



Great Linford
Primary School

Peripatetic Lessons

A handy pocket guide explaining how to help support your child in taking up a musical instrument.

Inspiration

Children always begin their musical journey by being inspired by hearing, seeing or experiencing instruments inside or outside the classroom.

Learning about music in school helps children to:

- enjoy a wide range of music and make music themselves
- increase use of their imagination, creativity, aesthetic sensitivity and fulfilment
- express themselves and develop emotionally
- understand alternative forms of communication
- concentrate and become more self-disciplined
- develop practical skills
- be encouraged in active involvement with other children to make music together
- foster pupils' sensitivity to, and their understanding and enjoyment of, music through an active involvement in listening, composing and performing
- develop an awareness of musical traditions and developments in a variety of cultures and societies
- have the opportunity to experience a feeling of fulfilment which derives from striving for the highest possible artistic and technical standard.

Top Tips

1. Make sure you are excited when you tell your child that he is going to learn how to play an instrument!

If you're not excited about it, they won't be either.

2. Make sure that your child is exposed to all kinds of music from a young age—classical, jazz, blues, rock, folk, etc. Let them see you get in to it! The more your child hears, the larger her palate will be.

3. Make daily practice a part of your child's daily routine, like brushing their teeth, or getting dressed. (Or at least weekdays, if you can't manage the weekends) Started early, and with a lot of encouragement and reminding from you, that habit will start to become routine. With younger children (ages 4-6) the afternoon or early evening might work better. As they get older it may be best earlier in the morning. Experiment, and see what works for you and your child.

4. Encourage them to do mini performances for you after their practice so they feel they have a purpose to their practice. Give positive feedback and keep a record using the practice book and perhaps agree a reward to aim for each week. Please use our practice sheets to help motivate your children or use the ones provided by their teacher.

5. Try to encourage your child to explore different types of music their instrument may be used in. Look for famous soloists, orchestra's where their instrument is played.

Listen/Watch videos on you tube or even perhaps take them to a local music concert if there are some close by.

The Milton Keynes Theatre, Stantonbury Theatre and The Stables often have a variety of music events. Also take a look at the MK Music Music Hub, and MK Sinfonia/Orchestras.

6. Don't let the first frustration or tantrum (or the second or the seventh) discourage you or your child. Those are normal, and almost every child will hit a wall of some kind. One of the benefits of persevering through those times is that the child learns problem-solving. Something that seemed impossible to play two weeks ago is suddenly coming much easier.

7. The learning process is rarely a linear line – with music or anything – so don't let bumps in the road stop you. Your child will learn that no problem is insurmountable. Point out that anyone who has become really exceptional at anything – sports, chess, video games, you name it – had times where they didn't feel like working on the parts that didn't come easy, and became frustrated when they couldn't "get" it. If you end up with a screaming crying child put it away for another time when she has calmed down.

8. When your child finally gets it (whether it's "Mary had a little Lamb" or a Beethoven Sonata) show genuine pride and excitement. Accomplishments, no matter how small, are always something to be celebrated.

9. Don't forget to let your child "play with" their instrument, as well as "play it." Let their creativity out. Have them make sound effects or make up a tune to a story they know well, or even better, have them make their own story up! Tell them to make up a sad song, then a happy one. Music stimulates so many areas of the brain; your child just might surprise you!

10. And finally, don't let the discipline of music get in the way of the joy of music-making. Yes, it is hard. Yes, it can be frustrating. But the joy children experience when they really get "in" to a particular piece of music is something that can rarely be duplicated. Like anything in life, you get out of it what you put in to it.

Most importantly, enjoy the musical journey your child is on!

Musical Families

Musical instruments are grouped into families based on how they make sounds. In an orchestra, musicians sit together in these family groupings.

Brass

Brass instruments are made of brass or some other metal and make sound when air is blown inside. The musician's lips must buzz, as though making a "raspberry" noise against the mouthpiece. Air then vibrates inside the instrument, which produces a sound. Brass instruments include trumpet, trombone, tuba, French horn, cornet, and bugle.

Percussion

Most percussion instruments make sounds when they are hit, such as a drum or a tambourine. Others are shaken, such as maracas, and still others may be rubbed, scratched, or whatever else will make the instrument vibrate and thus produce a sound. Percussion instruments include drums, cymbals, triangle, chimes, tam-tam, glockenspiel, timpani (kettle drums), bells, and xylophone.

Strings

The sounds of string instruments come from their strings. The strings may be plucked or strummed, as in a guitar or harp; bowed, as with a cello or a violin; or struck, as with a dulcimer. This creates a vibration that causes a unique sound.

Stringed instruments include the violin, viola, cello, bass, harp, and dulcimer.

Woodwinds

Woodwind instruments produce sound when air (wind) is blown inside. Air might be blown across an edge, as with a flute; between a reed and a surface, as with a clarinet and saxophone; or between two reeds, as with a bassoon and oboe. The sound happens when the air vibrates inside. Woodwind instruments include flute, piccolo, clarinet, saxophone, recorder, bassoon, and oboe.

Musical Terms

There are many different terms and words used in music throughout the world. Here are the most used terms and some basic definitions. Many of the music terms listed below come from the Italian language. That is because Italy was where many of these terms were first introduced.

A cappella - singing without any instruments

Adagio - slow

Allegro - to play music brisk and happily, sometimes fast

Alto - high pitched, an alto voice is lower than a soprano, but higher than a tenor

Andante - moderate tempo or pace of music

Arpeggio - notes of a one chord are played quickly, one after the other.

Bass - low, the lowest of the voices and the lowest part of the harmony

Bravura - to play music boldly

Bridge - the part of a song that transitions between two main parts

Capo - the beginning

Chord - when three or more notes are played at the same time. There are many different types of chords or combinations of notes that can be played in music.

Coda - the end, tail, or closing section of a song

Common time - this is a typical beat of 4 beats per measure/bar. Many songs have this timing and it is indicated by a "C" or half circle. Or 4/4 in the written music

Crescendo - growing steadily louder

Dissonance - a combination or quality of sounds that sound unstable

Dolce - to play a piece of music sweetly

Forte - to play music loudly or strongly

Harmony - when several notes or chords come together to create a certain sound.

Improvisation - making up the song or melody as you play

Key - a musical key is when the notes of a song are centred around a certain note or class of notes that sound "right" when played.

Legato - to play music smoothly, to blend notes together

Lento - slowly

Duration - the period or time frame of song that has the entire timing. The measure is then repeated over and over during the song.

Meter- a pattern of strong and soft beats throughout the music

Mezzo - moderately. For example; mezzo forte - moderately loud.

Octave - In music, an octave has all notes (A, B, C, D, E, F, and G) as well as their sharps and flats included. This octave is repeated in both higher and lower pitches. So the next higher A note, after the note you are playing, is considered one octave higher.

Piano – quiet

Pizzicato – when you pluck the strings on a stringed instrument, rather than playing them with a bow

Score – this is the written down version of music. Generally for a complex piece that shows the music for a number of musical instruments.

Solo – played by a single musical instrument or voice

Sonata – a song written for one or more instruments playing solo

Soprano – the highest of the singing voices

Sotto voce – quietly

Staccato – when each music note is played sharply and by itself.

Stanza – the verse of a song

Tempo – timing or speed of the music

Tenor – a range of voice that is between the bass and the alto.

Vibrato – the repeating changing of the pitch of a note

Pitch— whether a note is high or low.

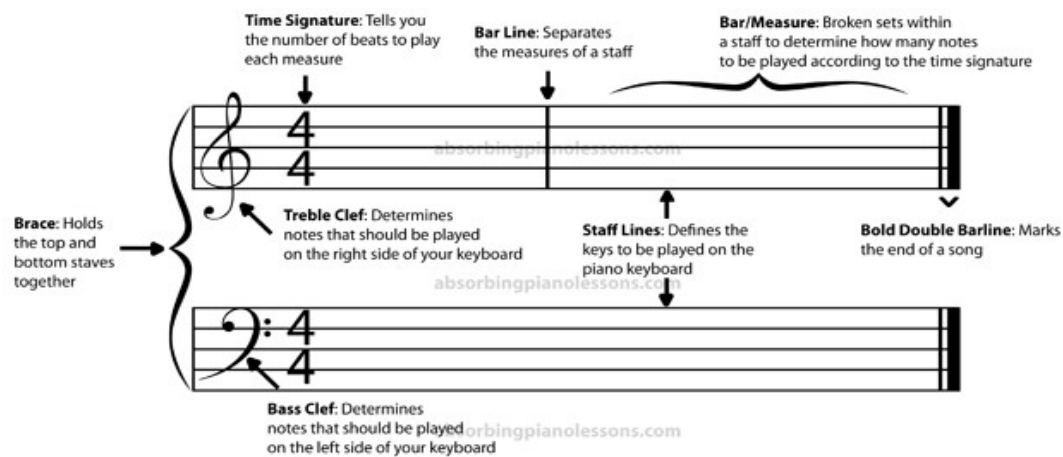
Mezzoforte—to play quite loud

Your child may learn further musical terms depending upon which instrument that they are learning. Encourage them to keep a record of these words and see if they can remember what they mean.

Musical Notation

Musical Score and Notes is the written version of what your child is learning to play. Most instruments will only use one stave (apart from the piano), either Treble Clef or Bass Clef.

Grand Staff

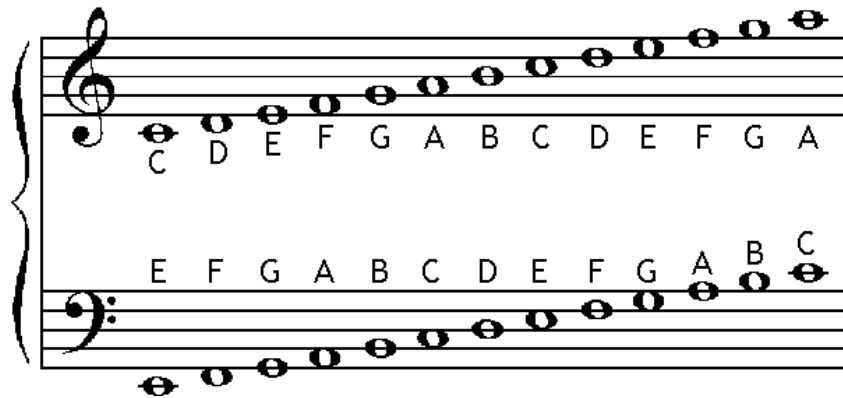


When notes are placed within the bars and time signature, they all represent different lengths of time the instrument needs to be played for:

Rests	Notes	Note	Beats
	O	Breve	8 Beats
—	O	Semi-Breve	4 Beats
—	o	Minim	2 Beats
♪	•	Crotchet	1 Beat
7	•	Quaver	1/2 Beat
7	•	Semi-Quaver	1/4 Beat

Musical Notation

When notes are placed in a particular place within the staff, this adjusts the pitch at which the instrument is to play and the notes are named.



When the duration of note and pitch are put together and then placed into bars in their time signature it creates a written piece of music.

Twinkle Twinkle Little Star

Twinkle, twin-kle, lit - tle star, how I won-der what you are!

Up a - bove the sky so high, like a dia-mond in the sky.

Twin-kle, twin-kle, lit - tle star, how I won-der what you are!

Further Guidance:

<http://www.wikihow.com/Read-Music> if you want to learn how to get to grips with the rudiments of learning to read music, this is a good site.

<http://www.musictheory.net/lessons> a brilliant site that you could use with the children to learn to read music together. It's a very clear site that only requires a 'click' to introduce you to the information as you need it.

<http://www.teoria.com/index.php> another good site with music reading tutorials. Excellent for your own subject knowledge development as well as for Gifted and Talented children.

Further Opportunities

School Performances—Christmas and Summer Fayre and various others.

MK Primary Music Festival—children will be offered a chance to represent the school in playing their musical instrument.

Circles—At the beginning or end of the day, classes will often do a circle, encourage your child to offer to show what they have been learning within their lessons.

Music Celebration Assemblies— Whole school assemblies promoting music and children's achievements in peripatetic lessons.

Orchestra/Music Performances— There are many local opportunities to go and see instruments being played by professionals, these also are sometimes invited to showcase their talents within assemblies and inspire others.

The Milton Keynes Music Hub

The MK Music Hub provide lots of opportunities for further learning and external opportunities to be a part of youth bands and orchestras.

They have a comprehensive list of events and activities for children.



<https://www.milton-keynes.gov.uk/children-young-people-families/mk-music-hub/children-young-people-parents-other-adults>