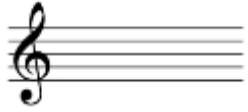



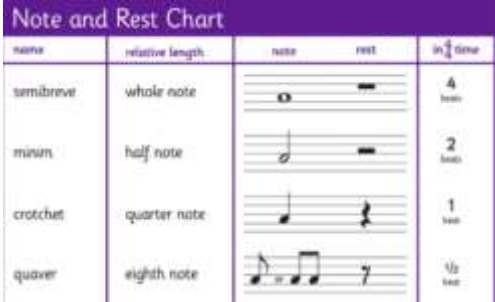
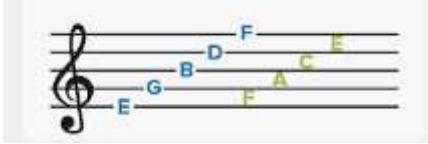


Notation progression across KS2-2022-23.

This is a guide to what the main core of the class should be aiming for by the end of their time in that year group. There will be some that will have the skills to move onto content from the next year group and some that will need support. They may need to continue to recap work from previous years. This is only the second year of following this and so there may be a number of children who need support.

Notation progression across KS2	Year 3	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.  <ul style="list-style-type: none"> Understand the value of crotchets.  <ul style="list-style-type: none"> Apply word chants to rhythms, understanding how to link each syllable to one musical note. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand the differences between minims and crotchets.  <ul style="list-style-type: none"> Read and perform pitch notation within a defined range (e.g. C D E) (covered in Charanga and listen to me).  <ul style="list-style-type: none"> Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets and crotchet rests and paired quavers.  <ul style="list-style-type: none"> Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C-C'/do-do).  <ul style="list-style-type: none"> Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. <ul style="list-style-type: none"> Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do). <ul style="list-style-type: none"> Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations. <ul style="list-style-type: none"> Read and play from notation a four-bar phrase, confidently identifying note Performing - Reading Notation names and durations