



# Term Time Courses

## What Your Child Will Achieve With Us

At The Strings Club, we're 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.

As partners with Music Medals, part of the Royal Schools of Music, our 10-week courses are designed to develop your child's instrument playing skills - both as a soloist and within a group - giving them something worthwhile to work towards on a regular basis.

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 Yearly Overview** - so you know what you should expect your child to achieve

### Musicianship Matters - Sound Start Level 1 (Year 1)

<b>Rhythm</b>	<ul style="list-style-type: none"><li>❖ To be able to identify and clap simple rhythms using crotchets, minims and quavers</li><li>❖ To be able to identify crotchet rests</li><li>❖ To differentiate between pulse and rhythm</li></ul>
<b>Pitch</b>	<ul style="list-style-type: none"><li>❖ To be able to identify a high, middle and low pitch (by ear and notation) and associate this with their instrument.</li></ul>
<b>Pulse</b>	<ul style="list-style-type: none"><li>❖ To be able to clap and move to a steady beat.</li><li>❖ To be able to play their instrument and any repertoire to a pulse.</li></ul>
<b>Dynamics</b>	<ul style="list-style-type: none"><li>❖ To be aware of soft and loud sounds.</li><li>❖ To know the terms <i>forte</i> and <i>piano</i>.</li></ul>
<b>Notation</b>	<ul style="list-style-type: none"><li>❖ To be able to identify open string notation and other features including treble clef, staff and time signature.</li></ul>
<b>Tempo</b>	<ul style="list-style-type: none"><li>❖ To be able to identify fast and slow tempos</li></ul>



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## The Strings Club – Termly Learning Objectives

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



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### Sound Start Guitar - Level 1 - Overview

Children can identify all parts of the guitar and the names of the strings.
Children aim to control sounds on their instruments and have a clear understanding of technique including use of rest stroke walking fingers, hold, use of the footstool for their left leg, 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.
Children display aural awareness in their control of musical elements (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 and use their instrumental skills when composing.
Children talk about the quality of their playing and suggest ways in which they can make improvements.
They are able to play open string pieces using the first three strings, read simple notation and to correctly count/play semibreves, minims and crotchets.

### Sound Start Violin - Level 1 - 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 balance 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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### Sound Start Ukulele - Level 1 - Overview

Children can identify all parts of the ukulele and the names of the strings.
Children aim to control sounds on their ukulele and have a clear understanding of technique including rest position, ready position, posture, and the basics of musicianship.
Children are able to differentiate between plucking and strumming and are able to alternate with confidence within a piece of music.
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 balance and relaxed posture, technical control and a pleasing musical sound.
Children are able to identify the C Major Chord and are able to play it confidently.
Children display aural awareness in their control of musical elements (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.

### Music Medals

Whereas typically it might take much longer than a year for a beginner to reach the standard to enter for Grade 1, through our help and guidance your child will work towards and achieve a Music Medal every Summer Term.

Scheme of Work	National Qualifications Framework	General Exams	Music Medals	Music Exams
Sound Start 1	Entry	N/A	Copper	Pre-Grade 1
Sound Start 2	Entry	N/A	Bronze	Pre-Grade 1
Sound Start 3	1 Foundation	GCSE D - G	Silver	Grade 1
Sound Start 4	1 Foundation	GCSE D - G	Gold	Grade 2
Sound Start 5	1 Foundation	GCSE D - G	Platinum	Grade 3
Sound Start 6	2 Intermediate	GCSE A* - C	Platinum/Grade 4	Grade 4