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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
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| 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
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|  | **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
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| 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.
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| 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
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| 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!
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