

## Violins

### Year 1

Term 1	Term 2	Term 3
<p><b>Singing</b></p> <p>Simple songs, limited range, unison Brand New Day Ai Carumba</p>	<p><b>Singing</b></p> <p>Simple songs, more extended range Links to topic if possible Introduce antiphony</p>	<p><b>Singing</b></p> <p>Songs may include part singing or opposing melodies Rounds Queen Victoria Dippy the Dinosaur</p>
<p><b>Playing</b></p> <p>Pizzicato Learning open Strings Simple rhythms: crotchets, semibreves, rests Initially no notation using letters instead</p> <p>Willow Waltz Jig Then adding notation for D and A Manhattan Blues Adding G and E At the Ballet Old Smokey The Can Can Improvisations using open strings Call and response patterns using open strings</p>	<p><b>Playing</b></p> <p>Pizzicato</p> <p>Learn first tetrachord D E F# G but not using notation (using fingers on the string) Morning Sunshine</p> <p>Learn notation for D and D1 D2 and D3</p> <p>Coconut Tree Grand Old Duke of York Hokey Cokey</p>	<p><b>Playing</b></p> <p>Pizzicato</p> <p>A string tetrachord A B C# D</p> <p>Notation for A string tetrachord</p> <p>Dark Horse Twinkle Twinkle Old McDonald</p> <p>Improvisations using tetrachord</p> <p>Call and response patterns using tones and semitones</p>
<p><b>Key learning/vocabulary</b></p> <p>Simple vocal technique Parts of the violin Names of the strings Location of the strings Notation for the open strings Crotchets/Quavers Three/Four beats in the bar</p>	<p><b>Key learning/vocabulary</b></p> <p>Extended vocal range Using fingers to create notes Notation for D tetrachord Piano/Forte</p>	<p><b>Key learning/vocabulary</b></p> <p>Round/canon Using fingers to create extra note on A string mostly A and B Reading notation for new notes</p>

<p><b>Checks for progression</b></p> <p>Do they know which string is which?  Can they name the strings?  Can they accurately copy simple patterns of open strings?  Can they play the three pieces?  Can they read G,D, A and E on the stave?  Can they differentiate between notes and rests?  Can they confidently perform a song with the whole group?</p> <p><b>Group performs if possible</b></p>	<p><b>Checks for progression</b></p> <p>Can they make the first tetrachord?  Play Morning Sunshine  Do they recognise D E F# and G on the notation?  Do they understand the ladder concept in terms of notation?  Do they understand that there is more than one E?  Can they recognise repetition within musical notation?</p> <p><b>Group performs if possible</b></p>	<p><b>Checks for progression</b></p> <p>Can they read all the D and A string notation?  Can they play Twinkle/Old McDonald?  Maintain their part in a round/part song?  Can they recognise and clap quavers, crotchets, minims, semibreves?  Do they recognise crotchet, minim, semibreve rests?</p> <p><b>Group performs if possible</b></p>

## Year 2

Term 1	Term 2	Term 3
<p><b>Singing</b></p> <p>As some Yr 3 new students, simple unison songs to link to topic  Encouraging of good vocal technique  Vocal warm-ups, activation games</p>	<p><b>Singing</b></p> <p>More challenging topic songs  Rounds 'Finger Click'  internalisation of pulse  Songs with antiphony/ possibly harmony depending on ability or with several melodies sung at the same time</p>	<p><b>Singing</b></p> <p>Preparation for Come and Play</p>
<p><b>Playing</b></p> <p>Revision after summer, also new students</p> <p>Blue Blazes: open strings, but challenging rhythm.  Coaching role for more able to help beginners  TA support for Yr 3</p> <p>First Tetrachord revisited  Old Chuckwaggon  Work on A string tetrachord with additional rhythmic syncopation  Pineapples are Juicy  We're not sitting still  A string hoedown slow</p>	<p><b>Playing</b></p> <p>Aim to develop more effective performance</p> <p>Pieces with A and D tetrachord  Twinkle  Ode to joy (famous composer Beethoven)  Additional movement included in pieces  Reel  Dog and Duck</p> <p>Challenge piece  Fiery Fiddler  Walk on Mars</p>	<p><b>Playing</b></p> <p>Preparation for come and play</p>

<p>Christmas piece for Carol Service Opportunity for improvisation/composing in We're not sitting still</p>		
<p><b>Extension for OOPS</b></p> <p>Learn bowholds Technical bow work Simple pieces with bow Morning Sunshine Old Chuckwaggon Ballad</p>	<p><b>Extension for OOPS</b></p> <p>Learn pieces with bow Yr 4/5</p> <p>Challenge pieces for all: Use Vamoosh 1.5 and differentiated resources as appropriate to create performance pieces Raise level of challenge, rhythms, solos in call and response etc Start preparing for Oldham Music Festival</p>	<p><b>Extension for OOPS</b></p> <p>Preparing pieces for Oldham Music Festival</p>
<p><b>Key learning/vocabulary</b></p> <p>Pizzicato/Arco Bowholds Syncopation Increasingly difficult and complicated LH finger patterns</p> <p>Ensuring Y3 starters catch-up, and providing differentiation for those struggling</p>	<p><b>Key learning/vocabulary</b></p> <p>Pieces that change strings frequently Composer Composition Movement whilst playing Harmony parts (different groups playing different parts) More challenging songs range and harmony Spotting repetition and patterns to encourage effective reading of notation</p>	<p><b>Key learning</b></p> <p>Performance skills and expectations</p> <p>To have performed away from school</p> <p>Bridgewater Hall Queen Elizabeth Hall</p> <p>Expectations at a public concert</p> <p>To have engaged with great composers</p>
<p><b>Year two checks for progression</b></p> <p>Are new starters successfully integrated? Can the more able (oops group) coach the beginners? Can they clap/recognise challenging rhythms? Can they play and recognise notes of both A and D string tetrachord?</p>	<p><b>Year two checks for progression</b></p> <p>Can they identify a famous composer? Can they play more challenging pieces? Can they combine playing and movement? Can the OOPS Group use their bow to play more challenging material?</p>	<p><b>Year two checks for progression</b></p> <p>Have the WICIT group performed at Come and Play with the Halle? Did they learn two songs and three pieces from memory? Did they listen to and appreciate the performance of a professional orchestra</p>

<p>Can the OOPS group hold a bow?  Do circles?  Annoying Fly?  Maintain constancy on one string?  Can they all copy tetrachord patterns when call and response is utilised?</p> <p><b>To perform if possible at the Carol Concert</b></p>	<p>Have all the OOPS group encountered new and more challenging material?</p> <p><b>To have performed if possible</b></p>	<p>playing pieces by renowned composers?</p> <p>Did the OOPS Group perform at the QE Hall?</p> <p>Can they explain how they have improved this year?</p> <p>Can they identify their own progression?</p> <p><b>To have performed at a public venue</b></p>
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