values of the notation symbols with increased independence. <input type="checkbox"/> Will be able to perform simple patterns using the notation symbols covered.
Spring	<ul style="list-style-type: none"> <input type="checkbox"/> Will consistently produce up to 5 notes. <input type="checkbox"/> Will be able to identify 3 notes on the treble clef stave. <input type="checkbox"/> Will be able to verbalise or clap a 4-beat rhythm from written notation. <input type="checkbox"/> Will be able to hold the instrument correctly with a strong emphasis on 'Posture for Performance'. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to produce up to 5 notes with support. <input type="checkbox"/> Will be able to identify up to 5 notes on the treble clef stave. <input type="checkbox"/> Will be able to move between notes by step. <input type="checkbox"/> Will be able to copy back a simple rhythmic pattern on 2 notes. <input type="checkbox"/> Will be able to play in unison with others a part of a wider ensemble. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to consistently produce 5 discernible notes without support. <input type="checkbox"/> Will be able to identify 5 notes on the treble clef stave with increasing independence. <input type="checkbox"/> Will be able to perform with accuracy and increasing confidence. <input type="checkbox"/> Will be able to move between notes with fluency. <input type="checkbox"/> Will be able to copy back a simple rhythmic pattern using 3 notes. <input type="checkbox"/> Will be able to play as part of a wider ensemble.
Summer	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to understand and produce 5 notes or more with support. <input type="checkbox"/> Will be able to identify 5 notes or more on the treble clef stave <input type="checkbox"/> Will be able to move between notes by step. <input type="checkbox"/> Will be able to copy back a simple rhythmic pattern on at least 3 notes. <input type="checkbox"/> Will be able to hold the instrument correctly with a strong emphasis on 'Posture for Performance'. <input type="checkbox"/> Will be able to play as part of a wider ensemble. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to produce 5 discernible notes. <input type="checkbox"/> Will be able to identify all on the treble clef stave with increasing independence. <input type="checkbox"/> Will be able to read and perform from a variety of rhythmic notation. <input type="checkbox"/> Will be able to move between notes with increasing fluency, including wider interval jumps. <input type="checkbox"/> Will be able to play in time, as part of an ensemble, with an understanding of how their part fits together with others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to perform pieces with a range of 6 notes or more, independently and with fluency. <input type="checkbox"/> Will be able to accurately read all the notes and rhythmic patterns on the stave independently. <input type="checkbox"/> Will have started to integrate some dynamics and simple performance directions into their playing. <input type="checkbox"/> Will be able to sustain their own individual melody as part of a wider ensemble and be aware of balance and adjust their part accordingly.





Resonate Sounds Year 1 Flute	Autumn	Spring	Summer
Sound	Instrument specific techniques: <ul style="list-style-type: none"> • Using the head-joint. • Forming the correct embouchure. • Tonging. • The notes B, A and G. • Posture with the Instrument and putting the Instrument together. • Using the correct fingers for each note. 	As before with: <ul style="list-style-type: none"> • Consolidating the correct embouchure. • Articulation. • Recapping the notes B, A, and G. • Learning the note B flat. • Increasing the consistency and fluency of B's, A's and G's. • Incorporating simple intervals of 2 notes or more. 	As before with: <ul style="list-style-type: none"> • Recapping the notes G, A, B flat, B and C. • Learning the note F. • Following Dynamic directions • Using correct fingers for each note learned and emphasising finger placement for each note. • Consolidate the consistency of F's and E's. • Incorporating bigger interval jumps and increased fluency when moving between notes. • Bigger emphasis on quality of the tone produced.
Symbol	Recognising standard western notation symbols for rhythms using: <ul style="list-style-type: none"> • Crotchets/Minims/Semi-breves/ Paired Quavers and Crotchet Rests. • Identifying all the notes learned on the Treble Clef Stave. 	As before with: <ul style="list-style-type: none"> • Recognising Minim and Semi-breve Rests and Dotted Minims. • Identifying all notes learned on the Treble Clef Stave. 	As before with: <ul style="list-style-type: none"> • Identifying all notes learned on the Treble Clef Stave.
Connecting Sound and Symbol	<ul style="list-style-type: none"> • Incorporating simple vocal warm-ups/activities and songs that link to the notes and pitches being covered on the instrument...with a consistent emphasis on 'Sing, Play and Identify'. • Writing/rehearsing own pieces and performing own improvisations using a range of up to 3 notes. • Individual performances and smaller group performances to peers with a performance to a wider audience at a Christmas concert/Assembly 	<ul style="list-style-type: none"> • Incorporating vocal warm-ups/ activities and songs that link to, and aim to re-enforce the notes and pitches being covered on the instrument...with a consistent emphasis on 'Sing, Play and Identify'. • Writing/rehearsing own pieces and performing own improvisations using a range of up to 5 notes. • Individual performances and smaller group performances to peers, now including a piece or pieces with differentiated parts to introduce the feeling of ensemble playing, following simple directional instructions such as start/stop/louder/quieter. 	<ul style="list-style-type: none"> • Incorporating vocal warm-ups/ activities and songs that link to, and aim to re-enforce the notes and pitches being covered on the instrument...with a consistent emphasis on 'Sing, Play and Identify'. To vocalise and sing with increasing confidence and in separate differentiated parts. • Writing/rehearsing own pieces and performing own improvisations using up to a range of 7 notes. • Individual performances and smaller group performances to peers including a performance to a wider audience at a concert/ Assembly to showcase the learning that has taken place throughout the year.



Resonate Sounds Targets Year 1 Flute	All Children	Most Children (Expected)	Some children (Greater Depth)
Autumn	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to produce the correct embouchure and make a sound. <input type="checkbox"/> Will be able to identify the values of notation symbols with support. <input type="checkbox"/> Will be able to copy back a simple rhythm on one note. <input type="checkbox"/> Will be able to hold the instrument correctly with a strong emphasis on 'Posture For Performance'. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to produce discernible notes B-A (treble clef). <input type="checkbox"/> Will be able to identify the values of the notation symbols with some support. <input type="checkbox"/> Will be able to perform simple patterns using the symbols covered. <input type="checkbox"/> Will be able to identify the notes B-A on the treble clef stave. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to consistently produce discernible notes B, A, G. <input type="checkbox"/> Will be able to identify the values of the notation symbols with increased independence. <input type="checkbox"/> Will be able to perform simple patterns using the notation symbols covered.
Spring	<ul style="list-style-type: none"> <input type="checkbox"/> Will consistently produce up to 5 notes. <input type="checkbox"/> Will be able to identify 3 notes on the treble clef stave. <input type="checkbox"/> Will be able to verbalise or clap a 4-beat rhythm from written notation. <input type="checkbox"/> Will be able to hold the instrument correctly with a strong emphasis on 'Posture for Performance'. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to produce up to 5 notes with support. <input type="checkbox"/> Will be able to identify up to 5 notes on the treble clef stave <input type="checkbox"/> Will be able to move between notes by step. <input type="checkbox"/> Will be able to copy back a simple rhythmic pattern on 2 notes. <input type="checkbox"/> Will be able to play in unison with others a part of a wider ensemble. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to consistently produce 5 discernible notes without support. <input type="checkbox"/> Will be able to identify 5 notes on the treble clef stave with increasing independence. <input type="checkbox"/> Will be able to perform with accuracy and increasing confidence. <input type="checkbox"/> Will be able to move between notes with fluency. <input type="checkbox"/> Will be able to copy back a simple rhythmic pattern using 3 notes. <input type="checkbox"/> Will be able to play as part of a wider ensemble.
Summer	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to understand and produce 5 notes or more with support. <input type="checkbox"/> Will be able to identify 5 notes or more on the treble clef stave <input type="checkbox"/> Will be able to move between notes by step. <input type="checkbox"/> Will be able to copy back a simple rhythmic pattern on at least 3 notes. <input type="checkbox"/> Will be able to hold the instrument correctly with a strong emphasis on 'Posture for Performance'. <input type="checkbox"/> Will be able to play as part of a wider ensemble. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to produce 5 discernible notes. <input type="checkbox"/> Will be able to identify all on the treble clef stave with increasing independence. <input type="checkbox"/> Will be able to read and perform from a variety of rhythmic notation. <input type="checkbox"/> Will be able to move between notes with increasing fluency, including wider interval jumps. <input type="checkbox"/> Will be able to play in time, as part of an ensemble, with an understanding of how their part fits together with others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to perform pieces with a range of 6 notes or more, independently and with fluency. <input type="checkbox"/> Will be able to accurately read all the notes and rhythmic patterns on the stave independently. <input type="checkbox"/> Will have started to integrate some dynamics and simple performance directions into their playing. <input type="checkbox"/> Will be able to sustain their own individual melody as part of a wider ensemble and be aware of balance and adjust their part accordingly.





GUITAR

Resonate Sounds Year 1 Guitar	Autumn	Spring	Summer
Sound	Instrument specific techniques: <ul style="list-style-type: none"> • Learning the names of the 6 strings using rhymes. • Using the correct fingers for picking each string. • Correct posture with the instrument. • Variety of rhythms on open strings and how placing fingers on the strings can change the pitch of notes and of how frets work. 	As before with: <ul style="list-style-type: none"> • Consolidating Open Strings and using the correct fingers for picking each string. • Using the correct fingers on the strings to create notes that form the pentatonic scales. • How to re-create this on each string in a variety of rhythms. • Introducing up to 4 chords. 	As before with: <ul style="list-style-type: none"> • Moving between notes more freely. • Looking at how chords work/are formed. • Playing 4 chords or more chords with increasing fluency and with less support. • A variety of pentatonic scales. • Using fingers to strum and pick the strings.
Symbol	Recognising standard western notation symbols for rhythms using: <ul style="list-style-type: none"> • Crotchets/Minims/Semi-breves/ Paired Quavers and Crotchet Rests (or the equivalent in other forms of simple notation). • Identifying all the notes learned on the Treble Clef Stave (or in other forms or simple written notation). 	As before with: <ul style="list-style-type: none"> • Recognising Minim and Semi-breve Rests and Dotted Minims (or the equivalent in other forms of simple notation). • Identifying all the notes learned on the Treble Clef Stave (or in other forms or simple written notation). 	As before with: <ul style="list-style-type: none"> • Identifying all the notes learned on the Treble Clef Stave (or in other forms or simple written notation).
Connecting Sound and Symbol	<ul style="list-style-type: none"> • Incorporating simple vocal warm-ups/activities and songs that link to the notes and pitches being covered on the instrument (open string rhymes) with a consistent emphasis on 'Sing, Play and Identify'. • Writing/rehearsing own pieces and performing own improvisations using the open strings. • Individual performances and smaller group performances to peers with a performance to a wider audience at a Christmas concert/Assembly. 	<ul style="list-style-type: none"> • Incorporating vocal warm-ups/ activities and songs that link to, and aim to re-enforce the notes and pitches being covered on the instrument... with a consistent emphasis on 'Sing, Play and Identify'. • Writing/rehearsing own pieces and performing own improvisations using an appropriate range. • Individual performances and smaller group performances to peers, now including a piece or pieces with differentiated parts to introduce the feeling of ensemble playing. Following simple directional instructions such as start/stop/louder/quieter. 	<ul style="list-style-type: none"> • Incorporating vocal warm-ups/ activities and songs that link to, and aim to re-enforce the notes and pitches being covered on the instrument... with a consistent emphasis on 'Sing, Play and Identify'. • To vocalise and sing with increasing confidence and in separate differentiated parts. • Writing/rehearsing own pieces and performing own improvisations using an extended pitch range. • Individual performances and smaller group performances to peers to include a performance to a wider audience at a concert/ Assembly to showcase the learning that has taken place throughout the year.



Resonate Sounds Targets Year 1 Guitar	All Children	Most Children (Expected)	Some children (Greater Depth)
Autumn	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to hold the instrument with the correct posture and hand positions. <input type="checkbox"/> Will be able to identify the values of notation symbols with support. <input type="checkbox"/> Will be able to copy back a simple rhythm on one note. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to produce clear open string picking. <input type="checkbox"/> Will be able to identify the values of the notation symbols with some support. <input type="checkbox"/> Will be able to perform simple patterns using the symbols covered. <input type="checkbox"/> Will be able to identify the different open strings in simple notated forms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to consistently produce open string picking on a variety of rhythms. <input type="checkbox"/> Will be able to identify the values of the notation symbols with increased independence. <input type="checkbox"/> Will be able to perform simple patterns using the notation symbols covered.
Spring	<ul style="list-style-type: none"> <input type="checkbox"/> Will consistently produce clear notes and be able to move between them with increasing fluency. <input type="checkbox"/> Will be able to identify all notes covered in simple notation forms. <input type="checkbox"/> Will be able to verbalise or clap a 4-beat rhythm from written notation. <input type="checkbox"/> Will be able to understand and produce up to 4 chords. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to fret notes on the instrument using the correct left-hand fingering. <input type="checkbox"/> Will be able to identify notes on the treble clef stave. <input type="checkbox"/> Will be able to move between notes by step. <input type="checkbox"/> Will be able to copy back a simple rhythmic pattern on 2 or more notes. <input type="checkbox"/> Will be able to play in unison with others part of a wider ensemble. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to consistently produce an increasing range of notes. <input type="checkbox"/> Will be able to identify more a range of notes using simple musical notation with increasing independence. <input type="checkbox"/> Will be able to perform with accuracy and increasing confidence. <input type="checkbox"/> Will be able to move between notes with fluency. <input type="checkbox"/> Will be able to copy back a simple rhythmic pattern using a wider range of notes. <input type="checkbox"/> Will be able to play as part of a wider ensemble.
Summer	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to produce all notes covered with support. <input type="checkbox"/> Will be able to identify all notes covered using simple notation. <input type="checkbox"/> Will be able to move between notes with fluency and speed. <input type="checkbox"/> Will be able to copy back a simple rhythmic pattern on multiple notes. <input type="checkbox"/> Will be able to produce 4 chords. <input type="checkbox"/> Will be able to play as part of a wider ensemble. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to consistently produce an increasing range of notes and 3 chords with support. <input type="checkbox"/> Will be able to identify more a range of notes using simple musical notation with increasing independence. <input type="checkbox"/> Will be able to perform with accuracy and increasing confidence. <input type="checkbox"/> Will be able to move between notes with fluency. <input type="checkbox"/> Will be able to copy back a simple rhythmic pattern using a wider range of notes. <input type="checkbox"/> Will be able to play in time, as part of an ensemble, with an understanding of how their part fits together with others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to perform pieces with a wide range of notes, including 3 chords, independently and with fluency. <input type="checkbox"/> Will be able to accurately read all the notes and rhythmic patterns using notation independently. <input type="checkbox"/> Will have started to integrate some dynamics and simple performance directions into their playing. <input type="checkbox"/> Will be able to sustain their own individual melody as part of a wider ensemble and be aware of balance and adjust their part accordingly.





STRINGS

Resonate Sounds Year 1 Strings	Autumn	Spring	Summer
Sound	<p>Instrument specific technique:</p> <ul style="list-style-type: none"> • Standing/sitting/holding the instrument correctly whilst playing with good posture, also including rest position. • Develop good technique with plucking open strings, using Pizzicato/ Pizz terminology. • Develop good bow hold and bow with an even tone on open strings, using Arco terminology. • Understand the principles of bowing. Including the bow angles needed to play each open string. • Using whole bows and half bows. 	<p>As before with:</p> <ul style="list-style-type: none"> • Continue developing good bow hold and bowing with an even tone on D string notes. • Rehearse long and shorter bowing styles. • Introduce left-hand position, with good thumb placement and left-hand shape. (This will help when using 1st position, enabling fingers to be placed on all the 1st finger indicators: coloured strips or dots). • Change the pitches to all 1st finger notes, dependent on instrument combinations. D, A, E, B, F#. • Learning the correct amount of pressure needed by the left hand, for the note to have a smooth, pure tone. • Learn to place finger 1 correctly using fingertip, on the related coloured strip or dot. • Play at piano and forte dynamics. 	<p>As before with:</p> <ul style="list-style-type: none"> • Continue to develop left-hand position, with good thumb placement and left-hand shape enabling children to use and change pitch in 1st position. • Place fingers 1, potentially 2/3 on the related coloured strips or dots on all the strings, ensuring fingers are placed accurately and on the fingertip to facilitate good tuning. • Rehearsing the correct amount of pressure needed by the left hand for the additional fingers for the note to have a smooth, pure tone. • Continue developing good bow hold and bowing with an even tone on all strings and finger notes. • Develop smooth and accurate string crossing between strings. • Experiment with different bowing styles long, short, smooth and jagged sounds and gestures. • Play at piano and forte dynamics, showing increased control and technique.
Symbol	<p>Recognising standard western notation symbols for rhythms using:</p> <ul style="list-style-type: none"> • Minims, crotchets, semibreves, paired quavers and corresponding rests. • Understand and be able to explain the concepts of Pulse, Rhythm and Pitch. • Recognise open strings from their respective clefs, both on their instruments and on the stave. • Be able to find the location of open strings and to aid recognition on the stave. (Suggested resource – Handy Stave). • Awareness of the structure of a piece, any repetitions, including ternary (ABA) form 	<p>As before with:</p> <ul style="list-style-type: none"> • Recognise all string notes and finger number 1 notes from their respective clefs, both on their instruments and on the stave. • Able to find the 1st finger notes for their respective clefs. • A • Recognise direction of pitches e.g. step by step up or down. • Understand how the musical alphabet is structured and how to use it on the stave and their instrument. 	<p>As before with:</p> <ul style="list-style-type: none"> • Can find open strings, finger 1 notes and • finger 2/3 notes. (Suggest resource – Handy Stave). • Introduction of finger 2/3 notes. • Recognise more complex rhythms such as dotted and semiquaver rhythms from standard notation. • Sing, Play Identify simple rhythmical patterns. • Secure understanding of the layout of a piece, any repetitions, including ternary (ABA) form. • Recognise direction of pitches e.g. step by step up or down. • Increase confidence in how the musical alphabet is structured and how to use it on the stave and their instrument.
Connecting Sound and Symbol	<ul style="list-style-type: none"> • Understand and be able to explain the concepts of Pulse, Rhythm and Pitch. • Sing, play, identify simple rhythms (using quavers, crotchets and minims). • Play pieces in 4/4 time. • Play with a steady pulse at a moderate tempo. • Sing, play and identify open strings and the pitch patterns. • Play simple pieces using open strings from notation. • Recognise changes of instrument pitch (higher, lower) when playing as a smaller group and a Whole Class String Ensemble. • Call and response both sung and played. • Recognise direction of pitches e.g. step by step up or down, eg finger 1 to open strings. • Perform simple repertoire or standard notation or from memory. • Perform solo and with others from own section and with a full string ensemble. 	<ul style="list-style-type: none"> • Sing, play and identify open string notation and 1st finger notation. • Play simple pieces including stepwise movement and small interval leaps. • Introduce Dynamics piano and forte, Texture and Timbre using Rap and Rhythm. • Play more complex rhythms (using quavers, crotchets, minims and semibreves). • Recognize more complex rhythms from standard notation. • Rehearse and play pieces in 4/4 and 2/4 time. • Increased confidence when playing with a steady pulse at a moderate tempo. • Sing, play and identify simple rhythmic dictation using quavers, crotchets, minims) 	<ul style="list-style-type: none"> • Sing, play and identify all string notation, comprising of C,G,D,A,E strings and Finger number 1 on those strings. • Introduce finger 2. • Play simple pieces including stepwise movement and small interval leaps. • Play pieces in 4/4 and 2/4 time with increased complexity of rhythms. • Play with a secure awareness of a steady pulse at a moderate tempo. • Perform more complex repertoire, with additional pitch and rhythms. • Rehearse and perform solos and with others demonstrating an awareness of balance and other players. • Increasing confidence and technical security in playing dynamics forte and piano.

Resonate Sounds Targets Year 1 Strings	All Children	Most Children (Expected)	Some children (Greater Depth)
Autumn	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to play pizzicato and arco. <input type="checkbox"/> Will be able to identify the values of the notation symbols with support. <input type="checkbox"/> Will be able to copy back a simple rhythm on one note. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to consistently produce discernable notes with pizzicato and arco elements. <input type="checkbox"/> Will be able to identify the values of the notation symbols with support. <input type="checkbox"/> Will be able to perform simple patterns using the symbols covered. <input type="checkbox"/> Will be able to identify open string notes stave. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to consistently produce discernable notes. <input type="checkbox"/> Will be able to identify the values of the notation symbols with increased independence. <input type="checkbox"/> Will be able to perform simple patterns using the notation symbols covered.
Spring	<ul style="list-style-type: none"> <input type="checkbox"/> Will consistently play the open string notes. <input type="checkbox"/> Will be able to play finger number 1 on the relevant strings. <input type="checkbox"/> Will be able to identify open string notes on the appropriate stave. <input type="checkbox"/> Will be able to verbalise or clap a 4-beat rhythm from written notation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will produce 7 notes with support. <input type="checkbox"/> Will be able to identify 5 notes on the treble clef stave. <input type="checkbox"/> Will be able to move between notes by step. <input type="checkbox"/> Will be able to copy back a simple pattern on two notes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will consistently produce 7 discernable notes. <input type="checkbox"/> Will be able to identify 7 notes on the treble clef stave with increased independence. <input type="checkbox"/> Will perform clearly and confidently. <input type="checkbox"/> Will be able to change between notes with fluency. <input type="checkbox"/> Will be able to copy back a simple pattern on three notes.
Summer	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to play 8 notes, all open strings and finger number 1's. <input type="checkbox"/> Will be able to copy back a simple pattern on two notes. <input type="checkbox"/> Will be able to identify 8 notes on the treble clef stave. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will produce an octave with increased independence. <input type="checkbox"/> Identify all notes on treble clef stave with support. <input type="checkbox"/> Will be able to read and perform all rhythms introduced over the 3 terms with support. <input type="checkbox"/> Will be able to perform sudden changes in dynamic. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to perform 10 notes with increased independence. <input type="checkbox"/> Will be able to read all notes on stave with increased independence. <input type="checkbox"/> Will be able to read and perform the rhythm notation patterns introduced in spring with increased independence. <input type="checkbox"/> Will be able to perform the rhythm patterns from summer term with support. <input type="checkbox"/> Will be able to perform sudden and gradual dynamic changes.





UKULELE

Resonate Sounds Year 1 Ukulele	Autumn	Spring	Summer
Sound	Instrument specific techniques: <ul style="list-style-type: none"> • Instrument hold. • Naming parts of the instrument. • Open string notes. • Open Strumming. • Sing, play and identify open string notes. • Introduce and strumming 3 simple chords. 	As before with: <ul style="list-style-type: none"> • Develop and reinforce the chords from Autumn term. • Rehearse changing between chord shapes. • Introduce more complex chord shapes. • Develop strumming pattern. • Increased focus on rhythmic playing. • Performing pieces using 2 chords 	As before with: <ul style="list-style-type: none"> • The introduction of additional chords. • Performing pieces using 3 and 4 chords. • Increased focus on quality of sound.
Symbol	Recognising standard western notation symbols for rhythms using: <ul style="list-style-type: none"> • minims, crotchets, semibreves, paired quavers and corresponding rests. • Reading music using chord symbols (chords mentioned above). 	As before with: <ul style="list-style-type: none"> • New time signature 3/4. • Introduce notation for open string notes. • Dynamic markings. 	As before with: <ul style="list-style-type: none"> • Increased focus on pitch notation (all notes on staff). • Reading rhythms with more independence. • Dynamic markings for gradual change.
Connecting Sound and Symbol	<ul style="list-style-type: none"> • Performing pieces using 1 chord. • Starting and stopping together (count in and following visual cues). • Strumming chords rhythmically, and in time with a pulse. • Copycat games open strings and chords. • Rhythm games, e.g Rhythm detective, rhythm clock, rhythm dictation, using crotchets and paired quavers. 	<ul style="list-style-type: none"> • Composing/improvising. • Solo performances. • Increased independence in reading and verbalising rhythms. • Finger drill games/finger workout for more fluent chord changes. • Can comment on their own performance and give feedback on the performances of others. 	<ul style="list-style-type: none"> • Performance directions. • More varied tempos. • Longer and more complex performances, such as pieces that involve strumming and plucking sections.



Resonate Sounds Targets Year 1 Ukulele	All Children	Most Children (Expected)	Some children (Greater Depth)
Autumn	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to hold the instrument correctly. <input type="checkbox"/> Will be able to strum open strings. <input type="checkbox"/> Will be able to name an open string note with support. <input type="checkbox"/> Will be able to make one chord shape. <input type="checkbox"/> Will be able to identify the note values from their symbols with support. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to make adjustments to produce a clear sound with support. <input type="checkbox"/> Will be able to name all the open string notes with support. <input type="checkbox"/> Will be able to make 1 chord shape and play the chord clearly. <input type="checkbox"/> Will be able to identify note values with increasing independence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to self-correct to produce a clear sound. <input type="checkbox"/> Will be able to name the open string notes with increasing independence. <input type="checkbox"/> Will be able to make 2 chord shapes and play the chord clearly. <input type="checkbox"/> Will be able to verbalise or clap a 4-beat rhythm from written notation.
Spring	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to make adjustments to produce a clear sound with support. <input type="checkbox"/> Will be able to name the open string notes independently. <input type="checkbox"/> Will be able to make 1 chord shape and perform the chord clearly. <input type="checkbox"/> Will be able to identify note values with increasing independence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to self-correct to produce a clear sound. <input type="checkbox"/> Will be able to name the open string notes with increasing independence. <input type="checkbox"/> Will be able to make 2 chord shapes and play the chord clearly. <input type="checkbox"/> Will be able to alternate between 2 chords with support. <input type="checkbox"/> Will experiment with different strumming patterns. <input type="checkbox"/> Can verbalise written rhythms with support. <input type="checkbox"/> Can identify 2 of the open string notes on the stave with support. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to alternate between 2 chords and perform the changes rhythmically. <input type="checkbox"/> Will be able to perform a more complex strumming pattern. <input type="checkbox"/> Will be able to verbalise rhythms with increasing independence. <input type="checkbox"/> Will be able to identify all open string notes on the stave with increasing independence.
Summer	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to experiment with different strumming patterns. <input type="checkbox"/> Can verbalise written rhythms with support. <input type="checkbox"/> Can identify 2 of the open string notes written on the stave with support. <input type="checkbox"/> Can alter their playing to perform loudly or quietly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to create 3 chord shapes with support. <input type="checkbox"/> Will be able to alternate between 2 chord shapes and perform the changes rhythmically. <input type="checkbox"/> Will be able to perform a more complex strumming pattern. <input type="checkbox"/> Will be able to identify notes on the stave beyond the open string notes with support. <input type="checkbox"/> Will be able to recognise and perform different dynamics with support. 	<ul style="list-style-type: none"> <input type="checkbox"/> Will be able to create 4 chord shapes with increasing independence. <input type="checkbox"/> Will be able to change between chord shapes with increasing independence. <input type="checkbox"/> Will be able to identify notes on the treble clef stave beyond the open string notes with increasing independence. <input type="checkbox"/> Will be able to transition between strumming and plucking as part of a performance. <input type="checkbox"/> Will be able to recognise and perform different dynamics with increasing independence..



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RESONATE



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