

**In Harmony Woodwind Curriculum for Bridgewater Primary School 2024**

		Year 3	
		Flute	Clarinet
<b>Strands of Learning</b>	<b>Melody</b>	<ul style="list-style-type: none"> <li>Can play short melodies using F-C (approximately 4-8 bars in length), using step movements with some larger intervals, and simple rhythms</li> <li>Can relate played melodies to sol fa sounds</li> </ul>	<ul style="list-style-type: none"> <li>Can play short melodies using C-G (approximately 4-8 bars in length), using step movements with some larger intervals, and simple rhythms</li> <li>Can relate played melodies to sol fa sounds</li> </ul>
	<b>Notation</b>	<ul style="list-style-type: none"> <li>Can read and play F-C from the staff, with some assistance where needed</li> <li>Can demonstrate an awareness of the music alphabet</li> <li>Can read and say/clap/play semibreves, minims, crotchets and their rests, with some use of pairs of quavers.</li> </ul>	<ul style="list-style-type: none"> <li>Can read and play C-G from the staff, with some assistance where needed</li> <li>Can demonstrate an awareness of the music alphabet</li> <li>Can read and say/clap/play semibreves, minims, crotchets and their rests, with some use of pairs of quavers</li> <li>Addition of F sharp where needed for ensemble</li> </ul>
	<b>Technique</b>	<ul style="list-style-type: none"> <li>Has knowledge of breathing from the diaphragm, even if not yet able to implement it</li> <li>Can maintain a good posture and hand position</li> <li>Can form an embouchure</li> <li>Can tongue notes and coordinate this with moving fingers</li> <li>Can demonstrate basic tonal control and pitch in the correct octave</li> <li>Has some awareness of phrasing and breath placement, although this will be decided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Has knowledge of breathing from the diaphragm, even if not yet able to implement it</li> <li>Can maintain a good posture and hand position</li> <li>Can form a firm embouchure</li> <li>Can tongue notes and coordinate this with moving fingers</li> <li>Can demonstrate basic dynamic control</li> <li>Has some awareness of phrasing and breath placement, although this will be decided by the teacher</li> </ul>
	<b>Vocabulary</b>	<u>Parts of the flute and accessories:</u> Head joint, body, foot joint, cleaning rod,	<u>Parts of the clarinet and accessories:</u> Bell, lower joint, upper joint, barrel, mouthpiece, reed, ligature, keys,

<b>Strands of Learning</b>		cleaning cloth.  Embouchure, diaphragm, posture, tonguing. Stave, treble clef, time signature.	reed cap, reed case, thumb rest, pull-through.  Embouchure, diaphragm, posture, tonguing. Stave, treble clef, time signature.
	<b>Ensemble</b>	<ul style="list-style-type: none"> <li>• Can keep a steady pulse</li> <li>• Can follow a conductor and their pulse</li> <li>• Can read a part from a music stand without prompting</li> <li>• Can play in unison and play long notes together, stopping and starting with the conductor and the rest of the group</li> <li>• Can demonstrate an awareness of other parts and is beginning to have an understanding of balance between melody and accompaniment</li> <li>• Can breathe together as a group, and in plenty of time before a piece begins</li> <li>• Basic Italian tempo and dynamics terms</li> </ul> <p><u>Term 1</u></p> <ul style="list-style-type: none"> <li>• Homophonic repertoire using single pitches, with semibreves and semibreve rests and backing track accompaniment</li> <li>• Do, re and mi activities, including sight-singing from stave</li> <li>• Introducing 5-line stave and recognising lines and spaces</li> </ul> <p><u>Term 2</u></p> <ul style="list-style-type: none"> <li>• Homophonic repertoire using 2-3 pitches including minims and minim rests with teacher playing melody</li> <li>• Introducing 2/4</li> <li>• Do, mi and so activities, including sight-singing from stave</li> <li>• Playing do, mi and so songs on instruments, each small group taking one pitch</li> <li>• Some use of crotchets</li> <li>• Practising music alphabet and learning how these notes fit on the stave, including learning and inventing pneumonics</li> </ul> <p><u>Term 3</u></p> <ul style="list-style-type: none"> <li>• Playing repertoire using 2-3 pitches and simple rhythms, with more independent lines and some children playing the melody</li> <li>• Introducing 3/4 and dotted minims</li> <li>• Do, re, mi and so activities, including sight-singing from stave, with associated repertoire on instruments.</li> </ul>	
	<b>Composing/Improvising</b>	<ul style="list-style-type: none"> <li>• Can improvise short phrases of 1-2 bars in 4, using the notes above, and copy what is heard using 2-3 pitches over one bar of 4</li> <li>• Can add pitches to a given rhythm</li> </ul>	

	<b>Performing</b>	<ul style="list-style-type: none"> <li>• Can regularly perform as part of Sharing Time in lessons and ensemble sessions</li> <li>• Can take part in two school performances within their ensemble, and encouraged to share solo/small group performances elsewhere, e.g. assemblies or at home</li> <li>• Can demonstrate an awareness of stage presence and performance etiquette</li> </ul>	
	<b>Key Teaching Materials - lessons</b>	<u>Flute</u> Sally Adams, <i>Flute Basics</i> Heather Hammond, <i>Funky Flute</i> Tutor compositions	<u>Clarinet</u> Paul Harris, <i>Clarinet Basics</i> Peter Martin, <i>Take 4</i> Tutor compositions
	<b>Key Teaching Materials - ensemble</b>	<ul style="list-style-type: none"> <li>• Tutor arrangements</li> <li>• Adaptations from Peter Martin, <i>Take 4</i></li> <li>• Adaptations from Thomas Gregory, <i>Vamoosh</i> series</li> </ul>	



		Year 4	
		Flute	Clarinet
Strands of Learning	<b>Melody</b>	<ul style="list-style-type: none"> <li>• Can play short melodies using D-D, of around 8-16 bars in length, using step movements with some larger intervals, and simple rhythms</li> <li>• Can relate played melodies to sol fa sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Can play short melodies using low G to throat A, of around 8-16 bars in length, using step movements with some larger intervals, and simple rhythms</li> <li>• Can relate played melodies to sol fa sounds</li> <li>• G major scale and arpeggio</li> <li>• A natural minor scale and arpeggio</li> </ul>
	<b>Notation</b>	<ul style="list-style-type: none"> <li>• Can read and play D-D from the staff, with some assistance where needed, with the addition of B flat and F sharp</li> <li>• Can understand basic key signatures of one sharp or flat</li> <li>• Can play pieces with a greater variety of note values and increased use of quavers, as well as some inclusion of ties</li> </ul>	<ul style="list-style-type: none"> <li>• Can read and play G-A from the staff, with some assistance where needed, with the addition of B flat</li> <li>• Can understand basic key signatures of one sharp or flat.</li> <li>• Can play pieces with a greater variety of note values and increased use of quavers, as well as some inclusion of ties</li> </ul>
	<b>Technique</b>	<ul style="list-style-type: none"> <li>• Elements from Year 3 continue to be reinforced</li> <li>• Has awareness of correct finger position and distance from keys</li> <li>• Can smoothly move between C and D</li> <li>• Can form and maintain a good embouchure</li> <li>• Can demonstrate control over a limited dynamic range</li> <li>• Can play slurred and tongued articulation patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Elements from Year 3 continue to be reinforced</li> <li>• Has awareness of correct finger position and distance from holes</li> <li>• Has an awareness of the correct first finger technique and overall hand position when playing throat A</li> <li>• Can form and maintain a firm embouchure</li> <li>• Can demonstrate control over a limited dynamic range. Can play slurred and tongued articulation patterns</li> </ul>
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• As with Year 3, with the addition of 'octave'</li> </ul>	<ul style="list-style-type: none"> <li>• As Year 3, with the addition of 'throat A' and 'octave'</li> </ul>
	<b>Ensemble</b>	<p><b>As in Year 3, but can work with increased independence, playing pieces with 2-3 parts. Repertoire includes some simple slurred articulation patterns.</b></p> <ul style="list-style-type: none"> <li>• Can demonstrate an awareness of whether they are playing the melody or accompaniment and attempt to balance accordingly</li> <li>• Further Italian tempo terms</li> </ul>	

<b>Strands of Learning</b>		<p><u>Term 1</u></p> <ul style="list-style-type: none"> <li>Revising 2/4, 3/4 and 4/4, as well as note values from Year 3</li> <li>Revising notes on stave and pneumonics</li> <li>Playing repertoire that includes pairs of quavers</li> <li>Playing repertoire using 2-3 pitches and simple rhythms, with some rhythmically independent lines, and some children playing the melody</li> <li>Playing homophonic repertoire using 3-5 pitches and simple rhythms</li> <li>Introducing key signatures within repertoire, where needed</li> <li>Do, re, mi and so activities, including sight-singing from stave, with associated repertoire on instruments</li> <li>Encouraging independent reading of parts without aids where appropriate</li> </ul> <p><u>Terms 2 and 3</u></p> <ul style="list-style-type: none"> <li>Revising notes on stave and pneumonics</li> <li>Introducing dotted crotchet rhythms</li> <li>Recognising major and minor pieces and triads</li> <li>Playing repertoire using 3-5 pitches, in major and minor keys</li> <li>Recognising key signatures within repertoire and relating them to do and la</li> <li>Pentatonic sol fa activities in major and minor forms, including sight-singing from stave, with associated repertoire on</li> </ul>	
	<b>Composing/Improvising</b>	<ul style="list-style-type: none"> <li>Can improvise short phrases of 2 bars in 3 and 4 time, using the major pentatonic scale and ending on do with some prompting</li> <li>Can notate simple rhythms of up to 2 bars in 3 and 4 time</li> </ul>	
	<b>Performing</b>	<p><b>As Year 3 in terms of opportunities.</b></p> <ul style="list-style-type: none"> <li>Can take ownership of solo performances, announcing pieces and acknowledging the audience</li> </ul>	
	<b>Key Teaching Materials - lessons</b>	<p><u>Flute</u> Sally Adams, <i>Flute Basics</i> Heather Hammond, <i>Funky Flute</i> Tutor compositions</p>	<p><u>Clarinet</u> Paul Harris, <i>Clarinet Basics</i> Peter Martin, <i>Take 4</i> Tutor compositions</p>
	<b>Key Teaching Materials - ensemble</b>	<ul style="list-style-type: none"> <li>Tutor arrangements</li> </ul>	

		Year 5	
		Flute	Clarinet
Strands of Learning	<b>Melody</b>	<ul style="list-style-type: none"> <li>Is beginning to play longer pieces of repertoire, of approximately Grade 1 standard</li> <li>Can contribute interpretative ideas about how to convey the character of the music</li> <li>F major scale and arpeggio</li> <li>G major scale and arpeggio</li> <li>E natural minor scale and arpeggio</li> </ul>	<ul style="list-style-type: none"> <li>Is beginning to play longer pieces of repertoire, of approximately Grade 1 standard</li> <li>Can contribute interpretative ideas about how to convey the character of the music</li> <li>F major scale and arpeggio</li> </ul>
	<b>Notation</b>	<ul style="list-style-type: none"> <li>Can read and play all of the pitches of Year 4, with the addition of second octave E-A, including F sharp</li> <li>Can read and play dotted crotchet and quaver rhythms, syncopated rhythms and semiquaver/quaver combinations over moving pitches. Can read and realise quaver rests</li> <li>Can read and play swung quaver rhythms and quaver triplets</li> </ul>	<ul style="list-style-type: none"> <li>Can read and play all of the pitches of Year 4, with the addition of low F and E, and throat B flat</li> <li>Can read and play dotted crotchet and quaver rhythms, syncopated rhythms and semiquaver/quaver combinations over moving pitches. Can read and realise quaver rests</li> <li>Can read and play swung quaver rhythms and quaver triplets</li> </ul>
	<b>Technique</b>	<ul style="list-style-type: none"> <li>Can correctly execute staccato articulation</li> <li>Can achieve greater tonal and dynamic control than at Year 4</li> </ul>	<ul style="list-style-type: none"> <li>Has adjusted to B flat clarinet</li> <li>Can correctly execute staccato articulation</li> <li>Has an awareness of the correct first finger technique and overall hand position when playing throat B flat</li> <li>Can achieve greater tonal and dynamic control than at Year 4</li> </ul>
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>As with Year 4</li> </ul>	<ul style="list-style-type: none"> <li>As Year 4, with addition of 'throat B flat' and 'speaker key'</li> </ul>
	<b>Ensemble</b>	<p><b>As Year 4, but with greater independence, more complex rhythms, more pitches, and improved listening skills. Repertoire uses a variety of simple articulation patterns, including staccato.</b></p> <ul style="list-style-type: none"> <li>Further Italian tempo terms and additional performance directions</li> </ul>	

	<p><u>Term 1</u></p> <ul style="list-style-type: none"> <li>• Revising rhythmic and pitch elements from Year 4</li> <li>• Playing repertoire using 4-6 pitches, in major and minor keys and with more rhythmically independent lines than Year 4</li> <li>• Pentatonic sol fa activities in major and minor forms, including sight-singing from stave, with associated repertoire on instruments</li> <li>• Recognising major and minor pieces and triads</li> </ul> <p><u>Terms 2 and 3</u></p> <ul style="list-style-type: none"> <li>• Repertoire using semiquaver values, as groups of 4 and combined with quavers</li> <li>• Repertoire using syncopated rhythms</li> <li>• Repertoire using swung quaver rhythms. Playing repertoire using 6-8 pitches</li> <li>• Continuing with and further embedding pentatonic major and minor sol fa work from previous terms</li> </ul>		
<b>Composing/ Improvising</b>	<ul style="list-style-type: none"> <li>• Can improvise short phrases of 2-4 bars in 2, 3 and 4 time, using major and minor pentatonic scales and identifying do and la</li> <li>• Can notate simple rhythms of 2-4 bars in 2, 3 and 4 time</li> </ul>		
<b>Performing</b>	<ul style="list-style-type: none"> <li>• As Year 4, but longer repertoire</li> </ul>		
<b>Key Teaching Materials - lessons</b>	<table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Flute</u> As Year 4 with additional ABRSM materials. <i>Time Pieces Volume 1 Fifty for Flute</i></p> </td> <td style="vertical-align: top;"> <p><u>Clarinet</u> As Year 4 with additional ABRSM materials. <i>Time Pieces Volume 1</i> <i>80 Graded Studies/76 More 38 More Modern Studies</i></p> </td> </tr> </table>	<p><u>Flute</u> As Year 4 with additional ABRSM materials. <i>Time Pieces Volume 1 Fifty for Flute</i></p>	<p><u>Clarinet</u> As Year 4 with additional ABRSM materials. <i>Time Pieces Volume 1</i> <i>80 Graded Studies/76 More 38 More Modern Studies</i></p>
<p><u>Flute</u> As Year 4 with additional ABRSM materials. <i>Time Pieces Volume 1 Fifty for Flute</i></p>	<p><u>Clarinet</u> As Year 4 with additional ABRSM materials. <i>Time Pieces Volume 1</i> <i>80 Graded Studies/76 More 38 More Modern Studies</i></p>		
<b>Key Teaching Materials - ensemble</b>	Tutor arrangements		



		Year 6	
		Flute	Clarinet
<b>Strands of Learning</b>	<b>Melody</b>	<ul style="list-style-type: none"> <li>Is beginning to play repertoire of approximately Grade 2 standard</li> <li>One octave chromatic scale (D-D)</li> <li>Grade 2 scales and arpeggios with natural minors</li> </ul>	<ul style="list-style-type: none"> <li>Is beginning to play repertoire of approximately Grade 2 standard, incorporating notes of the upper register and some movement across the break</li> <li>Lower register chromatic scales (E-E and B flat-B flat)</li> <li>Grade 2 scales and arpeggios with natural minors</li> </ul>
	<b>Notation</b>	<ul style="list-style-type: none"> <li>As with Year 5, with completed chromatic notes added</li> <li>Can read and play a range of two octaves (D-D)</li> <li>Can read and play simple rhythms in compound time</li> </ul>	<ul style="list-style-type: none"> <li>As with Year 5, with completed chromatic range in lower register</li> <li>Can read and play upper register notes from B to G</li> <li>Can read and play simple rhythms in compound time</li> </ul>
	<b>Technique</b>	<ul style="list-style-type: none"> <li>Expanding articulation to include accents</li> <li>Further developing breath support and dynamic range</li> </ul>	<ul style="list-style-type: none"> <li>Can demonstrate the necessary breath and finger technique required for moving across the break</li> <li>Expanding articulation to include accents</li> </ul>
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>As with Year 5</li> </ul>	<ul style="list-style-type: none"> <li>As with Year 5, with the addition of 'break, upper register, lower register'</li> </ul>
	<b>Ensemble</b>	<ul style="list-style-type: none"> <li>Expanding skills learned in Years 3-5 to participate in a larger ensemble with strings and brass.</li> </ul>	
	<b>Composing/Improvising</b>	<ul style="list-style-type: none"> <li>As Year 5, with the addition of beginning to understand basic harmonic tools, e.g 'complete' and 'incomplete' phrases in relation to sol fa, and consonant and dissonant sounds</li> <li>Can improvise short phrases of 2-4 bars in 2, 3 and 4 time, using major and natural minor scales, and identifying do and la</li> <li>Can use tools such as repetition to structure an improvised phrase</li> </ul>	
	<b>Performing</b>	<ul style="list-style-type: none"> <li>As Year 5, including possibly sitting an examination. Most will sit Grade 1, and some will sit Grade 2</li> </ul>	
	<b>Key Teaching Materials - lessons</b>	<u>Flute</u> As Year 5, with the addition of Grade 2 materials where needed	<u>Clarinet</u> As Year 5, with the addition of Grade 2 materials where needed