



Term Time Courses

What Your Child Will Achieve With Us

At The Strings Club, we are passionate about offering only the very best in music education. That's why you'll find that every Term Time Course that we offer is carefully-created to inspire your child in more ways than one. Whether a Minis (aged 4-5) or a Sound Start programme (aged 6-11), each 10-week termly course is progressive and follows the school academic year.

We established Minis Awards in 2016 in order to enable your child to celebrate the music skills they learn and to give them a real sense of achievement and boost their confidence. Minis Awards will introduce your child to a new instrument and begin to explore musical principles and techniques – it's the perfect start to their musical journey and will kickstart a lifelong love of playing instruments.

Find below a detailed overview of what your child can achieve with us in their first year including

- **Our exclusive "Musicianship Matters"** - where your child can learn about the "nuts and bolts" of music in a fun, interactive way that enables them to use their understanding of music theory and apply it effectively to their instrumental learning.
- **Our "Six Learning Objectives"** - to ensure that every child receives balanced and versatile lessons that motivate them to enjoy learning an instrument and to reach their musical potential.
- **Our Termly Overview** - so you know what you should expect your child to achieve
- **How our Courses are linked to EYFS Key Areas of "Prime Development"**



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Musicianship Matters

Strings Club Minis - Caterpillar (Term 1) - Musicianship Matters – Learning Objectives:

Rhythm	<ul style="list-style-type: none"> ❖ To be able to identify and clap simple rhythms using crotchets, minims, quavers. ❖ To be able to identify crochet rests. ❖ To differentiate between pulse and rhythm.
Pitch	<ul style="list-style-type: none"> ❖ To be able to identify a high and low pitch.
Pulse	<ul style="list-style-type: none"> ❖ To be able to clap and move to a steady beat. ❖ To be able to play their instrument to a steady beat.
Dynamics	<ul style="list-style-type: none"> ❖ To be aware of soft and loud sounds.
Notation	<ul style="list-style-type: none"> ❖ To be able to identify open string notation and other features such as treble clef, time signature.

Strings Club Minis - Chrysalis (Term 2) - Musicianship Matters – Learning Objectives:

Rhythm	<ul style="list-style-type: none"> ❖ To be able to identify and clap moderate rhythms using crotchets, minims, quavers and semi-quavers. ❖ To differentiate between pulse and rhythm whilst performing. ❖ To be able to play a range of repertoire with various rhythmic features.
Pitch	<ul style="list-style-type: none"> ❖ To be able to identify a high and low pitch.
Pulse	<ul style="list-style-type: none"> ❖ To be able to play their instrument to a steady to fast pulse.
Dynamics	<ul style="list-style-type: none"> ❖ To be able to play soft and loud on their instrument and know how to do this. ❖ Be aware of the terms <i>piano</i> and <i>forte</i>.
Notation	<ul style="list-style-type: none"> ❖ To be able to identify notes that sit in the spaces and the notes that sit on the line.

Strings Club Minis - Butterfly (Term 3) - Musicianship Matters – Learning Objectives:

Rhythm	<ul style="list-style-type: none"> ❖ To be able to identify, clap and play moderate to complex rhythms using, crotchets, minims, quavers, semi-quavers (as notation).
Pitch	<ul style="list-style-type: none"> ❖ To be begin to be aware of the contour of a melody and in which direction the pitch is moving e.g. High to low, low to high.
Pulse	<ul style="list-style-type: none"> ❖ To know the importance of playing to a steady beat.
Dynamics	<ul style="list-style-type: none"> ❖ To be able to understand the terms forte, piano, crescendo and diminuendo.
Notation	<ul style="list-style-type: none"> ❖ To be able to identify confidently, most notes on the stave and rhythm. ❖ To be able to play a musical motif with confidence. ❖ Learn about other elements associated with notation such as stave, bar lines, time signature and treble clef.



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Tempo	❖ To be able to keep a steady pulse, start music confidently from a given pulse, and be able to adjust the tempo if necessary e.g. (getting quicker and slower) children should be aware of different tempos.
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The Strings Club – Termly Learning Objectives

<p>1. Listening and internalising</p>
<ul style="list-style-type: none"> - Listening to music with concentration in/ out of lessons. - Having a clear aural perception of the music to be played/sung - Recognising and discriminating between the musical elements of pulse, pitch, rhythm, tempo, dynamics, texture and tone colour - Recognising and conveying structural elements in their playing
<p>2. Developing Technique</p>
<ul style="list-style-type: none"> - Posture, hold of the instrument and freedom of movement - Tone quality and intonation - Articulation - Co-ordination - Instrument-specific technique
<p>3. Composing and Improvising</p>
<ul style="list-style-type: none"> - Improvising expressively - Applying instrumental skills in composing/improvising - Interpreting music, developing personal response
<p>4. Playing music</p>
<ul style="list-style-type: none"> - Working out how to play music by ear - Repeating musical patterns accurately and from memory - Playing in a variety of styles with fluency, expression and understanding - Memorising pieces that have been learnt - Reading and playing music from sight - Interpreting all aspects of the music
<p>5. Playing music with others</p>
<ul style="list-style-type: none"> - Listening, watching, responding and leading - Contributing to collective decisions, including interpretation
<p>6. Performing and Communicating</p>
<ul style="list-style-type: none"> - Interpreting and communicating the character of music - Evaluating their performances and making improvements



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Minis Ukulele - Level 1 - Caterpillar - Overview

- ★ Pupils are able identify all parts of the ukulele as well as other instruments of the string family.
- ★ Pupils aim to control sounds on their ukulele and have a clear understanding of technique including how to hold the Ukulele (rest position/ready position) plus left hand, right hand positions and good posture. Pupils are also aware of musical elements such as rhythm, pitch, notation and pulse.
- ★ They are able to play a range of well known repertoire including, open string pieces confidently and identify open string notation through their repertoire, keeping in time with others in the group.
- ★ Pupils are able to play simple finger picking to a steady beat as well as a C-Major chord confidently. They are able to play and sing with confidence.
- ★ Pupils are able to improvise on the ukulele to a creative task such as storytelling activities. They can also use their skills when composing simple music patterns to a storyboard or task set by the teacher.

Minis Violin - Level 1 - Caterpillar - Overview

- ★ Children can identify all parts of the violin and the names of the strings.
- ★ Children aim to control sounds on their instruments and have a clear understanding of technique including use of bow and bow hold, rest position, ready position, posture, and the basics of musicianship.
- ★ Children play a variety of short, simple pieces with fluency and some expression. When playing with others they listen and watch, keeping in time with the group. They play with an appropriate balanced and relaxed posture, technical control and a pleasing musical sound.
- ★ Children display aural awareness in their control of musical elements (pitch, pulse, rhythm, tempo, dynamics and quality of tone).
- ★ Children play short phrases from memory, and from notation where appropriate. They improvise simple musical patterns (both rhythmically and melodically) with expression.
- ★ They are able to play open string pieces, read simple notation and correctly count/play semibreves, minims and crotchets.



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The Strings Club Minis and The Early Years Foundation Stage

Every child deserves the best start to their school life and Strings Club Minis enables them to reach their true potential – quickly!

Designed for children aged 4 – 5 in their first year of school, our *Strings Club Minis* course provides an interactive programme that strongly supports the Early Years Foundation Stage Framework for England (which became statutory in September 2012) particularly the 'Expressive Arts & Design' category that includes:

- **Exploring and using media and materials:** Children sing songs, make music, dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques developing a basic knowledge of musical features such as rhythm, notation, pitch, pulse and dynamics.
- **Early Learning Goal, Being imaginative:** Children use what they have learnt about music in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design & technology, art, music, dance, role play and stories.

Other key areas of EYFS that our Minis programmes are linked to:

- **Communication and language development:** involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.
- **Personal, social and emotional development:** helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Physical development:** involves providing opportunities for young children to be active and interactive, and to develop their coordination, control, and movement.
- **Literacy development:** involves encouraging children to read letters (names of strings, notation etc) both through listening to others and to be encouraged to read themselves.
- **Mathematics development:** involves providing children with opportunities to practise and improve their skills in counting numbers.
- **Understanding of the world:** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Although our Term Time and School Music Support Lessons are mostly led by the Strings



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Club Course Leader, they are intended to be delivered to support the individual needs of each child, and to support children in initiating and leading their own musical learning and practice at home.

General Overview of EYFS covered in a Minis

EYFS Prime Areas of Development:	Musical Activity That Could Support This:
Personal, Social & Emotional Development	<ul style="list-style-type: none"> • Singing songs using the names of others within the group. • Including music and songs from home/well known tunes. • Taking time for children to tell you their news and ideas. • Celebrating the ideas of the children by singing and dancing. • Playing games that involve taking turns. • Allowing everybody to have a chance to lead. • Encouraging free play with instruments. • Including peaceful, thoughtful moments in the delivery of music. • Singing songs about how we are feeling. • Providing a routine with the sessions. • Having simple rules about the care of musical instruments.
Communication & Language	<ul style="list-style-type: none"> • Ensuring that all our work allows time for the children's ideas • Asking open-ended questions. • Repetition to allow children to fully understand and make connections. • The use of new words to extend vocabulary. • The use of home languages. • The recording of songs and music sung and made up by the children. • Allowing children to play freely with musical instruments; to explore, question, discuss and learn. • Adding music to stories. • Encourage children to listen to music in/out of their lesson, and encourage them to share and talk about their musical experiences with others. • Singing songs with actions big and small. • Encouraging children to make up songs or add their own verses. • The repetition of songs that require anticipation e.g. getting the children to sing the last word of each phrase. • Playing your instrument to the children, allowing them to engage in a listening activity and respond verbally or physically; attempt to engage everybody in this activity.
Physical Development	<ul style="list-style-type: none"> • Ensuring a good space for working that encourages large movements . • Providing a broad range of sound makers and musical instruments that require both fine motor and gross motor skills.



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	<ul style="list-style-type: none"> • Encouraging exploration of the ukulele and other sound makers from music treasure baskets. • Providing activities that encourage spontaneous movement and expression. • Encouraging energetic movement and activities for both children and teacher. • Identifying and supporting those for whom physical activity is a challenge. • Recognising the need for rest. • Including healthy foods when singing songs about eating.
Literacy	<ul style="list-style-type: none"> • Being animated in our songs and words of songs. • Playing around with the ukulele. • Using puppets and props to tell and sing stories. • Using repetition. • Sourcing some fun songs for pupils to take home. • Teaching children to read music through letters and also notation.
Maths	<ul style="list-style-type: none"> • Singing songs with numbers going up and down to 20 where appropriate. • Alerting children to patterns in songs and music. • Playing around with musical patterns. • Making up picture patterns for children to interpret as appropriate.
Understanding the World	<ul style="list-style-type: none"> • Offering musical treasure baskets including rhythm sticks, rhythm cards etc. • Including music and songs from the cultures of all the families working with you. • Finding ways of introducing the children to many different musical instruments of the Strings family (through colouring in sheets etc). • Organising visits from other musicians, maybe older children from different courses (sound start ukulele, cello or guitar). • Adding and extending vocabulary where appropriate. • Encouraging children to use CD players and computer software that plays with and designs sounds and music. • Recommend listening to a range of repertoire and cultures.

To book a Minis programme - [click here](#)

or call 0121 296 9204



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