

Y3 – Y6 Instrument Curriculum Progression

Revisiting and practising skills; and revisiting and applying knowledge, both within and across years, is a fundamental part of all lessons.

Year 3 Ocarina Curriculum Progression

Ocarinas are accurately tuned and easy to play, designed with young musicians in mind. They are used in Y3 as an introduction to a tuned instrument and also notation which leads on to recorders in Y4.

Teaching scheme: Ocarina Workshop

Terms 1 and 2

Children will be taught to:

- Hold and position an ocarina correctly.
- Breath and blow into the ocarina correctly to produce notes.
- Position fingers correctly to produce notes.
- Play the D major scale.
- Use the technique of tonguing to produce separate notes on one continuous breath.
- Read Oc-pics to identify which notes to play and in which order.
- Play 'Twinkle, Twinkle Little Star' and 'Kumbaya'.
- Play 'Frere Jacques' in rounds.
- Interpret Oc-pics in order to play and identify a tune (Happy Birthday To You).
- Prepare/rehearse for, and participate in, a performance to a small audience.

Term 3 and 4

Children will be taught to:

- Play 'Yankee Doodle', 'Old MacDonald', 'Au Clair De La Lune', 'Little Bird'
- Read Oc-box to identify which notes to play and in which order.
- Interpret notes on a five-line stave for the D scale.
- Draw a stave and place notes of the D scale on it.
- Use notation to identify the rhythm of a tune.
- Identify dynamics as the variation in loudness between notes/phrases.
- Compose a tune to be played on an ocarina, considering the variety of notes, dynamics and how to create a strong rhythm.
- Prepare/rehearse for, and participate in, a performance of their composition to a small audience.

Term 5 and 6

Children will be taught to:

- Play 'The Muffin Man', 'Pastoral', 'Plaisir d'amour' and 'Ode to Joy'.
- Identify the numbers at the start of a piece of music indicating the number of crotchet beats in each bar.
- Understand the vocabulary: duration, crotchet, minim, dotted minim and tie.
 - crotchet: 1 beat
 - minim: 2 beats (a dot after it means add half to the existing value)
 - dotted minim: 3 beats
 - tie: a curved line connecting notes together
 - quaver: half a beat
- Use notation knowledge to read a piece of music and play a tune.
- Prepare/rehearse for, and participate in, a performance to an audience.

Year 4 Recorder Curriculum Progression

Learning to play the recorder helps children develop their fine motor skills and hand-eye coordination. Playing the recorder requires the use of both hands to hold the instrument and cover the holes, as well as precise finger movements to produce the desired notes. This can help children improve their dexterity and coordination, which can have a positive impact on other activities and tasks.

Teaching scheme: Visual Musical Minds Recorder

Terms 1 and 2

Children will be taught to:

- Hold and position a recorder correctly.
- Breath and blow into the recorder correctly to produce notes.
- Position fingers correctly to produce notes.
- Use the correct terminology for parts of the recorder: air channel, mouthpiece, window, head joint, middle joint barrel and foot joint (bell).
- Play the notes A, B and G with the correct pitch.
- Play 'Hot Cross Buns', 'Gently Sleeping', 'Au Clair de la Lune', 'Sailor, Sailor on the Sea'
- Identify notes on a stave and then use the correct fingering to play the notes on a recorder.
- Identify note values:
 - crotchet: 1 beat
 - minim: 2 beats
 - dotted minim: 3 beats
 - tie: a curved line connecting notes together
 - quaver: half a beat
 - semi-breve: 4 beats
- Select tunes, prepare/rehearse for, and participate in, a performance to a small audience.

Terms 3 and 4

Children will be taught to:

- Play the note high D, removing the thumb to achieve the correct sound.
- Play 'Mary had a Little Lamb', refining the skill of switching between thumb on and off for the different notes.
- Play the note low E, using right hand fingers for the first time to cover the necessary holes.
- Play 'The Boat Song', refining the skill of using fingers on both hands to produce notes.
- Play the notes low D and low F#.
- Play 'Twinkle, Twinkle Little Star'.
- Draw notes on a stave.
- Select tunes, prepare/rehearse for, and participate in, a performance to a small audience.

Terms 5 and 6

Children will be taught to:

- Play 'Old MacDonald had a Farm'.
- Play a tenor recorder, understanding that it has a deeper warmer sound than a descant recorder but is played in exactly the same way.
- Play 'Peace Like a River'.
- Play the note middle C, understanding that the fingering is very similar to high D so it is necessary to be very focused and precise.
- Play 'Down in the Valley'.
- Master the low register and the tricky combination of notes to play 'The Driedel Song'.
- Select tunes, prepare/rehearse for, and participate in, a performance to an audience.

Year 5 and 6 Violin Curriculum Progression

There are many benefits of learning and playing violin: improves coordination/dexterity; enhances understanding of music; yields transferable skills to other string instruments; improves discipline & concentration; builds confidence; improves memory; provides a creative outlet; improves posture; and is therapeutic.

Teaching scheme: Abracadabra

Terms 1 and 2

Children will be taught to:

- Identify and name the parts of a violin.
- Hold a violin and bow correctly.
- Identify and name the open strings: G, D, A, E. (Good Dogs Ate Eggs)
- Play the open strings.
- Use the pizzicato technique: play a tune by plucking violin strings. (Pizzicato is an Italian word, meaning 'plucked')
- Play Pizz on D and Pizz on A.
- Play 'Bobby Shafto'.
- Identify note values:
 - crotchet: 1 beat
 - minim: 2 beats
 - minim rest: remain silent for 2 crotchet beats
- Identify the time signature symbol indicating there are four crotchet beats to the bar.
- Identify the symbol for arco/bow-down.
- Identify the symbol indicating that you need to lift your bow in a circular motion to prepare for the next down-bow.
- Play arco using the heel to point technique.
- Play 'When the saints go marching in'.
- Select tunes, prepare/rehearse for, and participate in, a performance to an audience.

Terms 3 and 4

Children will be taught to:

- Play 'Supercalifragilisticexpialidocious'.
- Identify the symbol for a crotchet rest: remain silent for 1 beat.
- Play 'A-tisket, a-tisket'.
- Identify the symbol for up-bow.
- Play up-bow using the point to heel technique.
- Play 'Little Playmates'.
- Play 'Mobile Phone' using both down and up-bow.
- Play half bow and whole bow: play crotchets with a half bow and minims with a whole bow.
- Play 'Fiddle Fanfare', incorporating all the skills learnt through terms 1 – 4.
- Select tunes, prepare/rehearse for, and participate in, a performance to an audience.

Term 5 and 6

Children will be taught to:

- Play the note 'E': first finger in first position on the open string 'D'.
- Switch between open 'D' and first finger on for 'E'.
- Play 'A friend in deed' with a partner.
- Play the note 'B': the first finger in first position on the open string 'A'.
- Switch between open 'A' and first finger on for 'B'.

- Play 'Eee-abba-dabba-dee'.
- Select tunes, prepare/rehearse for, and participate in, a performance to an audience.

