

Progression of skills – Using notation

Year 1	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Recognise how graphic notation can represent created sounds, exploring and inventing own symbols	√	√	√
2. Follow pictures and symbols to guide singing and playing	√	√	√
Year 2	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Invent graphic notations to represent simple features of music (e.g. dynamics and tempo)		√	√
2. Use graphic notation to represent rhythmic or melodic patterns	√	√	√
3. Use graphic symbols to keep a record of a composed piece		√	√
4. Follow graphic notations to guide singing and playing	√	√	√
Year 3	Term 1: HEAR IT, PLAY IT!	Term 2: PAINTING PICTURES WITH SOUND	Term 3: SING, PLAY, NOTATE
1. Play from rhythmic notation and understand the value of minims, crotchets and quavers	√		√
2. Follow graphic notation to guide singing and playing	√	√	√
3. Use graphic notation to represent rhythmic or melodic patterns		√	√
4. Create graphic notation to represent two or more layers of musical sound	√	√	
5. Apply word chants to rhythms, understanding how to link each syllable to a musical note	√	√	√
Year 4	Term 1: Playing with Rhythm	Term 2: Musical Contrasts	Term 3: Melody Builder
1. Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers	√		√
2. Play from pitch notation (e.g. graphic notation, combination of rhythm and note names)			√
3. Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture,	√		

achieving a sense of ensemble			
4. Use graphic notations to represent layers of rhythm.	√		
5. Explore a range of notation e.g. graphic symbols, rhythm notation to capture and record creative ideas.		√	√
6. Use a graphic score to represent musical structure		√	
Year 5	Term 1: EXPLORING RHYTHMIC LAYERS	Term 2: MUSIC AND WORDS	Term 3: SONG INGREDIENTS
1. Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver)	√	√	
2. Develop understanding of time signatures (3/4 and 4/4)	√		
3. Read and perform pitch notation within an octave	√		√
4. Represent compositions using a combination of graphic and standard notations	√	√	√
5. Use and understand musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions		√	√
Year 6	Term 1: WE'VE GOT RHYTHM	Term 2: MUSICAL EFFECTS AND MOODS	Term 3: CELEBRATING SONGS
1. Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver)	√	√	√
2. Develop understanding of time signatures (3/4 and 4/4, 6/8)	√	√	
3. Read and perform from pitch notation		√	√
4. Read and perform from graphic notation	√	√	√
5. Represent compositions using graphic and standard notations		√	√
6. Notate melodies and chords using staff or informal notation.			√
7. Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions	√	√	√