

	Year 3	Year 4
Creative Skills	<ul style="list-style-type: none"> • Make creative decisions in music that show considerations for the new string instruments. • Experiment with different sounds that can be made on chosen instruments or away from instruments (body percussion, untuned percussion), and organise these into a simple sequence • Experience rhythmic improvisation - using ta, ti-ti and sh in a four beat phrase on chosen instrument • Experience pitch improvisation on instruments using do and so. • Encourage free pitch/rhythm improvisation with chosen instruments - solo or using backing track (i.e. Manhattan Blues) • Participate in an improvised musical conversation by responding to a do, so call • Explore pitch improvisation using so, mi, la or mi, re, do in a four beat pattern in choir 	<ul style="list-style-type: none"> • Compose and notate a 4 bar phrase in within a framework (pitch set, rhythm set, metre) • Use different sounds with and without chosen instrument, to create a short soundscape in response to a given stimulus (i.e 'The Ocean' 'A Haunted House' or in response to a piece from the listening list) • Demonstrate more complex improvisation with given parameters (rhythmic or melodic) in an 8 beat phrase • Explore free improvisation • Lead an improvised musical conversation by devising a do, so call
Critical Listening	<ul style="list-style-type: none"> • Recognise a known song that is performed instrumentally • Recognise pieces at different pitch • Identify repeating rhythmic patterns • Recognise "Musical cues" on our strings instruments (sit down, stand up) • Can identify the difference between pizzicato and arco whilst listening to music • Can confidently copy back short four beat patterns played on their instruments (open strings) 	<ul style="list-style-type: none"> • Recognise changes in tempo, pitch and dynamics. • Recall longer rhythmical phrases and sustain these rhythms on their instruments. • Demonstrate awareness and respond to a variety of musical cues e.g. <ul style="list-style-type: none"> “if do is D, where is so? (d – s) “rest position please (s-m-d)” “put your instruments down to rest (s-mrd)” “put your instruments right away, thank you very much for all you’ve done today” (s-m-s-m-r-s-d) • Reflect on performance and suggest improvements

Vocal/ Choral Technique	<ul style="list-style-type: none"> • Develop a healthy and usable singing range of approximately A3 to D5 • Explore a healthy singing voice across vocal registers (speaking and singing voice) • Explore healthy breathing technique • Explore singing sustained sounds with a healthy sound production • Explore legato and staccato singing • Explore healthy singing technique for piano and forte dynamics • Develop accurate diction • Demonstrate 'stop' (kinaesthetic) and 'start' (Verbal: off we go) conducting musical cues • Explore part-singing independence through simple rounds • Sight-sing short phrases as a ensemble in relation to known sol-fa • Explore group and individual awareness of intonation • Consolidate healthy sitting position for singing using cello playing posture as reference • Correctly identify different parts of the "vocal instrument" (vocal production and breathing mechanisms) and how they interact with their body and their surroundings when singing 	<ul style="list-style-type: none"> • Develop a usable and healthy singing range of approximately A3 to D5 • Develop further understanding of vocal registers (speaking and singing voice) • Develop a healthy breathing technique • Develop singing sustained sounds with a healthy sound production • Develop staccato and legato singing awareness • Develop an awareness of the effect of accurate diction (ensemble and clarity) • Develop conscious control of fixed dynamic changes as a group within a given piece (piano to forte, forte to piano, pianissimo and fortissimo) • Further develop part singing independence through more complex rounds and call and response songs • Sight-sing longer phrases as a group in relation to known sol-fa (within the range of an octave) • Develop group and individual awareness of intonation
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Instrument Technique	<p>Starting Violin, Viola or Cello;</p> <ul style="list-style-type: none"> • Prepare fine motor skills (with exaggerated movements) e.g. present bow badges • Develop healthy standing and sitting postures relevant to a new instrument • Correctly identify different parts of the instrument, and how they interact with the body when holding • Demonstrate playing and rest positions • Develop correct technique to perform strumming and 'thumbs-up' pizzicato • Learn the alphabet names of strings, and relate pitches in sol-fa • Develop the correct bow hold for chosen instrument • Explore different dynamics and articulations with the bow • Explore re-takes with the bow • Develop conscious bowing directions in even bowing patterns • Sight read short open string phrases on instruments 	<ul style="list-style-type: none"> • Develop correct hand shape for relevant instrument and explore known sol-fa pitches on all strings • Develop fine motor skills for Left Hand using repertoire for 1st finger • Sight read longer phrases of OS repertoire • Perform repertoire with an increased variety of rhythm • Practice known song repertoire (sfmrd) relating pitches on instrument to sol-fa • Develop fine motor skills for Left hand using repertoire for 2nd/3rd and 3rd/4th • Prepare D major scale, using all fingers on D and A string • Sight read short phrases that include OS and first finger • Explore Scales 1 of chosen instrument: Vln G/D/A Major, VLA+VC C/G/D Major • Increase confidence to perform different dynamics and articulations • Demonstrate difference between legato and staccato playing (bow starting/staying on the string) • Demonstrate retakes • Develop conscious control of dynamic changes in music through weight, bow speed and point of contact (wasap!)
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Pitch	<ul style="list-style-type: none"> • Practice do (with signs, relate to Open Strings and reading on three line stave with ls-m-d) • Explore so do patterns on instruments using all Open Strings • Practice so do accompaniments to pentatonic song repertoire • Prepare re (step from do or mi) • Present re (sing, hand sign and on three line stave) • Practice re within ls-mrd song repertoire • Prepare fa and ti • Present fa and ti (sing, hand sign and on five line stave) • Present tone and semitone with reference to step, skip and jump • Practice fa within ls-fmrd song repertoire • Sight-sing short pentatonic melodies • Present low fa using a five line stave to learn 3 string repertoire (s-d-f,) • Present high do (d') • Practice ti within diatonic song repertoire on a five line stave • Introduce musical alphabet and it's relationship to sol-fa • Prepare minor repertoire 	<ul style="list-style-type: none"> • Present natural minor scale (sing, with handsigns) • Present the Scale Generator as a tool to work out a diatonic major or natural minor scale on any starting note • Practise singing a diatonic major or natural minor scale, or playing a diatonic major scale in appropriate keys • Present low so and low la (s, and l,) • Practice song repertoire in a minor key, related to la-la solfa hand signs • Use knowledge of sung solfa pitches to self assess and develop intonation security on chosen instrument • Develop skills to correctly pitch and sing solfa notes in steps, skips and jumps and use this to inform playing such patterns on chosen instrument
Pulse & Rhythm	<ul style="list-style-type: none"> • Present tika-tika • Prepare too (clapping and circle pizzicato on chosen instrument) • Practise tika-tika through reading writing and dictating sung or spoken rhythms • Prepare metre introducing strong and weak beats in equal and unequal groupings • Present simple metre in 2, 3 and 4 (link to presenting bar, barline and time signature) • Prepare syn-co-pa • Present too 	<ul style="list-style-type: none"> • Present syn-co-pa (and single ti) • Practice too through reading writing and dictating sung and played rhythms • Prepare tai-ti, and ti rest • Present toom (dotted minim) and semibreve (named and as a count of four) • Practise syn-co-pa through reading, writing and dictating sung and played rhythms • Practise toom and semibreve through reading, writing and dictating sung and played rhythms • Present tai-ti and ti rest • Prepare compound time using the idea of unequal groupings

<p>Notation</p>	<ul style="list-style-type: none"> • Present do on three line stave with combined stick notation and noteheads (Stage 1) • Practise ls-m-d on a three line stave (Stage 1) • Present hand stave as a tool to further develop understanding of lines and spaces. (Stage 2) • Present five line stave • Present rest • Accurately find ls-mrd on 5 line stave or hand stave with given do key in both lines and spaces (Stage 2-3) • Accurately identify tika-tika • Present bar line, bar, time signature on a five line stave (Stage 3) • Present ledger line as a tool to extend the range of a five line stave • Accurately find full sol-fa scale on five line/ hand stave with given do key in both lines and spaces (Stage 3) • Recognise key signatures from 0-4# as it relates to instrument open strings and used to find do (Stage 3) • Present clefs and musical alphabet (Stage 4) • Correctly identify the clefs as C, G and F and able to find all alphabet pitches on the stave away from instruments (Stage 4) • Read and recognise open strings with correct placement on relevant stave in chosen clef. (Stage 4 and open string repertoire) • Present repeat symbol, Da capo al fine • Demonstrate ability to plot a full diatonic scale in sol-fa on a five line stave from one given pitch • Recognise dynamic symbols for piano forte 	<ul style="list-style-type: none"> • Five line stave repertoire is used to develop reading fmr patterns (supporting left hand fingers) • Accurately identify syn-co-pa • Accurately identify toom and semibreve • Recognise pitches notated within one or more keys from 'Scales 1' • Explore notation of pitches within the full compass of stave plus two ledger lines • Recognise symbol for staccato • Recognise symbol for down bow and up bow • Recognise dynamic symbols for mezzo piano, mezzo forte, crescendo, diminuendo (including cresc. and dim.)
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Musical Experience & Language	<ul style="list-style-type: none"> • Demonstrate understanding of the string family, with the ability to identify instruments and describe their size and pitch relationships • Recognise your instrument within the orchestra, and string quartet through listening and performances • Understand required principals for instrument care and proper treatment • Make use of descriptive language to describe the different sound qualities of each instrument • Participate in string orchestra, perform in small concerts (Sharings) • Participate in Year group choir 	<ul style="list-style-type: none"> • Recognise and describe dynamic changes in performances and discuss their effect on the piece/listener • Experience more complex structures in music and develop an understanding of structure AB/ABA (relate to repeats and da capo al fine notation) • Explore different genres of music and be able to express the difference between solo, chamber or small ensemble to orchestral music • Use appropriate language whilst listening and learning a new string piece, as it relates to string technique: pizzicato/arco, bowings, point of contact etc. • Continue in String Orchestra and Year Group Choir
Vocabulary	Family Solo Pizzicato Arco Harmony metre Clef (C, F and G) Rest Bar and barline Time Signature Key Signature Sharp Tone Semi-tone	Structure Semibreve Scale Major Conductor Accelerando