



In Harmony Brass Curriculum 2024

Year 3	
Strands of Learning	<p>Melody</p> <ul style="list-style-type: none"> • Can buzz simple rhythms on mouthpiece and instrument • Can understand using embouchure/air flow to change pitch • Can begin learning scale • Can recognise learnt notes on the stave • Can remember valves/slide positions for learnt notes
	<p>Notation</p> <ul style="list-style-type: none"> • Can create rhythms and split them into beats of the bar • Can speak through rhythms confidently and transfer this to instrument • Can sing in Sol-Fa confidently and transfer this to instrument • Can understand and read performance techniques such as repeats, accents, slurs, ties and pause marks • Can begin to play dynamics and understand time signature
	<p>Ensemble</p> <ul style="list-style-type: none"> • Can identify brass instruments both by ear and sight • Can expand knowledge of brass instruments and genres through weekly live video performances • Can start and finish as an ensemble • Can watch the conductor and follow simple directions
	<p>Composing/Improvising</p> <ul style="list-style-type: none"> • Can begin to compose using rhythms, sol-fa, and lyrics • Can develop improvisation using single note and rhythms
	<p>Technique</p> <ul style="list-style-type: none"> • Can understand how to make a sound on a brass instrument • Can hold a long note with consistent quality of sound • Can develop good breathing and a strong instrument hold • Can play without pressure at the mouthpiece • Can begin using the tongue for note production
	<p>Performing</p> <ul style="list-style-type: none"> • Can take part in termly performances in school

		<ul style="list-style-type: none">• Can perform solos in ensemble• Can behave professionally when performing
	Vocabulary	<ul style="list-style-type: none">• Buzz, pitch, valves, mouthpiece, water key, bell, slide, dynamic, scale, rhythm, pulse, instrument family, improvisation, composer, tonguing, repeat, accent, slur, tie, pause mark
	Key Teaching Materials	<ul style="list-style-type: none">• Vamoosh trumpet book 1• Vamoosh trumpet book 1



Year 4	
Strands of Learning	Melody <ul style="list-style-type: none"> • Can comfortably change pitch using embouchure/air flow • Be able to play full octave scale slurred and tongued • Can recognise learnt notes on the stave • Can play the arpeggio
	Notation <ul style="list-style-type: none"> • Can play dynamics • Can create complex rhythms and split them into beats of the bar • Can continue to build on knowledge of performance techniques adding staccato, tenuto, breath marks (phrasing) • Can understand accidentals and key signature • Can speak rhythms and transfer to instrument • Can sing Sol-Fa and transfer to instrument
	Ensemble <ul style="list-style-type: none"> • Can continue expanding listening, watching weekly live video performances • Can understand rehearsal techniques • Can follow the conductor
	Composing/Improvising <ul style="list-style-type: none"> • Can continue developing improvisation using multiple pitches
	Technique <ul style="list-style-type: none"> • Can hold a long note for significant length with control over tone and air flow • Can use and understand good air flow to achieve clean and centred tone • Can develop a good valve/key/slide technique with a strong and comfortable instrument hold • Can use the tongue to achieve clean articulation
	Performing <ul style="list-style-type: none"> • Can take part in termly performances in school • Can perform solos in ensemble • Can behave professionally when performing
	Vocabulary <ul style="list-style-type: none"> • Buzz, pitch, valves, mouthpiece, water key, bell, slide, dynamic, scale, rhythm, pulse, instrument family, improvisation, composer, tonguing, conductor, accent, staccato, tenuto, breath mark, phrasing, swing, accidental, sharp, flat, natural
	Key Teaching Materials
Vamoosh trumpet book 1 John Miller's trumpet basics <ul style="list-style-type: none"> • A New Tune A Day 	Vamoosh trumpet book 1 John Miller's trumpet basics <ul style="list-style-type: none"> • A New Tune A Day

Year 5		
Strands of Learning	Melody	<ul style="list-style-type: none"> • Can play C Major scale and arpeggio and recognise these on the stave • Can play new scales and arpeggio and understand the key • Can recognise all learned notes on the stave
	Notation	<ul style="list-style-type: none"> • Can confidently read and play dynamics • Can understand how rhythms fit into beats of the bar • Can continue building knowledge of performance directions • Can recognise key signatures • Can understand how key signatures relate to scales
	Ensemble	<ul style="list-style-type: none"> • Can understand the importance of practicing pieces outside of rehearsals • Can operate as a member of a team in orchestra
	Composing/Improvising	<ul style="list-style-type: none"> • Can continue developing improvisation skills
	Technique	<ul style="list-style-type: none"> • Can understand how to use air flow to achieve higher ranges comfortably without pressure • Can begin to understand enharmonic equivalents and how this relates to the valves/slide positions • Can achieve clear articulations with the use of tongue on more complicated rhythms
	Performing	<ul style="list-style-type: none"> • Can take part in termly performances in school • Can behave professionally when performing • Can sit quietly and sensibly in bars rest when playing with the orchestra
	Vocabulary	<ul style="list-style-type: none"> • Scale, octave, slur, tongue, pitch, dynamics, major, minor, key signature, accidental, sharp, flat, natural, enharmonic equivalent, arpeggio, harmony
	Key Teaching Materials	<ul style="list-style-type: none"> • Belwin Master Duets (Easy) John Millers trumpet basics • Belwin Master Duets (Easy) John Millers trumpet basics

Year 6	
Strands of Learning	Melody <ul style="list-style-type: none"> • Can play Major and Minor scales and arpeggios • Can understand how major and minor are related • Can play pieces confidently with all musical detail
	Notation <ul style="list-style-type: none"> • Can read and play music without fingers/slide positions written on the music • Can understand key signatures and the relationship to scales
	Ensemble <ul style="list-style-type: none"> • Can understand the importance of sectional rehearsals outside of full rehearsals • Can operate as a member of a team in orchestra
	Composing/Improvising <ul style="list-style-type: none"> • Can continue developing improvisation skills • Can use the blues scale to improvise
	Technique <ul style="list-style-type: none"> • Can play lip flexibilities with centred tone • Can be comfortable with high register and extend if possible • Can tongue confidently and quickly
	Performing <ul style="list-style-type: none"> • Can take part in termly performances in school • Can complete an ABRSM exam where appropriate
	Vocabulary <ul style="list-style-type: none"> • Scale, octave, major, minor, harmonic, melodic, dynamics, performance directions, blues
	Key Teaching Materials <ul style="list-style-type: none"> • John Miller's Trumpet Basics • John Miller's Trumpet Basics

