

Music	EYFS		Key Stage 1		Lower Key Stage 2		Upper Key stage 2	
Area of Study:	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KS1 Performa nce Singing and Rhyme Pitch Rhythm KS2 Performa nce Singing Instrumen t Ensemble	Sing song set 1 songs Repeat a song starting at a different pitch either higher or lower Say or show if a sound is high or low Follow movements that show the pitch of a song with resources that encourage gross motor skills Show pitch on bodies when following a leader Repeat a song at a different pitch either higher or lower to change the character of the song or because a change has happened to the subject of the song Show short notes and long notes within a song Say and body perc. rhythm creatures fly	Compare 2 sounds of significant pitch difference and say which is higher or lower Show pitch whilst singing songs through movement of bodies and using resources Use high and low singing voices Repeat a song at a different pitch either higher or lower and can identify which it was Pitch match simple sounds Pitch match sung commands Introducing Body Pitches: Perform Song Set 1 & 2 songs exchanging the original lyrics for body pitches Echo a 4 beat pattern of Head & Tum Copy Cat Read and perform the body pitches of some Song Set 1 & 2 songs.	Define pitch and match changes in pitch of their voices with physical actions to represent ascending or descending movements Listening to scale patterns on tuned instruments and match changes in pitch with arm movements Compare 2 sounds of pitched percussion a 5th or a 3rd apart and say which is higher or lower Sing song set songs exchanging the words for body pitches & show on bodies Call & echo 4 beat body pitches when call is sung and shown or when call is only shown Body Pitch dictation: can listen to head tum and stretch on chime bars and sing back what was played Sing a body pitch pentatonic and diatonic scale Sing song set songs that use doh re mi fa	Sing song set songs in Sol-fa with hand-signs Sing the sol-fa pentatonic and major scale with hand-signs doh re mi so la Name with Sol-fa the sign a teacher is showing doh-doh' Sing "Simply Sol-fa doh is home" exercises so, mi / so la mi / mi re doh Pitch match so — mi / so — mi — doh Call & echo 4 beat sol-fa patterns when the call is sung and shown with hand-signs so, mi / so la mi / mi re doh Call & echo 4 beat sol-fa patterns when the call is only shown with hand-signs Respond to a Sol-fa call Echo 2, 3 & 4 beat rhythms Respond to a 2, 3 & 4 beat call; call & response	Bow confidently on all four strings pieces with Ta, TiTi, Two and rest and Tae in compound time Move the bow out and in (upper strings) / up and down (lower strings) to play loud and soft Open string slurs on D&A Do a down bow and an up bow Recognise and draw the symbols for a down bow and an up bow Bow 4 beat rhythm Flashcards including Ta, TiTi, Rest, Two Perform body follow bow Can do more advanced Left Arm Gym Using Finger Number 1 & 2: doh & re (3rd Position) on all 4 strings Use finger no. 1 and 2 on each string plucking then bowing Understand that using finger no. 1 and 2 gives 4 new notes all with their own musical alphabet name See the pattern that finger no. 1 and 2 uses the next letter in the musical alphabet from finger no. 1 and name them	Body follow bow at all times without a reminder Open string and stopped note/finger slurs Can do slurs within a piece of 2, 3 and 4 notes Do a crescendo / decrescendo over 2-4 bars Play a piece with varying dynamics: loud, soft, crescendo, decresendo Do more advanced Left Arm Gym including Do a full slide to bridge and back Using Finger Nos. 1 2 3 & 4: doh re mi fa/so la ti doh (3rd Position) on all 4 strings Use finger no.3 and 4 on each string plucking then bowing getting left thumb in a comfortable place Understand that using finger no.3 and 4 gives 4 new notes all with their own musical alphabet name and name them Understand, feel and see that finger no. 4 is only a semitone away from finger no. 3 Pluck & bow Open String and finger no. 1, 2, 3 & 4 on each string Sing and play Simply Solfa exercises using doh re mi fa technique & intonation development	Name the finger no. 1 2 3 & 4 notes in 1st pos. with musical alphabet names Draw the finger no. 1 2 3 & 4 notes in 1st pos. on a fingerboard map and label them correctly Bow 0 1 2 3 & 4 in 1st pos. on each string Mount Rockers/call & echo/response Sing & play Simply Sol-fa exercises doh - so in 1st pos. technique & intonation Play songs using 0 1 2 3 & 4 on each string Play songs using 0 1 2 3 & 4 across 2 strings Play 1 octave major scales and arpeggios in 1st pos. Play minor songs in 1st pos. Play E Minor 1st 5 Notes Play the ABRSM Initial Grade Scale & Arpeggio requirements Learn 3 ABRSM Initial Grade Pieces independently Take ABRSM Initial Grade Pieces independently Take ABRSM Initial Exam Play finger no.2 in 1st position a semitone lower on all 4 strings Understand that playing finger no.2 a semitone lower gives 4 new notes Draw the new finger no.2 notes on a FM and label them correctly	Play finger no.3 in 1st pos. a semitone higher on all 4 strings Understand that playing finger no.3 a semitone higher gives 4 new notes which have the same alphabet name as the original finger no.3 notes but with sharps Draw the new finger no.3 notes on a FM and label them correctly Bow 1 2 3 3# 4 on each string Play songs that use both positions for finger no.3 on each string Challenge: Can play songs written in 1st position in 3rd position using a new position in 3rd position for finger no. 1. Play a major scale & arpeggio 1 Octave starting on finger no.1 in 1st pos. using new finger no. 3 position Play songs that use different positions for finger no. 3 Play a major scale & arpeggio 2 Octaves starting on finger no.1 in 1st pos. using 2 different positions for finger no. 3 Play finger no.1 in 1st pos. using 2 different positions for finger no. 3 Play finger no.1 in 1st pos. using 2 different positions for finger no. 3 Play finger no.1 in 1st pos. using 2 different positions for finger no. 1 a semitone lower on all 4 strings Understand that playing finger no.1 a semitone lower gives 4 new notes

Subject specific knowledge, core learning and progression of content



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
drmsl
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 IIIII part

Perform the rhythm of Song Set 1 & 2 songs Identify song set 1 & 2 songs from hearing the rhythm only Introducing Rhythm Creatures: Ta=fly, TiTi=spider, Two=Snail sssh=rest Perform simple time Song Set 1 & 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 & snail. Echo a 4 beat rhythm of flies & 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 & 2

songs.

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 & 3 songs Perform Rhythm Creatures & Rhythm People for Song Set 1, 2 &3 songs including new RC & 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 & TiTi

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 & 4 beat rhythms and count the beats at the same time

Echo 2, 3 & 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 & Titi into two 4 beat bars

Complete Song Set 3

Draw the finger no. 1 & 2 notes on a FM and label them correctly Pluck & bow Open String and finger no. 1 & 2 on each string Sing and play Simply Sol-fa exercises using doh & re Call & echo / Call & respond using doh & re/ finger no. 1&2 on each string Play songs using finger no. 1 & 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

Call & echo / Call & respond using doh re mi fa / finger no. 1, 2, 3 & 4 on each string Play songs using finger no. 1 2 3 & 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 Continue learning Song Set 4 songs allocated for Stage 5/Y4 Sing Schools Concert Song / Birthday Concert Song 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 & 4 beat rests / rhythmically unison with the rest of the orchestra Play pieces with call and echo/call & response structures Count bars rest using the 1234, 2234, 3234.... svstem Count bars and use rehearsal marks to know where to go from when rehearsing Pairs: work with desk

partner to play our best

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 1st pos Play songs that use different positions for finger no.2 within the song Play 1 and 2 Octave Natural Minor Scale & Arpeggio in 1st Pos. Learn 3 ABRSM Grade 1 Pieces independently Play the ABRSM Grade 1 Scale & 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 dvnamics. 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.

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 & arpeggio 1 octave in half position starting on finger no. 2 Play and bow finger no.1 2 3 & 4 in ½ position on all 4 strings Draw finger no. 1 2 3 & 4 in ½ position on a FM and label them correctly Play songs that use finger no. 1 2 3 & 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 1st position & half position: TU!BK3 Learn 3 ABRSM Grade 2 Pieces independently Play the ABRSM Grade 2 Scale & Arpeggio requirements Take ABRSM Grade 2 Use vibrato within pieces Play TU!BK3 with repeats 1st time in 3rd position and 2nd time in 3rd 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

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Sing back	Use 1 beat RC	lentify song set songs	Song Set 4 – 1st 8 songs	find the music on the	Confidently perform solo	Play with a unified pulse
lessons	flashcards to	from rhythm only	Sing songs with a	stand	and as a group on various	across varying tempi, time
commands echo	create 4 beat	Musical Summary		Identify the outside and	platforms including the	signatures, expression
style	rhythm using	Song Set 3: Major &	variety of extra musical	inside player on a desk	Liverpool Philharmonic	markings and dynamics.
	flies & spiders	Minor Key / using up	activities	Solo: play short solos	Hall.	Play in multiple part
	and perform it	to 8 different pitches	Sing in 2 parts using	mainly in lessons		polyphony exhibiting good
	Introducing	per song / using more	Sing in 2 parts using	Can Play at Home		intonation, sound,
	Rhythm People:	complex rhythms	partner songs			articulations, unified
	Ta=walk	Sing with good	Sing in 2 parts using			bowings and cohesive
	TiTi=Jogging,	posture,				sectional playing
	Two=stride	understanding of	canons			Exhibit leadership skills and
	sssh=rest	breathing and a clear	Sing in 2 parts using			team work across the
	Perform simple	unforced tone	pitch ostinato			orchestra to ensure all
	time Song Set 1	Hello Songs	piteri ostinato			members are playing their
	& 2 songs		Singing Commands:			part in ensuring the group
	exchanging the		Words + Sol-fa + KSN			sounds its best.
	original lyrics					Confidently perform solo
	for rhythm					and as a group on various
	people					platforms including the
	Read and					Liverpool Philharmonic Hall.
	perform the					
	rhythm people					
	of simple time					
	song set 1 & 2					
	songs.					
	Echo a 4 beat					
	rhythm of walks					
	and joggings					
	Song Set 1 & 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					



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		commands at						
		varying pitches						
		to practise pitch						
		matching						
	Song Set 1	Song Set 2	Song Set 3 Listening	Song Set 4 Listening	Schools Concert	Schools Concert	Aural ABRSM:	ABRSM AURAL GRADE 2:
	Listening	Listening	Curriculum	Curriculum Answer in	Repertoire	Repertoire	INITIAL GRADE:	Clap the pulse showing
Listening	Curriculum	Curriculum	Answer in an age	an age appropriate way	Song Set 4 Listening	Song Set 4 Listening	Clap the pulse of a piece	strong beats of a piece of
Listering	Join in with	Perform the	appropriate way the	the guestion "what did	Curriculum: Respond	Curriculum	played by examiner	music and state if in 2 or 3
	teacher led	pulse to live and	question "what did	you notice?" to a piece	to- what do you notice?	Respond using Dynamics:	Echo clap a 2 bar rhythm	time
		recorded music	you notice?" to a	•	•			
	movement of		-	of recorded music	Rhythms, Character,	Can sing, play and use the	either in 3 or 4 time	Echo sing 3, 2 bar phrases
	listening	Freely move /	piece of recorded	Take part in schools	tonality, Meter,	Italian term for: soft	Echo sing 1 bar of 4/4	doh-so:
	curriculum	use body perc. /	music	concert preparation	articulation	(piano), loud (forte),	using doh – mi	Spot a pitch or rhythm
	material that	play perc intr.	Perform pulse	activities		getting louder	Answer a question on	change in a 2 bar phrase
	shows the	to recorded	sequences and	Attend schools concert		(crescendo), getting	dynamics or articulation	Answer 2 questions on
	musical content	music	routines to live and	to hear a variety of		softer (decrescendo)	ABRSM AURAL GRADE 1:	tempo inc. tempo change
	or structure of a	Join in with	recorded music	orchestral music		Tempo: sing, play and use	Clap the pulse of a piece	and dynamics or
	recorded piece	teacher led	Perform rhythmic	performed live		the Italian term for: fast	played by the examiner	articulation
	of music.	movement of	ostinatos to live &			(allegro), slow (andante),	and state if in 2 or 3 time	
	Can move / use	listening	recorded music			getting faster	Echo sing 2 bars doh-mi:	
	body perc. /	curriculum	Freely move / use			(accelerando), getting	Spot a pitch change in a 2	
	play perc intr.	material that	body perc. / play perc			slower (ritardando)	bar phrase	
	to recorded	shows the	intr. to recorded			Articulation: Use bow to	Answer a question on	
	music	musical content	music			produce contrasting	dynamics & articulation	
	Can listen while	or structure of	Join in with teacher			sounds and use the		
	others play	music.	led movement of			Italian term for: Accented		
	Live Music	Understand the	listening curriculum			(marcato) and smooth		
	Reaction	In Harmony	material that shows			(legato)		
	Games:	sung commands	the musical content			Character: Identify the		
	React using	when played	or structure of a			character of a piece and		
	movement,	without words	recorded piece of			know which instrumental		
	body perc or	on an	music.			techniques can create the		
	perc intr. to	instrument	Live Music Reaction			chosen character: Happy,		
	live, improvised,	Understand and	Games			sad, calm, angry,		
	instrumental	follow new	Understand the IH			energetic		
	music played by	commands	sung commands			chergetic		
	teacher.	played only on	when played on an					
	Stop and start	an instrument	instrument					
	with the music	an matrament	mod differe					
	Respond to fast,							
	slow, loud,							
	quiet, high, low, short and							
	smooth							

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Improvisi in	Improvise as an individual and	Improvise on	Respond to a 4 beat	Improvise a response in	Improvise within a Call	Improvise within a Call &	Improvise a Head Improv	Head Improv Head
ng ii	individual and				· '		The state of the s	•
•		perc instr. in the	call	a call & response with	& Response structure	Response/Head Improv	Head Structure	Structure Change a Tune
	in a group on	gaps of a song	Compose and	rhythm on: body perc.	using open strings on	Head structure using	Change a Tune Book song	Book song through
	perc instr. in the	Use RC	perform 4 beat	or perc instr; singing	instrument	Solfa tone-sets: doh & re	through improvisation	improvisation working in a
_	gaps of a song	flashcards to	rhythms using KSN	and hand-signs.	Rhythm Composing:	/ doh re mi	working in a pair	pair
	Use perc instr.	create 4 beat	drawing Ta or TiTi	Improvise on	compose 2 bar rhythm	Create the rhythm and	Rhythm composing:	Rhythm Composing:
V	within a Tuning	rhythm using	into Pulse Hearts	instruments a new	in 6/8 using Ta, TiTiTi,	picth for a composition	Rhythm Clock	Rhythm Clock Compositions
l I	In setting to	flies & spiders	Give an improvised	response to Can you	Tae, Two	exercise in TU!BK2	Compositions	Pitch Composing:
C	communicate	and perform it	response in call &	play yourstring?	Do the D & A	Soundscapes: Create a	Pitch Composing:	Composing in TU!BK3
v	with other	Use pentatonic	echo games	Compose an 8 beat	composition exercise in	storm soundscape with 3-	Composing in TU!BK3	Soundscapes: Create
a	adults and	scale desktop	Improvise on pitched	rhythm using Ta & TiTi	TU!BK1 and perform it	6 musical storm ideas	Soundscapes: Storm	something based on art
C	children in the	bells to create a	and unpitched perc	and mi re doh in 2 KSN	Soundscapes: Create a	using voice, percussion	scape based on Sea	
r	room	piece with a	instr. in the gaps of a	bars	storm soundscape with	instruments and string	Interludes IV Storm by	
E	Explore	Chinese New	song/piece of music	Compose Open String	3-6 musical storm ideas	instruments	Britten	
d	different ways	Year theme	Song writing: Can	pieces on instruments	using voice, percussion			
C	of making		change the lyrics to	using colouring the	instruments and string			
S	sounds on		Engine Engine	blobs	instruments			
p	percussion		Compose a 4 beat	Take part in a Space				
iı	instruments		rhythm using Ta &	soundscape using a				
			TiTi	story, a song (twinkle),				
			Soundscapes: Take	body perc., perc instr.				
			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					
Т	Track, read and	Track, read &	Understand that	Track, read and	Perform the rhythm of	Perform Ta & Titi, TiCa	Use ties to join notes	Perform simple time 4 beat
<u>Notation</u>	perform rhythm	perform	notes can be either	perform KSN hearts &	all the songs in TU!BK1	Tica Two and rest 4 beat	together and their	Flashcards with rhythm
C	creatures,	Rhythm	line notes or space	perform rhythm	and Song Set 4	Flashcards	duration.	focus
•	rhythm people	Creatures,	notes	flashcards based on	Perform subdivisions	Perform 6/8 one bar	Recognise the difference	Perform 6/8 one bar
	and body	Rhythm People	Recognise space and	song set 1&2 in 2, 3 & 4	Ta/TiTi/Two OR	rhythm flashcards with	between slurs and ties.	rhythm flashcards
Pitch p	pitches of	& Body Pitches	line notes on a	time	Walk/Jogging/Stride	Tae, TiTiTi, Ta Ti & Two	Identify bar lines in duple,	Perform 3/8 one 2 bar
	simple time	spotlight songs	reduced stave when	Track, read & perform	Simple Time Rhythm	mixing up these within a	triple and quadruple	rhythm flashcards
Stave s	song set 1 & 2	S&B Level 1	shown on flashcards	the rhythm of songs	Flashcards Bow on	bar	time.	Refer to rhythms using
	songs	Track, read &	Recognise space &	from percussion scores	instrument. Conduct	Perform subdivisions	Recognise the use of a	Crotchet, Quaver, Minim,
	Introduced to	perform Kodaly	line notes on a 5 Line	S&B Level 4	and say. Count the	Ta/TiTi/Two/TiCa TiCa OR	dot in rhythm and state	Semi-quaver, semi-breve,
<u>notation</u> t	the Handy	Stick Notation	Stave (5LS) when	Simply Sol-fa, Sol-fa on	beats and clap	Walk/Jogging/Stride/Run	the duration of a dotted	dotted crotchet, dotted
	Stave:	Hearts for	shown on flashcards	the Stave Sing BP	Perform Ta & Titi, Two	ning faster	crotchet, dotted minim	minim, and dotted quaver
•	Can do songs	spotlight songs	Sing songs shown on	contours. Can sing BP	and rest 4 beat	Perform the rhythm of all	and dotted quaver.	Change from one meter to
	and games to	S&B Level 2	a reduced stave to	on reduced stave. Can	Flashcards	songs in TU!BK2		another within a piece
ρ	get one hand in		the words "space &	"BP and same" sing.	Compound Time:			

Subject specific knowledge, core learning and progression of content



Pitch	the Handy Sta
	position whils
Music	using a pointir
Theory	finger with the
	other hand

Perform the heart beats whilst saying the rhythm for spotlight songs S&B Level 1 & 2 Track, read and perform 4 beat KSN flashcards Ta TiTi Two sssh. S&B Specifics **Rhythm Clocks** Track, read & perform Body Pitch contours S&B Level 2 Identify repeated notes in Body Pitch contours using "body pitch and same" singing S&B Level 2 Describe the shape of the notes in Body Pitch contours using "start, same, up, down" singing S&B Level 2 Understand the word note Count the number of notes in a song from looking at **Body Pitch** contours/reduc ed stave resources

line" + the space & line action Show the pattern of the spaces and lines on a Handy Stave climbing up and down Travel 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

Track, read & 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 & line notes in Sol-fa on a reduced stave Sight sing and compose on a reduced stave Understand how a Solfa scale works on the 5LS Define what a note looks like. Identify space & line notes. Find spaces & lines on HS & 5L. Say what a stave looks like. Can say if a note is high or low on the stave. Identify space & 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 & when you go

down it goes backwards

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 rhvthms 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 & 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 & 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

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 Solfa with hand-signs Sing from the "Simply Solfa doh is home" la ti doh re mi: sound and stave deep dive. Sight sing & compose on a 5LS stave Explain the difference between a tone and a semitone: whole step/half step Identify the tones & 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.

Recognise a semi-quaver (ticatica) 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 & minor scale & arpeggio Sing major scales & arpeggios using alphabet names: C, G, D, A, F Sight sing all the sight reading exercises in Improve your Sight Reading Sing & 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

Catholic Primary School Anfield 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 & 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 & mi writing down the solfa names and 5LS Sight sing all the sight reading exercises in Improve your Sight Reading Sing & play the intervals exercises in TU!BK3 Draw doh mi so triads

Arpeggios using alphabet names and drawing the on a 5LS Construct natural harmonic & melodic minor Scales & 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 & rests). Grouping triplets; Ledger Lines; Scales of A, Bb & Eb Major; Constructing the minor scale harmonic & melodic; E & D Minor scales

Construct Major Scales &

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Catholic Primary School
Anfield

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				Explain that if you go	Identify the semitones in	Count how many notes in	and tonic triads; Intervals
				upwards on the 5LS the	the musical alphabet	a piece have been	by number only; Grouping
				alphabet goes forwards	between B&C E&F.	sharpened by a sharp in	notes & rests in more time
				and if you go down on	Understand the pattern	the key signature	signatures. Beaming;
				the 5LS the alphabet	for ledger lines above and	Write out/recite the	Composing simple four bar
				goes backwards	below the 5LS	musical alphabet	rhythms; New Terms &
				Show how to go down	Understand there are up	including sharps to	Signs; Can take ABRSM
				the 5LS & HS from the	to 3 notes with the same	understand the structure	Grade 2 Theory
				middle line	name	of sharps	Understand notes can
				Say the musical	Identify all 19 notes in the	Recall the order that the	sound the same and are
				alphabet names for	clef that applies to the	flats are in the key	played in the same place on
				each space and line	instrument being learnt	signature	an instrument but they are
				whilst pointing on the	Find the key signature	Work out what doh is	spelt differently
				5LS	and draw a key symbol	from a key signature with	Work out doh/major key
				Say the musical	underneath	flats using the	and la/relative minor key
				alphabet names for	Count how many sharps	penultimate flat method	for key signatures up to 3
				each space and line	there are in the key	Understand that if there	sharps & 3 flats
				whilst pointing on the	signature	is a flat in the key	·
				HS	Work out what doh is	signature every note with	
				Look at a note on the	from the amount of	the same name as that	
				5LS and working it out	sharps there are	flat is flattened/made a	
				from the middle line	•	semitone lower	
				note		throughout the piece	
				label it with the		Count how many notes in	
				alphabet name, can		a piece have been	
				redraw it, can show the		flattened by a flat in the	
				note on a Handy Stave		key signature	
				starting with small note		Write out/recite the	
				clusters e.g. B&A, ABC		musical alphabet	
				etc.		including flats to	
				Sing song set songs in		understand the structure	
				Sol-fa with handsigns		of flats	
				notated on the 5LS		Write out/recite the	
				Describe the shape of a		musical alphabet	
				tune written on the 5LS		including sharps & flats to	
				in terms of ups and		understand the structure	
				downs		of how sharps & flats fit	
				Describe the shape of a		into the musical alphabet:	
				tune written on the 5LS		Can confidently	
				in terms of steps and		understand; Notes &	
				jumps		Rests inc. rhythm maths,	
				doh re mi so: sound and		use of crotchet, minim	
				stave deep dive. Sight		etc.;Time Signatures, Bars	
				sing & compose on a		& Bar Lines, The Stave;	
				5LS stave		Semiquavers & rests,	
						How to group notes; Ties	
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		Sing: a major scale,	and dotted notes;The	
		pentatonic scale, major	Stave, Treble Clef, Bass	
		arpeggio, minor scale	Clef; all notes on the	
		and minor arpeggio in	stave; C Major scale,	
		Sol-fa with hand-signs	Degrees of the scale,	
		ascending and	Tones & Semitones; G & F	
		descending	Major, Sharp and Flat	
		Sing all instrumental	signs, Key Signatures; D	
		pieces with	Major, Tonic Triads;	
		ABC/123/doh re	Intervals, Natural Sign;	
		mi/other!	Terms & Signs	