



# All Saints Catholic Primary School

## Subject specific knowledge, core learning and progression of content

<p>and spider if appropriate Guess a song from hearing the rhythm only if appropriate Use movement, body perc. or perc instr. to show short or smooth to change the mood of the song or because a change has happened to the subject of a song. Match the same singing sound as the teacher Musical Summary Song set 1: Major Key 2 or 3 notes only per song d r m s l 2/4 3/4 4/4 6/8 TiTi / Ta / Tae / Ta Ti / Two / Three / Rest Join in with Hello song, rhythm and pulse movements Sing the words to Hello Everyone Sing a crescendo in the       part</p>	<p>Perform the rhythm of Song Set 1 &amp; 2 songs Identify song set 1 &amp; 2 songs from hearing the rhythm only <u>Introducing Rhythm</u> <u>Creatures:</u> Ta=fly, TiTi=spider, Two=Snail sssh=rest Perform simple time Song Set 1 &amp; 2 songs exchanging the original lyrics for rhythm creatures. Can perform a fly, spider and caterpillar Explain the difference between a fly and a spider Echo a 4 beat rhythm of flies, spiders, sssh &amp; snail. Echo a 4 beat rhythm of flies &amp; Caterpillars Create a 4 beat rhythm of flies and spiders for others to echo Read and perform the rhythm creatures of simple time Song Set 1 &amp; 2 songs.</p>	<p>so la in sol-fa with hand signs Name with sol-fa (doh-la) the sign a teacher is showing Define the word rhythm in songs: short and long sounds Perform the rhythm of Song Set 1, 2 &amp; 3 songs Perform Rhythm Creatures &amp; Rhythm People for Song Set 1, 2 &amp; 3 songs including new RC &amp; RP Echo 4 beat rhythms including new Rhythm Creatures Ladybird, Grasshopper, Hamster, sea urchin, tortoise – Copy Cat Introducing Kodaly Stick Notation Names (KSN): Ta, TiTi, TiCa TiCa Continuing to show the link between KSN and Rhythm People. Perform simple time songs exchanging the original lyrics for KSN Echo 4 beat rhythms using KSN Ta TiTi Two TiCa TiCa sssh Respond to a 4 beat call Compose and perform 4 beat rhythms using KSN drawing Ta or TiTi into Pulse Hearts Perform a rhythmic ostinato to recorded music using Ta &amp; TiTi</p>	<p>Perform the rhythm of songs while singing and thinking voice  Perform rhythmic ostinatos to recorded music, live music or whilst another group sings  Perform the rhythm of one song against another  Perform subdivisions: Ta, TiTi, TiCa TiCa, Two  Echo 2, 3 &amp; 4 beat rhythms and count the beats at the same time  Echo 2, 3 &amp; 4 beat rhythms and conduct the beats at the same time  Count how many beats there are in KSN bars  Count the beats while another group performs the rhythm of KSN bars  Understand that rhythm lasts for a particular number of beats including simple beat maths Ta=1 Two=2  Compose 8 beat rhythm using Ta &amp; Titi into two 4 beat bars  Complete Song Set 3</p>	<p>Draw the finger no. 1 &amp; 2 notes on a FM and label them correctly Pluck &amp; bow Open String and finger no. 1 &amp; 2 on each string Sing and play Simply Sol-fa exercises using doh &amp; re Call &amp; echo / Call &amp; respond using doh &amp; re/ finger no. 1&amp;2 on each string Play songs using finger no. 1 &amp; 2 on each string Sing Song Set 4 songs allocated for Stage 5/Y3 Sing in 2 parts using canons, partner songs and pitch ostinatos Sing all instrumental pieces with ABC/123/doh re mi/other! Sing in thinking voice Sing Schools Concert Song / Birthday Concert Song Play in an orchestra when the orchestra is in unison Play using call and echo structures: I can play when it is my turn, I can stop to listen to the other part, I can start again when it is my part Pairs: work with a desk partner to achieve best playing standard Solo: Play short solos Play at Home</p>	<p>Call &amp; echo / Call &amp; respond using doh re mi fa / finger no. 1, 2, 3 &amp; 4 on each string Play songs using finger no. 1 2 3 &amp; 4 on each string Play scales with doh re mi so Play pentatonic major scale: do re mi so la Play major scale in 3 keys Play a major arpeggio <b>Continue learning Song Set 4 songs allocated for Stage 5/Y4</b> <b>Sing Schools Concert Song / Birthday Concert Song</b> Sing all instrumental pieces with ABC/123/doh re mi/other! Track and play pieces up to 40 bars long written on the 5LS with: open string notes + stopped notes already learnt /Ta, TiTi, Two (simple time) / Ta Ti, TiTiTi, Tae (compound time) / 1, 2 &amp; 4 beat rests / rhythmically unison with the rest of the orchestra Play pieces with call and echo/call &amp; response structures Count bars rest using the 1234, 2234, 3234.... system Count bars and use rehearsal marks to know where to go from when rehearsing Pairs: work with desk partner to play our best</p>	<p>Bow 0 1 2 2 3 on each string Play songs that use both positions for finger no.2 on each string Clowns Play a 1 Octave major scale starting on finger no.3 in 1<sup>st</sup> pos Play songs that use different positions for finger no.2 within the song Play 1 and 2 Octave Natural Minor Scale &amp; Arpeggio in 1<sup>st</sup> Pos. Learn 3 ABRSM Grade 1 Pieces independently Play the ABRSM Grade 1 Scale &amp; Arpeggio requirements Use vibrato Song Set 5 Songs Sing all rep. with ABC/123/doh re mi /other Sing with thinking voice using inner ear Sing in 2 part harmony Play with a unified pulse across varying tempi, time signatures, expression markings and dynamics. Play in multiple part polyphony exhibiting good intonation, sound, articulations, unified bowings and cohesive sectional playing Exhibit leadership skills and team work across the orchestra to ensure all members are playing their part in ensuring the group sounds its best.</p>	<p>which have the same alphabet name as the original finger no.1 notes but with flats or naturals Draw the new finger no.1 notes on a FM and label them correctly Bow 0 1 1 on each string Play major scale &amp; arpeggio 1 octave in half position starting on finger no. 2 Play and bow finger no.1 2 3 &amp; 4 in ½ position on all 4 strings Draw finger no. 1 2 3 &amp; 4 in ½ position on a FM and label them correctly Play songs that use finger no. 1 2 3 &amp; 4 in ½ position on each string Play pieces from tutor books using half position Play major scale and arpeggio 1 octave in half position starting on finger no. 1 Play natural minor songs combining 1<sup>st</sup> position &amp; half position: TU!BK3 Learn 3 ABRSM Grade 2 Pieces independently Play the ABRSM Grade 2 Scale &amp; Arpeggio requirements Take ABRSM Grade 2 Use vibrato within pieces Play TU!BK3 with repeats 1<sup>st</sup> time in 3<sup>rd</sup> position and 2<sup>nd</sup> time in 3<sup>rd</sup> position: SHIFTING Singing Song Set 5 Songs Sing all repertoire with ABC/123/doh re mi / other! Sing with thinking voice using inner ear Sing in 2 part harmony</p>
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	<p>Sing back lessons commands echo style</p>	<p>Use 1 beat RC flashcards to create 4 beat rhythm using flies &amp; spiders and perform it <u>Introducing Rhythm People:</u> Ta=walk TiTi=Jogging, Two=stride sssh=rest Perform simple time Song Set 1 &amp; 2 songs exchanging the original lyrics for rhythm people Read and perform the rhythm people of simple time song set 1 &amp; 2 songs. Echo a 4 beat rhythm of walks and joggings Song Set 1 &amp; 2 Major Key Songs using up to 5 different pitches per song Hello Songs Sing the commands back echo style adding body pitches and rhythm creatures call and echo as part of the sequence Sing back echo style sung</p>	<p><u>Identify song set songs from rhythm only</u> Musical Summary Song Set 3: Major &amp; Minor Key / using up to 8 different pitches per song / using more complex rhythms Sing with good posture, understanding of breathing and a clear unforced tone Hello Songs</p>	<p>Song Set 4 – 1st 8 songs  Sing songs with a variety of extra musical activities  Sing in 2 parts using partner songs  Sing in 2 parts using canons  Sing in 2 parts using pitch ostinato  Singing Commands: Words + Sol-fa + KSN</p>		<p>find the music on the stand Identify the outside and inside player on a desk Solo: play short solos mainly in lessons Can Play at Home</p>	<p>Confidently perform solo and as a group on various platforms including the Liverpool Philharmonic Hall.</p>	<p>Play with a unified pulse across varying tempi, time signatures, expression markings and dynamics. Play in multiple part polyphony exhibiting good intonation, sound, articulations, unified bowings and cohesive sectional playing Exhibit leadership skills and team work across the orchestra to ensure all members are playing their part in ensuring the group sounds its best. Confidently perform solo and as a group on various platforms including the Liverpool Philharmonic Hall.</p>
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		commands at varying pitches to practise pitch matching						
<b>Listening</b>	<p>Song Set 1 Listening Curriculum Join in with teacher led movement of listening curriculum material that shows the musical content or structure of a recorded piece of music. Can move / use body perc. / play perc intr. to recorded music Can listen while others play</p> <p><u>Live Music Reaction Games:</u> React using movement, body perc or perc intr. to live, improvised, instrumental music played by teacher. Stop and start with the music Respond to fast, slow, loud, quiet, high, low, short and smooth</p>	<p>Song Set 2 Listening Curriculum Perform the pulse to live and recorded music Freely move / use body perc. / play perc intr. to recorded music Join in with teacher led movement of listening curriculum material that shows the musical content or structure of music. Understand the In Harmony sung commands when played without words on an instrument Understand and follow new commands played only on an instrument</p>	<p>Song Set 3 Listening Curriculum Answer in an age appropriate way the question “what did you notice?” to a piece of recorded music Perform pulse sequences and routines to live and recorded music Perform rhythmic ostinatos to live &amp; recorded music Freely move / use body perc. / play perc intr. to recorded music Join in with teacher led movement of listening curriculum material that shows the musical content or structure of a recorded piece of music. Live Music Reaction Games Understand the IH sung commands when played on an instrument</p>	<p>Song Set 4 Listening Curriculum Answer in an age appropriate way the question “what did you notice?” to a piece of recorded music Take part in schools concert preparation activities Attend schools concert to hear a variety of orchestral music performed live</p>	<p>Schools Concert Repertoire Song Set 4 Listening Curriculum: Respond to- what do you notice? Rhythms, Character, tonality, Meter, articulation</p>	<p>Schools Concert Repertoire Song Set 4 Listening Curriculum Respond using Dynamics: Can sing, play and use the Italian term for: soft (piano), loud (forte), getting louder (crescendo), getting softer (decrescendo) Tempo: sing, play and use the Italian term for: fast (allegro), slow (andante), getting faster (accelerando), getting slower (ritardando) Articulation: Use bow to produce contrasting sounds and use the Italian term for: Accented (marcato) and smooth (legato) Character: Identify the character of a piece and know which instrumental techniques can create the chosen character: Happy, sad, calm, angry, energetic</p>	<p><u>Aural ABRSM:</u> INITIAL GRADE: Clap the pulse of a piece played by examiner Echo clap a 2 bar rhythm either in 3 or 4 time Echo sing 1 bar of 4/4 using doh – mi Answer a question on dynamics or articulation</p> <p>ABRSM AURAL GRADE 1: Clap the pulse of a piece played by the examiner and state if in 2 or 3 time Echo sing 2 bars doh-mi: Spot a pitch change in a 2 bar phrase Answer a question on dynamics &amp; articulation</p>	<p><u>ABRSM AURAL GRADE 2:</u> Clap the pulse showing strong beats of a piece of music and state if in 2 or 3 time Echo sing 3, 2 bar phrases doh-so: Spot a pitch or rhythm change in a 2 bar phrase Answer 2 questions on tempo inc. tempo change and dynamics or articulation</p>

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<p><b>Improvising</b> <b>Composing</b></p>	<p>Improvise as an individual and in a group on perc instr. in the gaps of a song Use perc instr. within a Tuning In setting to communicate with other adults and children in the room Explore different ways of making sounds on percussion instruments</p>	<p>Improvise on perc instr. in the gaps of a song Use RC flashcards to create 4 beat rhythm using flies &amp; spiders and perform it Use pentatonic scale desktop bells to create a piece with a Chinese New Year theme</p>	<p>Respond to a 4 beat call Compose and perform 4 beat rhythms using KSN drawing Ta or TiTi into Pulse Hearts Give an improvised response in call &amp; echo games Improvise on pitched and unpitched perc instr. in the gaps of a song/piece of music Song writing: Can change the lyrics to Engine Engine Compose a 4 beat rhythm using Ta &amp; TiTi Soundscapes: Take part in a Space soundscape using a story, a song (twinkle), body perc., perc instr. Creative Movement: Create a movement piece in small groups for Clocks</p>	<p>Improvise a response in a call &amp; response with rhythm on: body perc. or perc instr; singing and hand-signs. Improvise on instruments a new response to Can you play your .....string? Compose an 8 beat rhythm using Ta &amp; TiTi and mi re doh in 2 KSN bars Compose Open String pieces on instruments using colouring the blobs Take part in a Space soundscape using a story, a song (twinkle), body perc., perc instr.</p>	<p>Improvise within a Call &amp; Response structure using open strings on instrument Rhythm Composing: compose 2 bar rhythm in 6/8 using Ta, TiTiTi, Tae, Two Do the D &amp; A composition exercise in TU!BK1 and perform it Soundscapes: Create a storm soundscape with 3-6 musical storm ideas using voice, percussion instruments and string instruments</p>	<p>Improvise within a Call &amp; Response/Head Improv Head structure using Solfa tone-sets: doh &amp; re / doh re mi Create the rhythm and pitch for a composition exercise in TU!BK2 Soundscapes: Create a storm soundscape with 3-6 musical storm ideas using voice, percussion instruments and string instruments</p>	<p>Improvise a Head Improv Head Structure Change a Tune Book song through improvisation working in a pair Rhythm composing: Rhythm Clock Compositions Pitch Composing: Composing in TU!BK3 Soundscapes: Storm soundscape based on Sea Interludes IV Storm by Britten</p>	<p>Head Improv Head Structure Change a Tune Book song through improvisation working in a pair Rhythm Composing: Rhythm Clock Compositions Pitch Composing: Composing in TU!BK3 Soundscapes: Create something based on art</p>
<p><b>Notation</b> <b>Rhythm</b> <b>Pitch</b> <b>Stave</b> <b>Musical notation</b></p>	<p>Track, read and perform rhythm creatures, rhythm people and body pitches of simple time song set 1 &amp; 2 songs Introduced to the Handy Stave: Can do songs and games to get one hand in</p>	<p>Track, read &amp; perform Rhythm Creatures, Rhythm People &amp; Body Pitches spotlight songs S&amp;B Level 1 Track, read &amp; perform Kodaly Stick Notation Hearts for spotlight songs S&amp;B Level 2</p>	<p>Understand that notes can be either line notes or space notes Recognise space and line notes on a reduced stave when shown on flashcards Recognise space &amp; line notes on a 5 Line Stave (5LS) when shown on flashcards Sing songs shown on a reduced stave to the words "space &amp;</p>	<p>Track, read and perform KSN hearts &amp; perform rhythm flashcards based on song set 1&amp;2 in 2, 3 &amp; 4 time Track, read &amp; perform the rhythm of songs from percussion scores S&amp;B Level 4 Simply Sol-fa, Sol-fa on the Stave Sing BP contours. Can sing BP on reduced stave. Can "BP and same" sing.</p>	<p>Perform the rhythm of all the songs in TU!BK1 and Song Set 4 Perform subdivisions Ta/TiTi/Two OR Walk/Jogging/Stride <u>Simple Time Rhythm Flashcards</u> Bow on instrument. Conduct and say. Count the beats and clap Perform Ta &amp; Titi, Two and rest 4 beat Flashcards <u>Compound Time:</u></p>	<p>Perform Ta &amp; Titi, TiCa Tica Two and rest 4 beat Flashcards Perform 6/8 one bar rhythm flashcards with Tae, TiTiTi, Ta Ti &amp; Two mixing up these within a bar Perform subdivisions Ta/TiTi/Two/TiCa TiCa OR Walk/Jogging/Stride/Running faster Perform the rhythm of all songs in TU!BK2</p>	<p>Use ties to join notes together and their duration. Recognise the difference between slurs and ties. Identify bar lines in duple, triple and quadruple time. Recognise the use of a dot in rhythm and state the duration of a dotted crotchet, dotted minim and dotted quaver.</p>	<p>Perform simple time 4 beat Flashcards with rhythm focus Perform 6/8 one bar rhythm flashcards Perform 3/8 one 2 bar rhythm flashcards Refer to rhythms using Crotchet, Quaver, Minim, Semi-quaver, semi-breve, dotted crotchet, dotted minim, and dotted quaver Change from one meter to another within a piece</p>

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<p><b>Pitch</b></p> <p><b>Music Theory</b></p>	<p>the Handy Stave position whilst using a pointing finger with the other hand</p>	<p>Perform the heart beats whilst saying the rhythm for spotlight songs S&amp;B Level 1 &amp; 2 Track, read and perform 4 beat KSN flashcards Ta TiTi Two sssh. S&amp;B Specifics Rhythm Clocks Track, read &amp; perform Body Pitch contours S&amp;B Level 2 Identify repeated notes in Body Pitch contours using "body pitch and same" singing S&amp;B Level 2 Describe the shape of the notes in Body Pitch contours using "start, same, up, down" singing S&amp;B Level 2 Understand the word note Count the number of notes in a song from looking at Body Pitch contours/reduced stave resources</p>	<p>line" + the space &amp; line action Show the pattern of the spaces and lines on a Handy Stave climbing up and down the spaces or lines only on a Handy Stave Can show the pattern of the spaces and lines on a 5LS climbing up and down Understand and define the word Stave Look at a selection of notes on a 5LS and describe them as high, low or in the middle</p>	<p>Track, read &amp; perform Sol-fa contours Identify repeated notes in Sol-fa contours using "Sol-fa and same" singing Describe the shape of the notes in Sol-fa contours using "start, same, up, down" singing Identify space &amp; line notes in Sol-fa on a reduced stave Sight sing and compose on a reduced stave Understand how a Sol-fa scale works on the 5LS Define what a note looks like. Identify space &amp; line notes. Find spaces &amp; lines on HS &amp; 5L. Say what a stave looks like. Can say if a note is high or low on the stave. Identify space &amp; line notes in Sol-fa contours Explain the stave has 5 lines and 6 spaces Find a note drawn on a HS on own HS Say the musical alphabet forwards going round and round A-G Recite the musical alphabet ascending and descending starting on A B or C Understand when you go up the alphabet goes forward &amp; when you go down it goes backwards</p>	<p>Swing along to live or recorded music in 6/8 time Say and swing along to the 6/8 poem Echo 2 beat 6/8 rhythms Respond to 2 beat 6/8 rhythm calls don't repeat what you hear Explain that 6/8 is different from simple time 2/4 3/4 4/4 time signatures. Perform 6/8 one bar rhythm flashcards with Tae, TiTiTi, Ta Ti &amp; Two Find the Time Signature on a piece of music Write the number of beats in a bar in the heart on the music Conduct and count the correct amount of beats for the Time Signature 2/4 3/4 4/4 6/8 Write out 4 beat rhythms when dictated using rhythm words, clapping or drumming using: Ta, TiTi, Two &amp; rest Identify 3 clefs: Treble, Alto and Bass and draw the clef that applies to the instrument being learnt Identify the musical alphabet name for the middle line note for the clef that applies to the instrument being learnt Draw the middle line note on the 5LS and find it on HS</p>	<p>Can write out 4 beat rhythms when dictated using rhythm words and clapping or drumming including: Ta, TiTi, TiCa TiCa, Two and Rest Recognise 2 and 4 beat rest symbols and know how many Ta rests are in each box Meter: Play songs in 2/4 3/4 4/4 6/8 on instrument Write the number of beats in a bar in the heart on the music Listen to recorded music and identify its meter by conducting along: 2, 3, 4 or 6/8 Sing song set songs in Sol-fa with hand-signs Sing from the "Simply Sol-fa doh is home" la ti doh re mi: sound and stave deep dive. Sight sing &amp; compose on a 5LS stave Explain the difference between a tone and a semitone: whole step/half step Identify the tones &amp; semitones in major and minor scales Sing and play the intervals exercises in TU!Bk2: semitone, tone, minor 3rd, major 3rd, perfect 4th, perfect 5th Use a Sol-fa ladder: pointing to a Sol-fa ladder in exercises listed above to visually absorb the doh-doh' structure.</p>	<p>Recognise a semi-quaver (taticata) and it's duration. List the order of sharps and flats List what sharps can be found in key signatures C, G, D, A and E major scales. Add both sharps and flats in the correct place in the musical alphabet. Count melodic and harmonic intervals and name them. Describe music dynamics, style, structure and tempo using some Italian terms. Sing solfa drills based on the major &amp; minor scale &amp; arpeggio Sing major scales &amp; arpeggios using alphabet names: C, G, D, A, F Sight sing all the sight reading exercises in Improve your Sight Reading Sing &amp; play interval analysis exercises Draw doh mi so triads Explain what a sharp/flat/natural does to a note Give the correct name to any note in the musical alphabet to make it a semitone higher or a semitone lower Recall the order that the sharps are in the key signature Understand the use of a sharp in the key signature</p>	<p>Conduct 4 bars of each Time Signature on the Time Signatures clock changing to each time signature without a break. Conduct a piece of repertoire containing changing Time Signatures Subdivide simultaneously Crotchets &amp; Semi-quavers using body perc. or perc inst. Pitch any note of the major Solfa scale when doh is given Sing major key Solfa drills in 3rds Sing harmonic and melodic minor scales Do simple pitch dictation using doh re &amp; mi writing down the solfa names and 5LS Sight sing all the sight reading exercises in Improve your Sight Reading Sing &amp; play the intervals exercises in TU!BK3 Draw doh mi so triads Construct Major Scales &amp; Arpeggios using alphabet names and drawing the on a 5LS Construct natural harmonic &amp; melodic minor Scales &amp; Arpeggios using alphabet names and drawing the on a 5LS for E, A, B Minors Can confidently understand: Simple Time Sigs, 2/2 3/2 4/2 3/8; Triplets (notes &amp; rests), Grouping triplets; Ledger Lines; Scales of A, Bb &amp; Eb Major; Constructing the minor scale harmonic &amp; melodic; E &amp; D Minor scales</p>
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				<p>Explain that if you go upwards on the 5LS the alphabet goes forwards and if you go down on the 5LS the alphabet goes backwards                  Show how to go down the 5LS &amp; HS from the middle line                  Say the musical alphabet names for each space and line whilst pointing on the 5LS                  Say the musical alphabet names for each space and line whilst pointing on the HS                  Look at a note on the 5LS and working it out from the middle line note                  label it with the alphabet name, can redraw it, can show the note on a Handy Stave starting with small note clusters e.g. B&amp;A, ABC etc.                  Sing song set songs in Sol-fa with handsigns notated on the 5LS                  Describe the shape of a tune written on the 5LS in terms of ups and downs                  Describe the shape of a tune written on the 5LS in terms of steps and jumps                  doh re mi so: sound and stave deep dive. Sight sing &amp; compose on a 5LS stave</p>	<p>Identify the semitones in the musical alphabet between B&amp;C E&amp;F.                  Understand the pattern for ledger lines above and below the 5LS                  Understand there are up to 3 notes with the same name                  Identify all 19 notes in the clef that applies to the instrument being learnt                  Find the key signature and draw a key symbol underneath                  Count how many sharps there are in the key signature                  Work out what doh is from the amount of sharps there are</p>	<p>Count how many notes in a piece have been sharpened by a sharp in the key signature                  Write out/recite the musical alphabet including sharps to understand the structure of sharps                  Recall the order that the flats are in the key signature                  Work out what doh is from a key signature with flats using the penultimate flat method                  Understand that if there is a flat in the key signature every note with the same name as that flat is flattened/made a semitone lower throughout the piece                  Count how many notes in a piece have been flattened by a flat in the key signature                  Write out/recite the musical alphabet including flats to understand the structure of flats                  Write out/recite the musical alphabet including sharps &amp; flats to understand the structure of how sharps &amp; flats fit into the musical alphabet:                  Can confidently understand; Notes &amp; Rests inc. rhythm maths, use of crotchet, minim etc.; Time Signatures, Bars &amp; Bar Lines, The Stave; Semiquavers &amp; rests, How to group notes; Ties</p>	<p>and tonic triads; Intervals by number only; Grouping notes &amp; rests in more time signatures. Beaming; Composing simple four bar rhythms; New Terms &amp; Signs; Can take ABRSM Grade 2 Theory                  Understand notes can sound the same and are played in the same place on an instrument but they are spelt differently                  Work out doh/major key and la/relative minor key for key signatures up to 3 sharps &amp; 3 flats</p>
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					Sing: a major scale, pentatonic scale, major arpeggio, minor scale and minor arpeggio in Sol-fa with hand-signs ascending and descending Sing all instrumental pieces with ABC/123/doh re mi/other!		and dotted notes;The Stave, Treble Clef, Bass Clef; all notes on the stave; C Major scale, Degrees of the scale, Tones & Semitones; G & F Major, Sharp and Flat signs, Key Signatures; D Major, Tonic Triads; Intervals, Natural Sign; Terms & Signs	
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