



The Sherwood School Year 3 In2Music WCET Yearly Overview

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

WCET Instrument(s)/Area of Study:	Violin
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NB: Each unit should be designed to last for one half-term (typically 5 lessons).

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Learning Objectives: <i>(3-4 LOs per Unit)</i>	To hold the violin correctly To identify the open strings To perform open string pieces using pizzicato	To maintain a correct bow-hold To bow open strings To read notations of the open string in crotchet, quaver and minim rhythms To participate in basic rhythmic open string improvisation	To bow open strings with increasing confidence To recognise down bow and up bow symbols To use and recognise 1 st finger on all strings (pizzicato).	To use and recognise 1 st finger on all strings using the bow To play with 1 st , 2 nd & 3 rd finger (pizz) To perform within a homophonic ensemble	To play with 1 st , 2 nd & 3 rd finger (bowed) To play D, A & G Major scales (1 octave – pizz.) To recognise notation for 2 nd 3 rd finger	To play D, A & G Major scales (1 octave – bowed.) To perform scales in a round To strengthen the 4 th finger in preparation for use



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Suggested Activities, Repertoire & Resources	Holding Violin steps Vamoosh, Manhattan Blues Fiddle Time Joggers, <i>Under Arrest</i> Fiddle Time Joggers, <i>Down Up</i> (plucking)	Making a bowhold using steps and Up Like a Rocket Open Strings Jingle Bells Duet Fiddle Time Starters, <i>Rhythm Train</i> Fiddle Time Joggers, <i>Down Up</i> (with bow)	Fiddle Time Joggers, <i>Fast Lane</i> Vamoosh, <i>At the Ballet</i> Vamoosh, <i>Pineapples are Juicy</i>	Suzuki 'I'm a Little Monkey' on all strings Fiddle Time Joggers, <i>Rhythm Fever</i> ABRSM Initial, Fishcakes and Apple Pie	Scale finger pattern charts D,A,G major scales Fiddle Time Starters, <i>Fit as a fiddle</i>	ABRSM Prep Test, <i>Monkey Swing</i> D,A,G major scales Fiddle Time, Venice and Vivaldi

- To sing call and response phrases, in unison and in rounds with good intonation
- To internalise the pulse and recall rhythmic phrases of increasing complexity with confidence
- To know and be able to participate in a range of 'musical games' and warm-up activities designed to prepare pupils for playing their instrument within an ensemble
- To recognise crotchet, quaver and minim rhythms visually and be able to approximate 1 and 2 bar rhythms using vocalisation (e.g. 'tah, taka, taaah / tea, coffee, coca cola')
- To improvise simple rhythmic and/or melodic phrases using body percussion and on their instrument with increasing fluency

Assessment Opportunities

- Three 'Up Like A Rocket' in a row challenge
- Holding violin with the head challenge
- Read the rhythm grid challenge
- Climb the bow challenge
- In class performances
- End of year concert

NB: This Overview provides a guide outline of the expected learning outcomes of an In2Music WCET group of the course of up to 1 year. It should be read in conjunction with the accompanying Termly SoW, which provides a week-by-week breakdown of suggested learning intentions.

MMF tutors are encouraged to adopt, adapt, and add-to these Unit Learning Objectives for their lessons in order to meet the needs of their class.

Support and resources are available from the MMF core team, email: in2music@mmf.org.uk for help.