

Long-term Plan

BRASS

Skills To Be Taught	Level One (pre-Grade 1)	Level Two (Grade 1)	Level Three (Grades 2 - 3)	Level Four (Grades 4 - 5)	Level Five (Grades 6 - 8)
Pitch - range - scales - intervals - harmony - notation	Produce notes within a range of a fifth Play simple scale patterns Play simple pieces including small interval leaps Recognise notes from standard notation	Extend range to one octave, including some chromatic notes Elementary major and minor scales and arpeggios one octave Learn pieces relating to these keys Develop sight-reading skills within these keys Understand how to tune the instrument	Extend range to a twelfth Scales and arpeggios with up to four sharps or flats Learn pieces relating to these keys Develop sight-reading skills within these keys Learn pieces in two or three parts	Extend range to two octaves Scales and arpeggios with up to five sharps or flats Learn pieces relating to these keys Develop sight reading skills within these keys	Extend range to include full chromatic coverage within two octaves Scales and/or modes in all keys, with both melodic and harmonic minors Introduce pedal notes Develop sight reading skills within these keys Accurate intonation across the range

	Level One	Level Two	Level Three	Level Four	Level Five
Duration - <i>rhythm</i> - <i>pulse</i> - <i>tempo</i>	Play simple rhythms (using crotchets, quavers, minims and semibreves) Recognize simple rhythms from standard notation Play pieces in 4/4 and 3/4 time Play with a steady pulse at a moderate tempo .	Extend ability to read and play rhythms in simple time, including dotted rhythms, single quavers and rests Understanding and expression of strong and weak beats Understanding the difference between tempo, rhythm and pulse Play in varied tempi (from moderately fast to moderately slow) Play using gradations of tempi (<i>ritardando</i> and <i>accelerando</i>) Set and maintain a steady pulse	Introduction of compound time signatures and rhythms Introduction of triplets, semiquavers and syncopated rhythms Play in varied tempi (from fast to slow)	Introduction of irregular time signatures e.g. 5/4 Refine the ability to distinguish tempo characteristics, e.g. <i>allegro</i>, <i>andante</i>, <i>lento</i>	Complex rhythms and rhythmic transitions in all time signatures Understanding all tempo directions and to interpret and implement those directions Understanding and implementation of rubato

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Technique - tone - articulation - fingering - posture - dynamics	Production of a reliable, steady tone through: Embouchure Posture Breathing Tongue notes without stopping the breath in between Co-ordinate finger movement with tonguing Play legato phrases Play at a reliable <i>mf</i> (without over-blowing)	Introduce staccato tonguing Recognise and play a mixture of tongues and slurs Play with dynamic contrast (<i>f</i> , <i>mf</i> , <i>mp</i> , and <i>p</i> , <i>crescendo</i> and <i>diminuendo</i>)	Develop the variety of articulation, including accents and tenuto Introduce trills and grace notes Increase dynamic range including <i>ff</i> , and <i>pp</i>	Develop awareness and use of tonal qualities over all registers, supported by relevant breathing technique specific to the instrument, e.g. vibrato Develop dynamic subtleties, including ability to express <i>sf</i> , <i>fp</i> , <i>morendo</i> etc.	Introduce double tonguing and advanced tonal and contemporary techniques, e.g. flutter tonguing, glissandi Use of dynamics to develop phrasing and interpretation
Singing - songs - aural skills	Sing at least one song within a simple pitch range (this might be a piece being learned on the instrument) Sing up and down the scale patterns of the pitches learned	Sing with improved pitching and confidence Sing back a short (two bar) phrase	Sing with improved pitching and confidence across a wider pitch range Sing back a short phrase, including in a minor key	Take part in choirs Sing simple lines from notation	Take part in choirs and vocal ensembles

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Theoretical knowledge and understanding - <i>structure</i> - <i>terms</i> - <i>style</i>	Awareness of the layout of a piece, any repetitions, including ternary (ABA) form Recognise direction of pitches e.g. step by step up or down	Use of elementary musical terms (e.g. <i>forte and piano</i>) Understanding phrasing (and breathing according to phrasing)	Expanding understanding of more complex structures e.g. Rondo Recognise rhythmic, melodic and harmonic features e.g. sequences, intervallic leaps	Understanding more complex structures e.g. Rondo form, Minuet and Trio Understanding musical character and style	Understanding more advanced forms e.g. Sonata form, mobile structures Make musical decisions by reflecting on musical styles and conventions
Performing - <i>solo</i> - <i>in parts</i> - <i>ensembles</i>	Perform simple repertoire from notation or from memory Perform solo and with others for an audience in a variety of contexts Perform with keyboard accompaniment and/or CD backing tracks	Perform music in a variety of different genres and styles Perform in parts e.g. duets, rounds Develop ensemble skills	Perform longer, more advanced pieces, with an awareness for communicating musical style Able to hold individual line in a small ensemble Opportunities for duets, trios and quartets	Able to perform two or three solo pieces, with or without accompaniment, in the same programme Opportunities to learn different instruments of the family Opportunity to play in mixed ensembles	Perform advanced repertoire in substantial programmes involving a range of styles, including contemporary music. Develop chamber music skills, large ensemble/orchestral skills

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Composing and Improvising	Take part in question and answer activities, leading to improvising with simple rhythms and pitches over two bars	Extend length of improvised responses in question and answer activities	Pupils work together to structure composed and/or improvised pieces Introduce chords and simple chord sequences	Ability to notate composition, using standard or graphic scores Improvise within a more complex framework, using a variety of keys	Compose and/or improvise using a wider variety of styles e.g. rock, jazz, minimalist, atonal, pastiche Refine notation of compositions
Listening	Appraise own and others' achievements and performances Play simple patterns and pieces by ear and from memory Listen to a variety of music in different styles and genres, appreciating different moods and characteristics, and be able to describe these in words. Listen, understand and respond to instructions	Listen to others when playing with accompaniment or as an ensemble Use simple musical vocabulary to describe music Understand tasks set for practice	Awareness of relationship to all other parts in ensemble playing Play more advanced pieces by ear and / or from memory Identify time signatures and rhythms when listening to music, both in simple and compound time Self assessment to develop effective practice strategies	Recognition of more complex musical elements and structures e.g. major/minor tonality, sequences Recognition and understanding of textures and timbres Recognition and identification of a variety of musical styles, e.g. classical, romantic, waltz, tango, jazz	Full awareness of other parts in ensemble work, and ability to respond musically Perform advanced pieces from memory A full vocabulary of musical terms to describe musical elements and styles Recognise cadences and basic chord progressions