



**In Harmony Strings Curriculum 2024**

<b>Year 1</b>	
<b>Strands of Learning</b>	<p><b>Melody</b></p> <ul style="list-style-type: none"> <li>• Can play simple pizzicato accompaniments to tunes from Song Bank 1</li> <li>• Can demonstrate copycat rhythms on all strings</li> <li>• Can play simple doh-soh melodies from Song Bank 1, both pizzicato and bowed</li> <li>• Can play tunes from Song Bank 1 involving left hand pizzicato and the octave harmonic</li> </ul>
	<p><b>Notation</b></p> <ul style="list-style-type: none"> <li>• Can recognise the string characters and connect these to the strings on the instrument</li> <li>• Can read and play simple rhythms on open strings with stick notation and colours</li> <li>• Can sight read music with the aid of colours and characters</li> </ul>
	<p><b>Ensemble</b></p> <ul style="list-style-type: none"> <li>• Can start and stop with the ensemble</li> <li>• Can have an awareness of the conductor</li> </ul>
	<p><b>Composing/Improvising</b></p> <ul style="list-style-type: none"> <li>• Can improvise a simple four beat rhythm which can be copied by others</li> <li>• Can improvise on open strings through call and response</li> </ul>
	<p><b>Technique</b></p> <ul style="list-style-type: none"> <li>• Can understand how to look after instrument</li> <li>• Can understand how to get ready to play and hold rest position</li> <li>• Can prepare for left hand fingers with left hand pizzicato with freedom of movement around the instrument using natural harmonics</li> <li>• Can maintain a good and relaxed playing posture and maintain a good bow hold</li> <li>• Can play circular bow retakes using “airplane bows”</li> </ul>
	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Can take part in three performances at the end of each term as an ensemble</li> <li>• Can have an awareness of an audience</li> </ul>
	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Bridge, Fingerboard, treble clef, alto clef, bass clef, down-bow, up-bow, tip/heel of bow, horsehair, stick, frog, open strings, flying pizzicato, hooked pizzicato, bow zone, repeats, ensemble</li> </ul>

	<b>Key Teaching Materials</b>	<ul style="list-style-type: none"><li>• Vamoosh Book 1</li><li>• Abracadabra Beginners</li><li>• Song Bank 1</li></ul>	<ul style="list-style-type: none"><li>• Fiddle/Viola/Cello Time Starters</li><li>• Violin Star Book 1</li><li>• Superstart Violin</li></ul>
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<b>Year 2</b>																			
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Year 3		
<b>Strands of Learning</b>	<b>Melody</b>	<ul style="list-style-type: none"> <li>• Can consolidate major scale playing stepwise and arpeggio melodies in the open string keys as well as playing melodies over two strings</li> <li>• Can begin to explore natural minor tonality and low 2<sup>nd</sup> and 2<sup>nd</sup> finger for cello</li> <li>• Can begin to play semiquaver groupings, compound time and dotted rhythms</li> </ul>
	<b>Notation</b>	<ul style="list-style-type: none"> <li>• Can read from the staff with colours with the aid of numbers, recognise open strings on the staff and be able to follow stepwise changes in pitch</li> <li>• Can read, write, and understand more complex rhythms and articulation such as slurs and staccato</li> </ul>
	<b>Ensemble</b>	<ul style="list-style-type: none"> <li>• Can approach more complex repertoire, including rounds and ostinato and play more complex rhythms accurately together as a group</li> <li>• Can play in minor tonality</li> <li>• Can have a wider understanding of phrasing as an ensemble including crescendo, diminuendo and a greater awareness of the conductor, ending a note together and slowing down and speeding up</li> </ul>
	<b>Composing/ Improvising</b>	<ul style="list-style-type: none"> <li>• Can have the ability to improvise within compound and simple time</li> <li>• Can improvise within a major pentatonic scale</li> <li>• Can improvise call and response phrases and question and answer phrases</li> </ul>
	<b>Technique</b>	<ul style="list-style-type: none"> <li>• Can play one and two octave scales in major and natural minor keys with separate bows and slurs</li> <li>• Can play one octave arpeggios</li> <li>• Can further build on listening to intonation, low second finger position and relaxed left hand position</li> <li>• Can have an awareness of parallel elbow movements in string crossings</li> <li>• Can begin to play using accurate string crossing, uneven bow patterns and slurs</li> </ul>
	<b>Performing</b>	<ul style="list-style-type: none"> <li>• Can take part in at least three ensemble performances per year with an awareness of an audience</li> <li>• Can begin to build the confidence required to play a solo or a small group performance.</li> <li>• Develop stage and backstage etiquette such as walking on and off</li> </ul>
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Slurs, compound time, simple time, 6/8, major scale, arpeggio, minor scale, crescendo, diminuendo</li> </ul>
	<b>Key Teaching Materials</b>	<ul style="list-style-type: none"> <li>• Vamoosh 1.5 and 2</li> <li>• Violin Star 1 and 2</li> <li>• Fiddle/ Viola/ Cello Time Joggers</li> <li>• Suzuki Book 1</li> </ul>



Year 4		
<b>Strands of Learning</b>	<b>Melody</b>	<ul style="list-style-type: none"> <li>• Can play repertoire confidently in the first position in the keys of (open string major keys and natural minor keys starting on 1<sup>st</sup> finger)</li> <li>• Can consolidate major/minor scale melodies with more complex string crossing and slurs</li> <li>• Can have an increased use of semiquaver groupings, compound time and dotted rhythms</li> </ul>
	<b>Notation</b>	<ul style="list-style-type: none"> <li>• Can identify and notate, without the colours, open string notes on staff and follow stepwise changes in pitch, referring to letter names or finger numbers</li> <li>• Can understand the elements of notated music – clef, time signature, bar lines, key signature</li> <li>• Can recognise slurs and dynamic markings – ff, f, mf, mp, p, pp</li> </ul>
	<b>Ensemble</b>	<ul style="list-style-type: none"> <li>• Can play in parts without backing track through rounds or simple 3 or 4 part writing, allowing each instrument to have a go on each line - listening to and an awareness of other parts while maintaining focus on own part</li> <li>• Can switch attention between sheet music, conductor, other children, and own instrument</li> <li>• Can have a greater use of dynamic range and bowing styles, achieving a sense of character and style</li> <li>• Can match bow direction, use of slurs</li> <li>• Can begin to depend less on vocal instructions and instead follow conductor's visual signs for starting, stopping etc.</li> <li>• Can conduct in 2, 3 and 4 time and lead the group</li> </ul>
	<b>Composing/Improvising</b>	<ul style="list-style-type: none"> <li>• Can improvise with confidence and intention, maintaining a strong beat with awareness of tonality and style</li> <li>• Can compose a short melody for their own instrument and notate on the staff with the use of answering phrase or motif</li> </ul>
	<b>Technique</b>	<ul style="list-style-type: none"> <li>• Can play slurred scales – 2 notes to a bow, maintaining parallel bow and good bow division</li> <li>• Can play 2 octave arpeggios starting on lowest open string</li> <li>• Can make more use of C and E string – recognition of right arm lifting and left arm swinging</li> <li>• Can slide up and down fingerboard in preparation for shifts - <i>glissandi</i> and <i>tremolo</i></li> </ul>
	<b>Performing</b>	<ul style="list-style-type: none"> <li>• Can do performances in unfamiliar territory (out of school)</li> <li>• Can develop stage presence – introducing pieces, receiving applause by standing/bowing</li> <li>• Can have an awareness of playing in less formal occasions, background music or accompanying dancers</li> <li>• Can begin to develop resilience to errors</li> </ul>
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Glissando, tremolo, mezzo forte, mezzo piano, pianissimo, fortissimo, key signature, bar lines</li> </ul>
	<b>Key Teaching Materials</b>	<ul style="list-style-type: none"> <li>• Suzuki book 1</li> <li>• Fiddle/Viola/Cello Time Joggers or Runners</li> <li>• ABRSM Grade 1</li> <li>• Play it again</li> <li>• Time Pieces/More Time pieces</li> <li>• First repertoire for viola book 1</li> </ul>

Year 5		
<b>Strands of Learning</b>	<b>Melody</b>	<ul style="list-style-type: none"> <li>• Can play repertoire including sharpened 3<sup>rd</sup> finger (for example A major 2 octaves) and including low first finger (for example B flat)</li> <li>• Can play confidently in more complex time signatures</li> </ul>
	<b>Notation</b>	<ul style="list-style-type: none"> <li>• Can understand further the elements of notated music such as tempo markings, more complex directions such as 1<sup>st</sup>/2<sup>nd</sup> time bar, different values of rest, tied notes and pauses</li> <li>• Can gain more confidence in reading without the aid of colours and numbers</li> <li>• Can begin to read notes with low and high ledger lines</li> </ul>
	<b>Ensemble</b>	<ul style="list-style-type: none"> <li>• Can have an awareness of longer notes that last more than one bow and hemiolas in the context of simple homophonic music</li> <li>• Can play melodic repertoire that has contrapuntal features, being able to play a simple rhythmic accompaniment part as well as the melody. An awareness that all instruments can have the melody, so repertoire that passes the tune around the group</li> <li>• Can be aware of intonation and listening within their section</li> <li>• Can follow a sub-divided beat</li> <li>• Can play and enjoy chamber music</li> </ul>
	<b>Composing/Improvising</b>	<ul style="list-style-type: none"> <li>• Can improvise within a melody and with specific parameters, fitting in with a structure and a key</li> <li>• Can maintain a strong beat and consistent sense of tonality and style with an awareness of ornamentation and variation within appropriate styles</li> <li>• Can compose a melody for their own and other instruments and notate on the staff with assistance</li> </ul>
	<b>Technique</b>	<ul style="list-style-type: none"> <li>• Can become more confident with new finger patterns, low and high finger positions</li> <li>• Can begin to have an awareness of other positions</li> <li>• Can start to play hooked bowing, <i>martele</i>, longer slurs, accents, and open string double stops</li> </ul>
	<b>Performing</b>	<ul style="list-style-type: none"> <li>• Can do perform side-by-side with adults or other professionals</li> <li>• Can reflect positively on performances</li> <li>• Can recognise and acknowledge the emotions associated with performing, engage in warm up activities to foster a sense of positive excitement about performing</li> </ul>
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Trill, variation, compose, motif, melody, hooked bowing, positions, tenuto, pause</li> </ul>
	<b>Key Teaching Materials</b>	<ul style="list-style-type: none"> <li>• Suzuki book 2</li> <li>• Fiddle/Viola/Cello Time Runners or Sprinters</li> <li>• ABRSM Grade 1/2</li> <li>• Violin Star 3</li> <li>• Time Pieces/More Time pieces</li> <li>• First repertoire for viola book 1</li> </ul>

Year 6		
Strands of Learning	<b>Melody</b>	<ul style="list-style-type: none"> <li>• Can play repertoire including B flat major, F major and harmonic minors starting on open strings</li> <li>• Can play more complicated rhythms and explore music in irregular time signatures with time signature changes</li> </ul>
	<b>Notation</b>	<ul style="list-style-type: none"> <li>• Can read notation without the aid of colours and numbers</li> <li>• Understand further elements of notated music such as coda, dal segno</li> <li>• Can read and follow bowing markings</li> </ul>
	<b>Ensemble</b>	<p><b>*Ensemble Music should be consolidating melodies in keys from Year 5*</b></p> <ul style="list-style-type: none"> <li>• Can have an awareness of longer notes that last more than one bow in the context of simple homophonic music</li> <li>• Can play melodic repertoire that has contrapuntal features, being able to play a simple rhythmic accompaniment part as well as the melody</li> <li>• Can have an awareness that all instruments can have the melody, so repertoire that passes the tune around the group</li> </ul>
	<b>Composing/ Improvising</b>	<ul style="list-style-type: none"> <li>• Can improvise within a melody and with specific parameters, fitting in with a structure and a key</li> <li>• Can maintain a strong beat and consistent sense of tonality and style with an awareness of ornamentation and variation within appropriate styles</li> <li>• Can compose a melody for their own and other instruments and notate on the stave with assistance</li> </ul>
	<b>Technique</b>	<ul style="list-style-type: none"> <li>• Can play in positions other than first position (cello thumb position)</li> <li>• Can continue to develop bow techniques such as hooked bowing, <i>martele</i>, longer slurs, accents, and open string double stops</li> </ul>
	<b>Performing</b>	<ul style="list-style-type: none"> <li>• Can take part in ABRSM examinations if requested</li> <li>• Can reflect positively on performances</li> <li>• Can recognise and acknowledge the emotions associated with performing, engage in warm up activities to foster a sense of positive excitement about performing</li> </ul>
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Allegro, lento, andante, coda, dal segno, da capo</li> </ul>
	<b>Key Teaching Materials</b>	<ul style="list-style-type: none"> <li>• Suzuki book 2</li> <li>• Fiddle/Viola/Cello Time Runners or Sprinters</li> <li>• ABRSM Grade 1/2/3</li> <li>• Vamoosh 3</li> <li>• Time Pieces/More Time pieces,</li> <li>• Time scales</li> </ul>