

First Access Programme – Expected Teaching and Learning

	Key Learning Area	Bronze	Silver	Gold
1	Instrumental skill	Treat instruments with appropriate care. Correctly assemble and hold instruments and play with control.	Demonstrate correct basic techniques.	Confidently demonstrate a range of notes/chords and techniques.
2	Instrumental knowledge	Name instruments / parts.	Explain the function of various instrumental parts.	Explain how to play different notes and how the instrument works to make various sounds.
3	Ensemble Playing	Demonstrate the willingness and ability to play as part of a team.	Understand the term 'unison' and be able to listen to other ensemble members whilst playing in order to achieve it.	Be able to maintain a part accurately and musically when other parts are also being played.
4	Pulse, Rhythm and Meter	Tap the pulse/beat and copy simple rhythm patterns. Understand terms 'pulse' and 'beat'. Understand why musicians use counting in music.	Maintain a simple repeated rhythm pattern to a given pulse. Understand and differentiate between 'pulse' and 'rhythm'. Understand the importance of rests and use them in music-making.	Play with rhythmic accuracy, keeping to a steady pulse. Understand term 'meter' and be able to identify simple meters. Beat time.
5	Pitch, melody and harmony	Understand the term 'pitch'. Recognise higher and lower and use terms. Know that notes are named alphabetically.	Know pitch order of some notes learned. Demonstrate pitch change using hand signs. Know that there is a whole 'family' of notes which share the same name.	Discriminate between pitches / chords aurally. Know and understand some terms such as melody, harmony, drone, ostinato, chord.
6	Following Instructions	Be able to start and stop with precision and control, knowing when and why not to play.	Follow non-verbal instructions from a conductor/leader.	Be able to vary music with precision and control, e.g. articulation and dynamics by following musical instruction and direction.
7	Reading Music	Actively engage with written music.	Read simple chord diagrams/name simple pitches on a staff. Read simple rhythmic notation.	Learn to play simple pieces using standard notation
8	Composing and Improvising	Make up own musical ideas.	Create simple repeated patterns / melodies. Combine different notes and sounds and listen to the effect.	Create music within simple structures, e.g. beginning, middle and end, using certain notes or chords.
9	Listening and Responding	Demonstrate good listening behaviours.	Memorise and repeat simple patterns and musical ideas.	Use terminology related to musical dimensions to describe music and express personal opinions.
10	Practising and Performing	Demonstrate patience and commitment to quality learning.	Identify and use some practice tips for successful learning and improvement e.g. repetition, isolation and slowing the tempo.	Practise and rehearse to create and present a polished performance for an audience.

First Access Programme – Additional Teaching and Learning

Sing to support learning.
Be introduced to the place of the instrument / instrument group in various cultures.
Discover the origin and history of the instrument / instrument group.
Appreciate what it takes to become an accomplished musician by finding out some biographical information about a particular player.
Experience the role of the instrument / instrument group in some contrasting ensembles.
Experience some key repertoire written by famous composers for the instrument / instrument group and learn a few key biographical facts about the composer.
Know and use terms – tempo and dynamics. Understand use of tempo and dynamics to create desired effects.
Understand different ways in which music is led. Have opportunities to lead instrumental playing and indicate changes to the way music is to be played.
Know and use terms – timbre and texture Explore different sounds that the instrument can make Play pieces that combine instrument sounds in different ways to create various textures (link to vertical structure)
Know and use terms such as – structure, verse, chorus, introduction, repetition Identify structure of simple pieces, e.g. Binary – AB and Ternary ABA. Experiment with varying structure of pieces, e.g. repeating a section. Structure pieces by layering parts (link to texture)
Watch/listen to accomplished performers for inspiration – e.g. provider demo or video performance
Be made aware and encouraged to make use of progression and continuation opportunities offered in local community and by SoundStorm. Providers to facilitate in liaison with school and SoundStorm.