



Music Progression of Skills

PERFORMING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Autumn:</u> <u>Singing 1 (beat, pitch) / Christmas Show</u></p> <ul style="list-style-type: none"> Sing with actions in time with the pulse Perform as a group Respond to visual directions Take turns <p><u>Spring:</u> <u>Singing 2 (types of voices, rests, instr/nts)</u></p> <ul style="list-style-type: none"> Follow rests Perform in small groups and in pairs Accompany songs on untuned percussion instruments (beat and during rests) 	<p><u>Autumn:</u></p> <ul style="list-style-type: none"> Perform in class assemblies <p><u>Duration</u></p> <ul style="list-style-type: none"> Play long and short sounds Start developing playing techniques on untuned percussion instruments Accompany a song combining beats of different length Keep to the beat Explore percussion sounds to enhance story telling <p><u>Christmas Carols</u> (n/a)</p> <p><u>Spring:</u> <u>Pulse and Rhythm</u></p> <ul style="list-style-type: none"> Walk, move and clap a steady beat with others, changing the speed 	<p><u>Autumn:</u></p> <ul style="list-style-type: none"> Perform in school concerts and music assemblies <p><u>Duration</u></p> <ul style="list-style-type: none"> Improve ensemble playing skills as a whole class with awareness of balance Improve playing techniques on untuned percussion instruments Combine melody and rhythm <p><u>Christmas Carols</u> (n/a)</p> <p><u>Spring:</u> <u>Pulse and Rhythm</u></p> <ul style="list-style-type: none"> Combine beat and rhythm Combine repeated rhythmic patterns (ostinati) Combine the rhythm of a song with a 	<p><u>Autumn:</u> <u>Rhythmic patterns</u></p> <ul style="list-style-type: none"> Combine rhythmic and melodic ostinati Improve ensemble skills <p><u>Christmas Carols</u> (n/a)</p> <p><u>Spring:</u> <u>Descriptive music</u></p> <ul style="list-style-type: none"> Play melodies with an F# (D-G) Play rhythms with dotted crotchets and single quavers <p><u>Pentatonic scales</u></p> <ul style="list-style-type: none"> Combine melody, beat, repeated rhythmic patterns and drone <p><u>Summer:</u> <u>Recorder skills</u></p> <ul style="list-style-type: none"> Develop recorder 	<p><u>Autumn:</u> <u>Bb Programme (HMS)</u></p> <ul style="list-style-type: none"> Develop trumpet or clarinet skills (mouth and hands position, fingering) Play melodies of 5 notes (C-G) Play pieces in simple time signatures <p><u>Spring:</u> <u>Bb Programme (HMS)</u></p> <ul style="list-style-type: none"> Play melodies of 7 notes (incl. low B, low A) Play pieces in compound time Respond to simple dynamic indications Play pieces at changing speeds <p><u>Summer:</u></p>	<p><u>Autumn:</u></p> <ul style="list-style-type: none"> Perform a range of repertoire pieces and arrangements and form mixed ensembles, including a school orchestra, guitar ensemble, wind band, rock band <p><u>Rounds</u></p> <ul style="list-style-type: none"> Accompany a round combining a melody on C scale and its rhythm Accompany a round with the F major and Dm chords (triads) and with broken chords (Alberti bass) Play a melody of two phrases in D minor Accompany a three-part round with a calypso rhythmic pattern, a melodic ostinato and triads 	<p><u>Autumn:</u> <u>Music Foundations/Rounds</u></p> <ul style="list-style-type: none"> Accompany a four-part round with the melody, a melodic ostinato, a rhythmic ostinato, chords (D, Em) and bass line <p><u>Christmas Carols</u> (n/a)</p> <p><u>Spring:</u> <u>Latin American music</u></p> <ul style="list-style-type: none"> Play a melody with syncopated rhythms Play confidently from rhythmic scores up to four parts Engage with others through ensemble playing and perform confidently and with expression

<ul style="list-style-type: none"> • Start and stop at the right time <p><u>Summer:</u> <u>Singing 3</u> <u>(rhythm, notation)</u></p> <ul style="list-style-type: none"> • Sing with rhythm actions • Perform independently 	<p>of the beat</p> <ul style="list-style-type: none"> • Play rhythmic repeated patterns (ostinati) to a steady beat • Respond to pulse through movement and dance • Perform word rhythms • Add rhythmic accompaniments to songs • Improve ensemble playing skills <p><u>Pitch</u></p> <ul style="list-style-type: none"> • Play simple melodies (C-G) • Respond to pitch changes with actions • Start developing ensemble playing skills as a whole class • Use the voice in different ways <p><u>Summer:</u> <u>Graphic Score</u></p> <ul style="list-style-type: none"> • Play untuned percussion responding to simple dynamic indications <p><u>Timbre, Tempo, Dynamics</u></p> <ul style="list-style-type: none"> • Follow simple structures • Combine layers of sound 	<p>rhythmic ostinato</p> <p><u>Pitch</u></p> <ul style="list-style-type: none"> • Play simple melodies (G-E') on xylophones • Play a two-note drone (C and G) accompaniment to a song • Combine melody, drone and beat • Improve playing skills on pitched classroom instruments <p><u>Summer:</u> <u>Singing Games</u></p> <ul style="list-style-type: none"> • Accompany songs by changing the speed of the beat • Combine repeated rhythmic patterns • Play simple melodies (C-C') on xylophones <p><u>Timbre, Tempo, Dynamics</u></p> <ul style="list-style-type: none"> • Combine layers of descriptive sounds on untuned percussion instruments 	<p>playing technique (breathing, tonguing, fingering)</p> <ul style="list-style-type: none"> • Play melodies using a small range of notes (B, A, G, C) • Improve ensemble skills • Perform as a whole class or in small groups • Play in time with the backing tracks • Follow dynamics • Follow leader's visual cues 	<p><u>Bb Programme</u> <u>(HMS)</u></p> <ul style="list-style-type: none"> • Play melodies of 7-10 notes (incl. low G, Eb, Bb) • Play melodies with ties and dotted rhythms • Perform in a concert a range of pieces and styles 	<p>(C major, F major and G major)</p> <p><u>Christmas Carols</u> (n/a)</p> <p><u>Spring:</u> <u>African/Indian music</u></p> <ul style="list-style-type: none"> • Play by ear rhythmic syncopated patterns • Engage with others through ensemble playing, taking on melody or accompaniment roles (chords, single-note bass line, rhythmic patterns) and with awareness of own contribution <p><u>Summer:</u> <u>Viennese Clock</u></p> <ul style="list-style-type: none"> • Play melodies, following staff notation and using notes within the Middle C-C' range. Initially as a whole class and then in smaller groups/pairs 	<p><u>Summer:</u> <u>Blues</u></p> <ul style="list-style-type: none"> • Accompany a melody using block chords (I, IV, V) or a bass line
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COMPOSING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Autumn:</u> <u>Singing 1 (beat, pitch) / Christmas Show</u> (n/a)</p> <p><u>Spring:</u> <u>Singing 2 (types of voices, rests, instr/nts)</u></p> <ul style="list-style-type: none"> • Invent pulse actions • Invent words or sounds in a rest <p><u>Summer:</u> <u>Singing 3 (rhythm, notation)</u> (as above)</p>	<p><u>Autumn:</u> <u>Duration</u></p> <ul style="list-style-type: none"> • Explore descriptive vocal and instrumental sequences of long and short sounds to enhance story telling <p><u>Christmas Carols</u> (n/a)</p> <p><u>Spring:</u> <u>Pulse and Rhythm</u></p> <ul style="list-style-type: none"> • Invent, retain, and recall rhythm patterns • Improvise a 4-beat rhythmic pattern <p><u>Pitch</u></p> <ul style="list-style-type: none"> • Create a graphic score of an 8-beat melody using letter names (C-F) • Use pitch descriptively responding to story cards as a visual stimulus <p><u>Summer:</u> <u>Graphic Score</u></p> <ul style="list-style-type: none"> • Create graphic scores for timbre, dynamics and silence responding 	<p><u>Autumn:</u> <u>Duration</u> (n/a)</p> <p><u>Christmas Carols</u> (n/a)</p> <p><u>Spring:</u> <u>Pulse and Rhythm</u></p> <ul style="list-style-type: none"> • Compose word rhythms of four beats <p><u>Pitch</u></p> <ul style="list-style-type: none"> • Improvise a 4-beat melody on 3 notes <p><u>Summer:</u> <u>Singing Games</u> (n/a)</p> <p><u>Timbre, Tempo, Dynamics</u></p> <ul style="list-style-type: none"> • Create sound pictures on untuned percussion instruments focusing on timbre, tempo and dynamics • Improvise vocally and on untuned percussion instruments in response to a pictorial score • Combine layers of descriptive sounds 	<p><u>Autumn:</u> <u>Rhythmic patterns</u></p> <ul style="list-style-type: none"> • Compose 4-beat rhythms • Compose rhythmic ostinati based on spoken words <p><u>Christmas Carols</u> (n/a)</p> <p><u>Spring:</u> <u>Descriptive music</u></p> <ul style="list-style-type: none"> • Compose rising and falling phrases of four bars using letter names (C-E) and note values (minims, crotchets, paired quavers, 4/4 time signature) • Compose music to represent sequences of movement focusing on timbre, tempo, dynamics, rhythm <p><u>Pentatonic scales</u></p> <ul style="list-style-type: none"> • Improvise 8-beat melodies on the C pentatonic scale <p><u>Summer:</u> <u>Recorder skills</u></p> <ul style="list-style-type: none"> • Improvise 8-beat melodies on B, A, G, C 	<p><u>Spring:</u> <u>Bb Programme (HMS)</u></p> <ul style="list-style-type: none"> • Improvise 8-beat melodies on 5 notes 	<p><u>Autumn:</u> <u>Rounds</u></p> <ul style="list-style-type: none"> • Arrange a group performance of a 3-part round accompanied on tuned and untuned percussion instruments <p><u>Spring:</u> <u>African/Indian music</u></p> <ul style="list-style-type: none"> • Rhythmic improvisation over cyclic rhythmic patterns • Improvise freely over a drone using tuned percussion instruments • Improvise responding to the beat and experimenting with tempo and dynamics <p><u>Summer:</u> <u>Viennese Clock</u></p> <ul style="list-style-type: none"> • Compose three 8-beat themes for a piece in rondo form 	<p><u>Autumn:</u> <u>Music Foundations</u> (n/a)</p> <p><u>Rounds</u></p> <ul style="list-style-type: none"> • Compose a two-part round, incorporate rhythmic variety and notate • Melodic composition over a two-chord sequence (4-bar phrase) <p><u>Spring:</u> <u>Latin American music</u> (n/a)</p> <p><u>Summer:</u> <u>Blues</u></p> <ul style="list-style-type: none"> • Extend improvised melodies beyond 8 beats

	to pictorial stimuli <ul style="list-style-type: none"> Create own music thinking about structure (beginning, middle and end) <u>Timbre, Tempo, Dynamics</u> <ul style="list-style-type: none"> Select and combine musical elements to create sound effects 					
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SINGING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Autumn:</u> <ul style="list-style-type: none"> Sing in class assemblies <u>Singing 1 (beat, pitch)</u> <ul style="list-style-type: none"> Sing songs with two notes (so/mi) Sing call and response and partner songs Sing in high/low pitch Sing loudly/quietly Sing songs at different tempi Sing with actions on the beat Sing as a group <u>Christmas Show</u> <ul style="list-style-type: none"> Sing in time with the backing track 	<u>Autumn:</u> <ul style="list-style-type: none"> Sing in class and music assemblies Respond to simple visual directions <u>Duration</u> <ul style="list-style-type: none"> Create vocal sound effects (i.e. fireworks) Sing words clearly Sing with actions Sing with a sense of melodic shape and rhythmic accuracy <u>Christmas Carols</u> <ul style="list-style-type: none"> Count in Sing in time with the piano/backing track <u>Spring:</u> <u>Pulse and Rhythm</u> <ul style="list-style-type: none"> Sing call and 	<u>Autumn:</u> <u>Duration</u> <ul style="list-style-type: none"> Sing with increasing vocal control (pitch and rhythmic accuracy, breathing) Sing with clear diction <u>Christmas Carols</u> <ul style="list-style-type: none"> Count in Sing in time with the piano/backing track Follow dynamic and tempo indications <u>Spring:</u> <u>Pulse and Rhythm</u> (as above) <u>Pitch</u> (as above)	<u>Autumn:</u> <ul style="list-style-type: none"> Perform as a choir in school concerts Sing songs in different time signatures (2, 3, 4, time) Sing an increasing number of songs from memory <u>Rhythmic patterns</u> <ul style="list-style-type: none"> Sing with an awareness of the phrases in a song Respond to visual directions <u>Christmas Carols</u> <ul style="list-style-type: none"> Sing with pitch accuracy and expression Understand the importance of posture and 	<u>Autumn/Spring/Summer:</u> <u>Bb Programme (HMS)</u> <ul style="list-style-type: none"> Sing with pitch and rhythmic accuracy while changing dynamics gradually Sing with increasing awareness of phrasing Sing repertoire with small and big intervals Sing with increasing confidence 	<u>Autumn:</u> <ul style="list-style-type: none"> Sing repertoire with simple second part to introduce vocal harmony Sing with appropriate style Sing with a sense of ensemble and performance <u>Rounds</u> <ul style="list-style-type: none"> Sing three-part rounds <u>Christmas Carols</u> <ul style="list-style-type: none"> Sing focusing on phrasing, accurate pitching and appropriate style <u>Spring:</u> <u>African/Indian music</u> (n/a)	<u>Autumn:</u> <ul style="list-style-type: none"> Sing with a focus on balance between parts and vocal independence <u>Music Foundations</u> (n/a) <u>Rounds</u> <ul style="list-style-type: none"> Sing four-part rounds <u>Christmas Carols</u> <ul style="list-style-type: none"> Sing repertoire with syncopated rhythms <u>Spring:</u> <u>Latin American music</u> (n/a) <u>Summer:</u> <u>Blues</u>

<ul style="list-style-type: none"> Sing from memory <p><u>Spring:</u> <u>Singing 2 (types of voices, rests, instr/nts)</u></p> <ul style="list-style-type: none"> Sing songs with three notes (so/mi/la) Perform rhymes Sing songs with rests Use different kind of voices (speaking, whispering, singing, thinking) Sing in small groups and in pairs <p><u>Summer:</u> <u>Singing 3 (rhythm, notation)</u></p> <ul style="list-style-type: none"> Sing at different pitches Sing with rhythm actions Sing independently 	<p>response songs and word-pattern chants</p> <p><u>Pitch</u></p> <ul style="list-style-type: none"> Use high, low, middle voices <p><u>Summer:</u> <u>Graphic Score</u> (as above)</p> <p><u>Timbre, Tempo, Dynamics</u> (as above)</p>	<p><u>Summer:</u> <u>Singing Games</u></p> <ul style="list-style-type: none"> Sing with confidence <p><u>Timbre, Tempo, Dynamics</u> (as above)</p>	<p>breathing</p> <ul style="list-style-type: none"> Sing with expression and changing dynamics <p><u>Spring:</u></p> <ul style="list-style-type: none"> Perform as a choir in festivals <p><u>Descriptive music</u> (as above)</p> <p><u>Pentatonic scales</u></p> <ul style="list-style-type: none"> Sing pentatonic songs in harmony <p><u>Summer:</u></p> <ul style="list-style-type: none"> Sing 2-part rounds <p><u>Recorder skills</u> (n/a)</p>		<p><u>Summer:</u> <u>Viennese Clock</u> (n/a)</p>	<p>(n/a)</p>
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LISTENING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Autumn:</u> <u>Singing 1 (beat, pitch)</u></p> <ul style="list-style-type: none"> Respond to sung instructions with and without words Identify changes in pitch, tempo, dynamics Start using simple music vocabulary <p><u>Christmas Show</u></p> <ul style="list-style-type: none"> Sing in time with the backing track <p><u>Spring:</u> <u>Singing 2 (types of voices, rests, instr/nts)</u></p> <ul style="list-style-type: none"> Recognise rests Discriminate between song and rhyme Respond to musical signals without words <p><u>Summer:</u> <u>Singing 3 (rhythm, notation)</u></p> <ul style="list-style-type: none"> Recognise songs by their rhythm 	<p><u>Autumn:</u> <u>Duration</u></p> <ul style="list-style-type: none"> Identify descriptive sounds Identify instrumental sounds of different length Identify accompanying instruments Carry on building on music vocabulary Follow musical instructions Describe how sounds can be made in different ways (i.e. vocalising, clapping, musical instruments/timbre) Listen with concentration and internalise and recall sounds <p><u>Christmas Carols</u></p> <ul style="list-style-type: none"> Count in Sing in time with the piano/backing track <p><u>Spring:</u> <u>Pulse and Rhythm</u></p> <ul style="list-style-type: none"> Identify simple repeated rhythmic patterns (ostinati) March to the beat recognising tempo changes 	<p><u>Autumn:</u> <u>Duration</u></p> <ul style="list-style-type: none"> Carry on building on music vocabulary Identify pitch movement <p><u>Christmas Carols</u></p> <ul style="list-style-type: none"> Count in Sing in time with the piano/backing track <p><u>Spring:</u> <u>Pulse and Rhythm</u> (as above)</p> <p><u>Pitch</u></p> <ul style="list-style-type: none"> Recognise simple patterns repeated at different pitches Recognise intervals (step movement vs. bigger leaps) Identify repeated notes (drone) <p><u>Summer:</u> <u>Singing Games</u></p> <ul style="list-style-type: none"> Identify the musical characteristics of different singing games <p><u>Timbre, Tempo, Dynamics</u></p> <ul style="list-style-type: none"> Describe musical elements using music vocabulary 	<p><u>Autumn:</u> <u>Rhythmic patterns</u></p> <ul style="list-style-type: none"> Recognise note values aurally Identify repeated patterns <p><u>Christmas Carols</u></p> <ul style="list-style-type: none"> Recognise expressive elements <p><u>Spring:</u> <u>Descriptive music</u></p> <ul style="list-style-type: none"> Identify pitch movement, instrumentation, tempo, dynamics, sound effects, pitch movement Use music vocabulary Recognise how the musical elements are used expressively <p><u>Pentatonic scales</u></p> <ul style="list-style-type: none"> Identify a pentatonic melody by ear Listen with attention to detail and increasing aural memory <p><u>Summer:</u> <u>Recorder skills</u></p> <ul style="list-style-type: none"> Work on the quality of recorder sound (breathing, tonguing) Copy stepwise 	<p><u>Autumn:</u> <u>Bb Programme (HMS)</u></p> <ul style="list-style-type: none"> Identify pulse and simple time signatures Copy melodic patterns of up to 3 notes <p><u>Spring:</u> <u>Bb Programme (HMS)</u></p> <ul style="list-style-type: none"> Identify compound time signatures Copy melodic patterns of up to 5 notes <p><u>Summer:</u> <u>Bb Programme (HMS)</u></p> <ul style="list-style-type: none"> Identify dotted rhythms 	<p><u>Autumn:</u> <u>Rounds</u></p> <ul style="list-style-type: none"> Identify the melody of a song by ear (C-C') Identify clashes when combining notes from a scale Recognise the way a round works <p><u>Spring:</u> <u>African/Indian music</u></p> <ul style="list-style-type: none"> Identify parts in an ensemble performance (leading, improvising, repeating a pattern, beat) Compare different kinds of music Extend music vocabulary <p><u>Summer:</u> <u>Viennese Clock</u></p> <ul style="list-style-type: none"> Identify and compare musical elements (timbre, rhythm, melody, structure, dynamics, tempo, silence) using music vocabulary Recognise how purpose affects the way music is created Identify rondo form 	<p><u>Autumn:</u> <u>Music Foundations</u></p> <ul style="list-style-type: none"> Recognise the difference between 3/4 and 4/4 time signatures <p><u>Rounds</u></p> <ul style="list-style-type: none"> Recognise harmony /dissonance Figure out a melody by ear on D major scale Recognise major/minor chords and scales <p><u>Spring:</u> <u>Latin American music</u></p> <ul style="list-style-type: none"> Identify and describe melodic and rhythmic accompaniments Analyse and compare musical elements Explain where and when a piece might have been composed <p><u>Summer:</u> <u>Blues</u></p> <ul style="list-style-type: none"> Identify the 12-bar blues chord sequence Identify improvisation Recognise C Blues scale and riffs

	<ul style="list-style-type: none"> Discriminate between beat and rhythm <p><u>Pitch</u></p> <ul style="list-style-type: none"> Identify high and low pitch and pitch movement Respond to pitch changes with actions <p><u>Summer:</u> <u>Graphic Score</u></p> <ul style="list-style-type: none"> Identify musical elements <p><u>Timbre, Tempo, Dynamics</u></p> <ul style="list-style-type: none"> Use descriptive vocabulary (i.e. longer, slower, louder, lower) 		<p>melodic phrases of up to four notes</p>			<ul style="list-style-type: none"> Analyse how music reflects the contexts in which it is created, performed and heard
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APPRAISING						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Follow musical instructions 	<ul style="list-style-type: none"> Take account of musical instructions Express own ideas and feelings about music 	<ul style="list-style-type: none"> Improve own work 	<ul style="list-style-type: none"> Improve own work and comment on intended effect 	<ul style="list-style-type: none"> Suggest improvements to own and other's work 	<ul style="list-style-type: none"> Suggest improvements to own and other's work, commenting on how intentions have been achieved 	<ul style="list-style-type: none"> Refine and improve own work (make small adjustments)

READING MUSIC NOTATION

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Autumn:</u> <u>Singing 1 (beat, pitch) / Christmas Show</u></p> <ul style="list-style-type: none"> Use hand movements for pitch movement <p><u>Spring:</u> <u>Singing 2 (types of voices, rests, instr/nts)</u> (as above)</p> <p><u>Summer:</u> <u>Singing 3 (rhythm, notation)</u></p> <ul style="list-style-type: none"> Follow a graphic score for the beat 	<p><u>Autumn:</u> <u>Duration</u></p> <ul style="list-style-type: none"> Follow a pictorial score Read semibreves, minims, crotchets, paired quavers <u>Christmas Carols</u> (n/a) <p><u>Spring:</u> <u>Pulse and Rhythm</u></p> <ul style="list-style-type: none"> Start reading short rhythmic phrases from prepared cards <p><u>Pitch</u></p> <ul style="list-style-type: none"> Match pitch movement to dot notation Recognise pitch movement on one stave music score Use note names <p><u>Summer:</u> <u>Graphic Score</u></p> <ul style="list-style-type: none"> Explore graphic scores for timbre, dynamics and silence and invent own symbols <p><u>Timbre, Tempo, Dynamics</u></p> <ul style="list-style-type: none"> Follow a graphic score for timbre, dynamics and structure 	<p><u>Autumn:</u> <u>Duration</u></p> <ul style="list-style-type: none"> Represent sequences of short and long sounds with symbols Respond to word rhythms with symbols Read crotchet rests Read short rhythmic phrases at sight from prepared cards <p><u>Christmas Carols</u> (n/a)</p> <p><u>Spring:</u> <u>Pulse and Rhythm</u></p> <ul style="list-style-type: none"> Apply word chants to rhythms <p><u>Pitch</u></p> <ul style="list-style-type: none"> Relate symbols to pitch movement <p><u>Summer:</u> <u>Singing Games</u> (as above)</p> <p><u>Timbre, Tempo, Dynamics</u></p> <ul style="list-style-type: none"> Follow a pictorial score for timbre, tempo, dynamics and structure 	<p><u>Autumn:</u> <u>Rhythmic patterns</u></p> <ul style="list-style-type: none"> Read rhythmic notation (semibreves, minims, crotchets, paired quavers) <p><u>Christmas Carols</u> (n/a)</p> <p><u>Spring:</u> <u>Descriptive music</u></p> <ul style="list-style-type: none"> Read dotted minims and crotchets Understand F# and 4/4 time signature <p><u>Pentatonic scales</u></p> <ul style="list-style-type: none"> Read staff notation (E-F') <p><u>Summer:</u> <u>Recorder skills</u></p> <ul style="list-style-type: none"> Read staff notation (B, A, G, C) 	<p><u>Autumn:</u> <u>Bb Programme (HMS)</u></p> <ul style="list-style-type: none"> Read simple pitch notation (C-G) Read semibreves, minims, crotchets, paired quavers, rests Understand simple time signatures <p><u>Spring:</u> <u>Bb Programme (HMS)</u></p> <ul style="list-style-type: none"> Read simple pitch notation (low A to G) Read semiquavers and syncopated rhythms Follow dynamic indications <p><u>Summer:</u> <u>Bb Programme (HMS)</u></p> <ul style="list-style-type: none"> Read simple pitch notation (low G to G, Eb, Bb) Read dotted crotchets and rhythms with ties 	<p><u>Autumn:</u> <u>Rounds</u></p> <ul style="list-style-type: none"> Read and play from notation four-bar phrases (C-C') <p><u>Spring:</u> <u>African/Indian music</u></p> <ul style="list-style-type: none"> Read quavers grouped with semiquavers <p><u>Summer:</u> <u>Viennese Clock</u></p> <ul style="list-style-type: none"> Notate melodic compositions 	<p><u>Autumn:</u> <u>Music Foundations/Rounds</u></p> <ul style="list-style-type: none"> Read confidently staff notation from Middle C to high G' Read dotted quavers Understand 2/4 and 3/4 time signature <p><u>Spring:</u> <u>Latin American music</u></p> <ul style="list-style-type: none"> Read confidently from rhythmic scores up to four parts <p><u>Summer:</u> <u>Blues</u></p> <ul style="list-style-type: none"> Read the C Blues scale and riffs