

In Harmony Strings Curriculum – Bridgewater School



Year 1		
Strands of Learning	Melody	<ul style="list-style-type: none"> • Can play simple pizzicato accompaniments to tunes from Song Bank 1 • Can demonstrate copycat rhythms on all strings • Can play simple doh-soh melodies from Song Bank 1, both pizzicato and bowed • Can play tunes from Song Bank 1 involving left hand pizzicato and the octave harmonic
	Notation	<ul style="list-style-type: none"> • Can recognise the string characters and connect these to the strings on the instrument • Can read and play simple rhythms on open strings with stick notation and colours • Can sight read music with the aid of colours and characters
	Ensemble	<ul style="list-style-type: none"> • Can start and stop with the ensemble • Can have an awareness of the conductor
	Composing/ Improvising	<ul style="list-style-type: none"> • Can improvise a simple four beat rhythm which can be copied by others • Can improvise on open strings through call and response
	Technique	<ul style="list-style-type: none"> • Can understand how to look after instrument • Can understand how to get ready to play and hold rest position • Can prepare for left hand fingers with left hand pizzicato with freedom of movement around the instrument using natural harmonics • Can maintain a good and relaxed playing posture and maintain a good bow hold • Can play circular bow retakes using “airplane bows”
Performing	<ul style="list-style-type: none"> • Can take part in three performances at the end of each term as an ensemble • Can have an awareness of an audience 	
Vocabulary	<ul style="list-style-type: none"> • 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 	
Key Teaching Materials	<ul style="list-style-type: none"> • Vamoosh Book 1 • Abracadabra Beginners • Song Bank 1 	<ul style="list-style-type: none"> • Fiddle/Viola/Cello Time Starters • Violin Star Book 1 • Superstart Violin

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Year 2		
Strands of Learning	Melody	<ul style="list-style-type: none"> • Can play stepwise melodies on one string, melodies that cross strings and those that explore the whole major scale. • Can play using the 4th finger
	Notation	<ul style="list-style-type: none"> • Can recognise stepwise notation on the staff • Can recognise the clef on the staff and identify A and D in the appropriate clef for the instrument • Can understand line and space notes
	Ensemble	<ul style="list-style-type: none"> • Can learn the use of basic dynamics and follow the conductor's lead on loud and soft playing. • Can understand the difference between legato and staccato and begin to play this as a group • Can explore playing in harmony within the group.
	Composing/ Improvising	<ul style="list-style-type: none"> • Can improvise over a longer duration using more complex rhythms and understanding the role of rests. • Can improvise using the notes of the major scale using sequences and call and response.
	Technique	<ul style="list-style-type: none"> • Can have an awareness of tuning and pitch and to use an open string as reference • Can play with a relaxed, natural bow action on one string parallel to the bridge • Can begin to have an awareness of bow distribution and be able to stop, retake, and play slow, fast, staccato, and legato bows • Can prepare for shifts and play natural harmonics accurately • Can place fingers accurately on the instrument with a natural left hand position
	Performing	<ul style="list-style-type: none"> • Can take part in three performances at the end of each term as an ensemble • Can have an awareness of an audience • Can have a sense of occasion within a performance
	Vocabulary	<ul style="list-style-type: none"> • fine, legato, staccato, forte, piano, harmonics, retake, time signature, key.
	Key Teaching Materials	<ul style="list-style-type: none"> • Vamoosh Book 1 • Abracadabra Beginners • Song Bank 2 • Fiddle/Viola/Cello Time Starters • Violin Star Book 1 • Superstart Violin

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

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

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Year 5

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

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Year 6

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