

1Term2Learn: Cornet

All lessons include listening and cover these skills: exploring a wide range of music from across the world, from early music to present day. Children are invited to respond to questions related to key elements/ dimensions of music: pulse/ beat, pitch (high and low) dynamics loud (forte) soft (piano) crescendo (get louder). tempo (speed up and slow down) texture (chords, melodic line).

	Main Objectives	Interrelated Dimensions of Music	Musicianship Skills	National Curriculum
Lesson 1	<p>Understand the assembly and care of the cornet</p> <p>Produce a sound on the mouthpiece using correct embouchure</p> <p>Introduce note C</p> <p>Understand and demonstrate good posture</p>	<p>Beat/ Pulse</p> <p>Rhythm</p>	<p>Listen with understanding</p> <p>Maintain a steady pulse</p> <p>Move in time to music</p> <p>Introduce rhythm and difference between rhythm and pulse</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>
Lesson 2	<p>Develop correct embouchure and quality sound</p> <p>Introduce basic music notation</p> <p>Introduce new note B</p>	<p>Beat/ Pulse</p> <p>Rhythm</p> <p>Pitch</p>	<p>Listen with understanding</p> <p>Maintain a steady pulse</p> <p>Maintain correct embouchure</p> <p>Move in time to music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>
Lesson 3	<p>Learn to play B and C confidently</p> <p>Develop understanding of pulse and rhythm whilst changing tempo</p>	<p>Beat/ Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p>	<p>Listen with understanding</p> <p>Show good playing position</p> <p>Produce a clear sound</p> <p>Maintain correct embouchure</p> <p>Show a good playing position</p> <p>Sing in tune</p> <p>Playing in time together</p> <p>Listen and copy with understanding</p> <p>Develop understanding of pulse and rhythm whilst changing tempo</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</p>
Lesson 4	<p>Develop an understanding and appreciation of performing as an ensemble</p> <p>Introduce new note D</p>	<p>Beat/ Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Tone</p>	<p>Listen with understanding</p> <p>Awareness of performance skills</p> <p>Playing in time together</p> <p>Play with others confidently, starting and stopping together</p> <p>Maintain correct embouchure</p> <p>Show a good playing position</p> <p>Sing in tune</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</p>

Lesson 5	Copy/Improvise using basic rhythms Move between notes: B, C and D	Beat/ Pulse Rhythm Pitch Tempo Dynamics Tone	Listen with understanding Performance skills Maintain correct embouchure Show a good playing position Relate symbol to sound Sing in tune	Improvise and compose music for a range of purposes using the interrelated dimensions of music
Lesson 6	Develop an understanding of music notation Move between notes: B, C and D	Beat/ Pulse Rhythm Pitch Tempo Dynamics Tone Structure	Listening with understanding Relate symbol to sound Sing/play holding an independent part Performance skills Maintain correct embouchure and use tongue to begin notes	Use and understand staff and other musical notations
Lesson 7	Able to follow a leader/conductor, listening and responding to a changing pulse Controlling tone at an appropriate dynamic Understand performance etiquette	Beat/ Pulse Rhythm Pitch Tempo Dynamics Tone Structure Timbre	Produce a controlled tone and show good ensemble skills Sing in tune and hold an independent part Able to follow a leader/conductor listening and responding to a changing pulse Understanding music notation Relate symbol to sound	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Use and understand staff and other musical notations
Lesson 8	Develop performance and rehearsal skills; good rest and playing positions, fluency, awareness of stage craft, and following conductor. Controlling tone at an appropriate dynamic. Understand performance etiquette	Beat/ Pulse Rhythm Pitch Tempo Dynamics Tone Structure Timbre Silence	Produce a controlled tone and show good ensemble skills. Sing in tune and hold an independent part. Able to follow a leader/conductor, listening and reacting to a changing pulse. Understanding music notation. Relate symbol to sound.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression
Lesson 9	Evaluate/ assess What needs to improve and how? Refer to skills learnt on the cornet this term. Understand performance etiquette	Beat/ Pulse Rhythm Pitch Tempo Dynamics Tone Structure Timbre Silence	Musicianship skills become embedded into the performance	The interrelated skills and knowledge set out in the National Curriculum combine into an authentically musical experience for the children.
Lesson 10	Perform to an audience	Beat/ Pulse Rhythm Pitch Tempo Dynamics Tone Structure Timbre Silence	Musicianship skills become embedded into the performance	The interrelated skills and knowledge set out in the National Curriculum combine into an authentically musical experience for the children

