

## Level 3 (Y3)

<b>Strands of Learning</b>	<b>Melody</b>	<ul style="list-style-type: none"> <li>• Can buzz simple rhythms on mouthpiece and instrument</li> <li>• Can understand using embouchure/air flow to change pitch</li> <li>• Can begin learning scale</li> <li>• Can recognise learnt notes on the stave</li> <li>• Can remember valves/slide positions for learnt notes</li> </ul>
	<b>Notation</b>	<ul style="list-style-type: none"> <li>• Can create rhythms and split them into beats of the bar</li> <li>• Can speak through rhythms confidently and transfer this to instrument</li> <li>• Can sing in Sol-Fa confidently and transfer this to instrument</li> <li>• Can understand and read performance techniques such as repeats, accents, slurs, ties and pause marks</li> <li>• Can begin to play dynamics and understand time signature</li> </ul>
	<b>Ensemble</b>	<ul style="list-style-type: none"> <li>• Can identify brass instruments both by ear and sight</li> <li>• Can expand knowledge of brass instruments and genres through weekly live video performances</li> <li>• Can start and finish as an ensemble</li> <li>• Can watch the conductor and follow simple directions</li> </ul>
	<b>Composing/ Improvising</b>	<ul style="list-style-type: none"> <li>• Can begin to compose using rhythms, sol-fa, and lyrics</li> <li>• Can develop improvisation using single note and rhythms</li> </ul>
	<b>Technique</b>	<ul style="list-style-type: none"> <li>• Can understand how to make a sound on a brass instrument</li> <li>• Can hold a long note with consistent quality of sound</li> <li>• Can develop good breathing and a strong instrument hold</li> <li>• Can play without pressure at the mouthpiece</li> <li>• Can begin using the tongue for note production</li> </ul>
	<b>Performing</b>	<ul style="list-style-type: none"> <li>• Can take part in termly performances in school</li> <li>• Can perform solos in ensemble</li> <li>• Can behave professionally when performing</li> </ul>
	<b>Vocabulary</b>	Buzz, pitch, valves, mouthpiece, water key, bell, slide, dynamic, scale, rhythm, pulse, instrument family, improvisation, composer, tonguing, repeat, accent, slur, tie, pause mark
	<b>Key Teaching Materials</b>	Vamoosh trumpet book 1

Level 4 (Y4)		
Strands of Learning	<b>Melody</b>	<ul style="list-style-type: none"> <li>Can comfortably change pitch using embouchure/air flow</li> <li>Be able to play full octave scale slurred and tongued</li> <li>Can recognise learnt notes on the stave</li> <li>Can play the arpeggio</li> </ul>
	<b>Notation</b>	<ul style="list-style-type: none"> <li>Can play dynamics</li> <li>Can create complex rhythms and split them into beats of the bar</li> <li>Can continue to build on knowledge of performance techniques adding staccato, tenuto, breath marks (phrasing)</li> <li>Can understand accidentals and key signature</li> <li>Can speak rhythms and transfer to instrument</li> <li>Can sing Sol-Fa and transfer to instrument</li> </ul>
	<b>Ensemble</b>	<ul style="list-style-type: none"> <li>Can continue expanding listening, watching weekly live video performances</li> <li>Can understand rehearsal techniques</li> <li>Can follow the conductor</li> </ul>
	<b>Composing/ Improvising</b>	<ul style="list-style-type: none"> <li>Can continue developing improvisation using multiple pitches</li> </ul>
	<b>Technique</b>	<ul style="list-style-type: none"> <li>Can hold a long note for significant length with control over tone and air flow</li> <li>Can use and understand good air flow to achieve clean and centred tone</li> <li>Can develop a good valve/key/slide technique with a strong and comfortable instrument hold</li> <li>Can use the tongue to achieve clean articulation</li> </ul>
	<b>Performing</b>	<ul style="list-style-type: none"> <li>Can take part in termly performances in school</li> <li>Can perform solos in ensemble</li> <li>Can behave professionally when performing</li> </ul>
	<b>Vocabulary</b>	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
	<b>Key Teaching Materials</b>	Vamoosh trumpet book 1 John Miller's trumpet basics A New Tune A Day

## Level 5 (Y5)

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

Level 6 (Y6)		
Strands of Learning	<b>Melody</b>	<ul style="list-style-type: none"> <li>• Can play Major and Minor scales and arpeggios</li> <li>• Can understand how major and minor are related</li> <li>• Can play pieces confidently with all musical detail</li> </ul>
	<b>Notation</b>	<ul style="list-style-type: none"> <li>• Can read and play music without fingers/slide positions written on the music</li> <li>• Can understand key signatures and the relationship to scales</li> </ul>
	<b>Ensemble</b>	<ul style="list-style-type: none"> <li>• Can understand the importance of sectional rehearsals outside of full rehearsals</li> <li>• Can operate as a member of a team in orchestra</li> </ul>
	<b>Composing/ Improvising</b>	<ul style="list-style-type: none"> <li>• Can continue developing improvisation skills</li> <li>• Can use the blues scale to improvise</li> </ul>
	<b>Technique</b>	<ul style="list-style-type: none"> <li>• Can play lip flexibilities with centred tone</li> <li>• Can be comfortable with high register and extend if possible</li> <li>• Can tongue confidently and quickly</li> </ul>
	<b>Performing</b>	<ul style="list-style-type: none"> <li>• Can take part in termly performances in school</li> <li>• Can complete an ABRSM exam where appropriate</li> </ul>
	<b>Vocabulary</b>	Scale, octave, major, minor, harmonic, melodic, dynamics, performance directions, blues,
	<b>Key Teaching Materials</b>	John Miller's Trumpet Basics A New Tune a Day book 1 Shining Brass Book (Grades 1 – 3)