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|  | Rhythm | Pulse | | Pitch |
| Y1 | * Copycat rhythm patterns * Repeating rhythm patterns (ostinato * Word-pattern chants Create, retain, perform own rhythm patterns | * Respond to the pulse in recorded/live music through movement and dance- Stepping, jumping/ tip-toeing * Change the speed of the movement as the tempo of the music changes * Play repeated patterns using body percussion, tuned and untuned classroom percussion (shake, scrape, tap) to maintain a steady beat | | * High and low sounds. * Explore percussion sounds to enhance storytelling, * Follow pictures and symbols to guide singing and playing |
| Y2 | * Copycat rhythms * Copy a leader, and invent rhythms for others to copy * Create and perform chanted rhythm patterns * Represent rhythm patterns using stick notation including crotchets quavers crotchets rests | * Walk in time to the beat of a piece of music or song. * Recognise any changes in tempo (faster/slower) * Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats * Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. in 2 Maple Leaf Rag by Joplin in 3 The Elephant from Carnival of the Animals by Saint-Saëns | | * Singing games based on the cuckoo interval (so-mi) * Respond to changes in pitch with actions (e.g. stand up/sit down, hands high/hands low). * Recognise dot notation and match it to 3-note tunes played on tuned percussion |
|  | **Performing** | | **Notation** | |
| Y3 | * Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. * Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups. * Individually copy back stepwise melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow.). Extend to question-and-answer phrases. * Listen to and correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi | |  | |
| Y4 | * Develop facility in the basic skills of a selected musical instrument. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes. * Play and perform melodies following staff notation using a small range (e.g. C–G/do–so) * Copy short, melodic phrases * Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. | |  | |
| Y5 | * Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation (note range C–C /do–do) * Understand how triads are formed, and play them on tuned percussion / melodic instruments. * Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). G major / D major * Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. * Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies | |  | |
| Y6 | * Play a melody following staff notation using notes within an octave range (do–do); make decisions about dynamic range, including very loud (*ff*), very quiet (*pp*), moderately loud (*mf*) and moderately quiet (*mp*). * Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. * Perform a part within an ensemble - transition project! | |  | |