

Progression of Notation at AK School

		Knowledge based upon Charanga scheme	Skills from Charanga scheme	What should we see in each year group (Weekly music lessons. Weekly singing Assemblies)
EYFS	Playing	<p>Knowledge</p> <ul style="list-style-type: none"> Learn the names of the instruments they are playing. 	<p>Specific skills</p> <ul style="list-style-type: none"> Singing and learning to play instruments within a song Show an interest in the way musical instruments sound Explore the different sounds of instruments Play untuned or tuned instruments with a understanding of pulse 	<p>Children singing as part of their daily routine building up a repertoire of songs they know well.</p> <p>Children playing and exploring a range of tuned and untuned instruments.</p>
Y1	Playing	<p>Knowledge</p> <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. 	<p>Specific skills</p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader' 	<p>Children singing simple songs, building up a repertoire of songs they know well. Children should be singing collectively at the same pitch.</p> <p>An understanding of beat and tempo (speed)</p> <p>Children performing copycat, repeating rhythms and performing word pattern chants.</p> <p>Comparing of high and low sounds using voice and tuned percussion</p> <p>Children following picture and symbols when singing and playing.</p>
Y2	Playing	<p>Knowledge</p> <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class 	<p>Specific skills</p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. 	<p>Children singing simple songs, building up a repertoire of songs they know well. Children should be singing collectively at the same pitch with increasing vocal control.</p> <p>An understanding of beat and tempo (speed) and grouping beats into twos and threes.</p> <p>Children performing, inventing and reading rhythms including crotchets, quavers and crotchet rests.</p> <p>Recognise dot notation (3 note tunes on tuned percussion) Recorders</p>

Progression of Notation at AK School

Y3	Playing Instruments	<p>Knowledge To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)</p>	<p>Specific skills</p> <ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. 	<p>Children singing a widening range of unison songs of varying styles and structures. An understanding of beat and changing tempos. Children using known notation and names using just 3 notes.</p>  <p>composing rhythmic letter</p> <p>Children learning to play a tuned instrument (Recorders) using a small range of 3 notes e.g. GAB Children developing knowledge about the stave, clef and dot notation showing higher and lower pitch. Children understanding the differences between crotchets and paired quavers.</p>
Y4	Playing Instruments	<p>Knowledge To know and be able to talk about:</p> <ul style="list-style-type: none"> • The instruments used in class (a glockenspiel, recorder or xylophone). • Other instruments they might play or be played in a band or orchestra or by their friends. 	<p>Specific skills</p> <ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song. 	<p>Children singing a broad range of unison songs including rounds and partner songs and some vocal harmony. Children composing using known rhythmic notation and letter names using 5 notes (pentatonic scale) Children creating rhythmic phrases using known note values (minim, crotchet, crotchet rest, paired quavers) Children learning to play a tuned instrument (Recorders/glocs/steelpans or something provided by music hub) using a small range of 5 notes. E.g. GABCD Children performing in two or more parts. Children reading and performing pitch notation using a minimum of 5 notes.</p>

Progression of Notation at AK School

Y5	Playing Instruments	<p>Knowledge To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends 	<p>Specific skills</p> <ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session. 	<p>Children singing a broad range of songs from an extended repertoire including 3 part rounds and partner songs and some vocal harmony. Children composing using a major and minor scales(C maj/Amin) – 8 notes and known rhythmic notation. Children playing melodies on tuned instruments following staff notation using notes within middle C – C’ range Children developing an understanding of basic triads/chords. Children understanding the differences between semibreves, minims, crotchets, crotchet rests, paired quavers and semi quavers. Children reading and performing pitch notation using a minimum of 8 notes. C – C’.</p>
Y6	Playing Instruments	<p>Knowledge To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends 	<p>Specific skills</p> <ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session 	<p>Children singing a broad range of songs including those with syncopated rhythms, three and 4 part rounds, partner songs and vocal harmony. Children composing, performing, notating 8 or 16 beat melodic phrases. Children playing melodies on tuned instruments following staff notation using notes within an octave range. Accompanied by a bass line or block chords. Children playing together in small ensembles. Children understanding the differences between semibreves, minims, crotchets, , paired quavers, semi quavers and their equivalent rests. Children further developing the skills to read and perform notation using a minimum of 8 notes. C – C’. Children reading and playing confidently a 4 bar phrase.</p>

Progression of Notation at AK School

