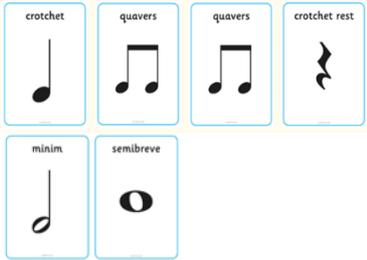


Music Progression of Knowledge

	KNOWLEDGE	SKILLS	OUTCOMES
Year 3	<p><b><u>Notation 1</u></b></p> <ul style="list-style-type: none"> <li>• Know how rhythms fit to a steady beat (Explore counting 4).</li> <li>• Know what a steady beat is and why it is important.</li> <li>• Know how to keep a steady beat.</li> <li>• Know the duration of a crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> <li>• Know how and why a rest is used in music</li> <li>• Know how to use a crotchet rest.</li> </ul> 	<ul style="list-style-type: none"> <li>• Can identify the steady beat</li> <li>• Can keep a steady beat by clapping, marching or playing in time.</li> <li>• Can clap simple rhythms that fit to a steady beat (4 beats in a bar).</li> <li>• Can compose simple rhythms using crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> </ul>	<p><b>All children will:</b></p> <ul style="list-style-type: none"> <li>• Understands that a music often has a steady beat</li> <li>• Shows an awareness of keeping in time with others around them.</li> <li>• Understands that different notes in written notation have different names and lengths.</li> </ul> <p><b>Most children will:</b></p> <ul style="list-style-type: none"> <li>• Understands that a music often has a steady beat</li> <li>• Is able to keep to a steady beat in a group with others for support if needed.</li> <li>• Is able to identify and name crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> <li>• Is able to recognise a crotchet (1 best rest) and use it with support or guidance.</li> </ul> <p><b>Some children will:</b></p> <ul style="list-style-type: none"> <li>• Understands that music often has a steady beat can clap in time confidently with others around them as well as hold a steady beat independently.</li> <li>• Can clap a more complicated rhythm above a regular beat or ostinato pattern including using crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> <li>• Is able to confidently and independently use crotchet beat rests.</li> </ul>
	<p><b><u>HMS / MC unit – The Romans</u></b></p> <ul style="list-style-type: none"> <li>• Know how rhythms fit to a steady beat.(Explore counting in 2, 3 and 4).</li> </ul>	<ul style="list-style-type: none"> <li>• Can keep a steady beat by clapping and marching in time.</li> </ul>	<p><b>All children will:</b></p> <ul style="list-style-type: none"> <li>• Understands that we only know about the Roman instruments by</li> </ul>

Music Progression of Knowledge

	<ul style="list-style-type: none"> <li>• Know how to keep a steady beat.</li> <li>• Know the correct musical vocabulary for, “getting quieter” (diminuendo) and “getting louder” (crescendo).</li> <li>• Know the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li> <li>• Know what an ostinato is – a repeated rhythm, pattern or melody</li> <li>• Know how to respond to a piece of music when listening to it.</li> <li>• Know that the Romans had musical instruments and what kind of instruments they had.</li> <li>• Know the types evidence that tells us about their instruments.</li> <li>• Know when music would have been played during the Roman era</li> </ul>	<ul style="list-style-type: none"> <li>• Can clap simple rhythms that fit to a steady beat (4 beats in a bar).</li> <li>• Can compose simple rhythms using quavers, crotchets and minims.</li> <li>• Can respond to a piece of music when listening to it</li> </ul>	<p>looking at evidence e.g. paintings, pottery etc.</p> <ul style="list-style-type: none"> <li>• Can match up the correct description to a picture of each instrument -lyre, tympanum and tuba.</li> <li>• Understands that a “march” has a steady beat and shows an awareness of keeping in time with others around them.</li> </ul> <p><b>Most children will:</b></p> <ul style="list-style-type: none"> <li>• Understands that we only know about the Roman instruments by looking at evidence e.g. paintings, pottery etc.</li> <li>• Can identify several Roman instruments and give basic detail about how they were played.</li> <li>• Knows when Roman music was likely to have been played.</li> <li>• Understands that a “march” has a steady beat can clap in time confidently with others around them.</li> </ul> <p><b>Some children will:</b></p> <ul style="list-style-type: none"> <li>• Understands that we only know about the Roman instruments by looking at evidence e.g. paintings, pottery and can explain the reasons for this.</li> <li>• Can identify several Roman instruments and give details about how they were played and what they were made from.</li> <li>• Knows when Roman music was likely to have been played and can give several examples.</li> <li>• Understands that a “march” has a steady beat can clap in time confidently with others around them as well as hold a steady beat independently.</li> <li>• Can clap a more complicated rhythm above a regular beat or ostinato pattern.</li> </ul>
	<p><b><u>Recorders – stage 1</u></b></p> <ul style="list-style-type: none"> <li>• Know how rhythms fit to a steady beat (Explore counting in 2, 3 and 4).</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to use the correct musical vocabulary for,</li> </ul>	<p><b>All children will:</b> Can play a sound on the recorder using the correct breath control avoiding it squeaking.</p>

Music Progression of Knowledge

	<ul style="list-style-type: none"> <li>• Know how to keep a steady beat.</li> <li>• Know that each bar must have the same amount of beats.</li> <li>• Know the correct musical vocabulary for, “getting quieter” and “getting louder”.</li> <li>• Know the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li> <li>• Know that in music, a scale is a set of notes in order of their pitch. If the pitch is becoming higher, it is called an ascending scale. If the pitch is becoming lower, it is called a descending scale.</li> <li>• Know what a recorder is.</li> <li>• Know where a recorder fits in to music history.</li> <li>• Know that a recorder is a member of the woodwind family.</li> <li>• Know how to play a sound on the recorder.</li> <li>• Know how to play several different notes on the recorder (B, A &amp; G).</li> <li>• Know how to hold the recorder correctly.</li> <li>• Know the names of different parts of the recorder.</li> <li>• Know what a treble clef is.</li> <li>• Know how to draw a treble clef.</li> </ul>	<p>“getting quieter” and “getting louder”.</p> <ul style="list-style-type: none"> <li>• Can play the notes B, A and G on the recorder.</li> <li>• Can identify the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats) visually and when writing own compositions.</li> <li>• Can hold the recorder correctly with the left hand at the top.</li> <li>• Can blow into the recorder correctly to make a sound.</li> <li>• Can keep a steady beat.</li> <li>• Can play notes B, A and G for the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li> <li>• Can name the different parts of a recorder.</li> <li>• Know that a treble clef is found at the start of each line of music written for the recorder.</li> </ul>	<p><b>Most children will:</b> Can play the notes B, A and G on the recorder accurately but still requires the names on the notes to be written underneath.</p> <p><b>Some children will:</b> Can play the notes B, A and G on the recorder accurately by reading the written notation.</p>
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	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>	<p><b>OUTCOMES</b></p>
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Music Progression of Knowledge

<p>Year 4</p>	<p style="text-align: center;"><b><u>Notation 2</u></b> <b><u>HMS / MC unit – Walking the Dog</u></b></p> <ul style="list-style-type: none"> <li>• Know how rhythms fit to a steady beat (Explore counting 4).</li> <li>• Know how to keep a steady beat.</li> <li>• Know the correct musical vocabulary for, “getting quieter” (diminuendo) and “getting louder” (crescendo).</li> <li>• Know the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li> <li>• Know what an ostinato is – a repeated rhythm, pattern or melody</li> <li>• Know how to respond to a piece of music when listening to it.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the steady beat</li> <li>• Can keep a steady beat by clapping, marching or playing in time.</li> <li>• Can clap simple rhythms that fit to a steady beat (4 beats in a bar).</li> <li>• Can compose simple rhythms using quavers, crotchets and minims.</li> <li>• Can respond to a piece of music when listening to it</li> </ul>	<p><b>All children will:</b></p> <ul style="list-style-type: none"> <li>• Understands that a music often has a steady beat</li> <li>• Shows an awareness of keeping in time with others around them.</li> </ul> <p><b>Most children will:</b></p> <ul style="list-style-type: none"> <li>• Understands that a music often has a steady beat</li> <li>• Is able to keep to a steady beat in a group with others for support if needed.</li> </ul> <p><b>Some children will:</b></p> <ul style="list-style-type: none"> <li>• Understands that music often has a steady beat can clap in time confidently with others around them as well as hold a steady beat independently.</li> <li>• Can clap a more complicated rhythm above a regular beat or ostinato pattern.</li> </ul>
	<p><b><u>UKULELE 1</u></b></p> <ul style="list-style-type: none"> <li>• Know how rhythms fit to a steady beat.(Explore counting in 2, 3 and 4).</li> <li>• Know how to keep a steady beat.</li> <li>• Know the correct musical vocabulary for, “getting quieter” and “getting louder”.</li> <li>• Know the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li> <li>• Know what a chord is.</li> <li>• Know where a ukulele originates from and know that it is a string instrument with 4 strings.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to use the correct musical vocabulary for, “getting quieter” and “getting louder”.</li> <li>• Can play the chords of C, F, G and G7 on the ukulele.</li> <li>• Can hold the ukulele correctly.</li> <li>• Can strum the ukulele.</li> <li>• Can keep a steady beat.</li> <li>• Can play chords for the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li> </ul>	<p><b>All children will:</b></p> <ul style="list-style-type: none"> <li>• Be able to hold a ukulele correctly</li> <li>• strum a simple down strum pattern on the chords of C.</li> </ul> <p><b>Most children will:</b></p> <ul style="list-style-type: none"> <li>• Be able to hold a ukulele correctly</li> <li>• strum a simple down strum pattern on the chords of C and F confidently.</li> </ul> <p><b>Some children will:</b></p> <ul style="list-style-type: none"> <li>• Be able to hold a ukulele correctly and strum a simple down strum pattern on the chords of C, F, G, G7 and D7 confidently.</li> </ul>

Music Progression of Knowledge

	<ul style="list-style-type: none"> <li>• Know how to strum the ukulele.</li> <li>• Know how to play several different chords on the ukulele.</li> <li>• Know how to hold the ukulele correctly.</li> <li>• Know how to tune the ukulele.</li> <li>• Know the names of different parts of the ukulele.</li> </ul>	<ul style="list-style-type: none"> <li>• Can tune a ukulele by tightening / loosening the strings.</li> <li>• Can name the different parts of a ukulele.</li> </ul>	
	<p><b><u>Recorders – stage 1</u></b></p> <ul style="list-style-type: none"> <li>• Know how rhythms fit to a steady beat.(Explore counting in 2, 3 and 4).</li> <li>• Know how to keep a steady beat.</li> <li>• Know that each bar must have the same amount of beats.</li> <li>• Know the correct musical vocabulary for, “getting quieter” and “getting louder”.</li> <li>• Know the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li> <li>• Know that in music, a scale is a set of notes in order of their pitch. If the pitch is becoming higher, it is called an ascending scale. If the pitch is becoming lower, it is called a descending scale.</li> <li>• Know what a recorder is.</li> <li>• Know where a recorder fits in to music history.</li> <li>• Know that a recorder is a member of the woodwind family.</li> <li>• Know how to play a sound on the recorder.</li> <li>• Know how to play several different notes on the recorder (B, A &amp; G).</li> <li>• Know how to hold the recorder correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to use the correct musical vocabulary for, “getting quieter” and “getting louder”.</li> <li>• Can play the notes B, A and G on the recorder.</li> <li>• Can identify the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats) visually and when writing own compositions.</li> <li>• Can hold the recorder correctly with the left hand at the top.</li> <li>• Can blow into the recorder correctly to make a sound.</li> <li>• Can keep a steady beat.</li> <li>• Can play notes B, A and G for the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li> <li>• Can name the different parts of a recorder.</li> <li>• Know that a treble clef is found at the start of each line of music written for the recorder.</li> </ul>	<p><b>All children will:</b> Can play a sound on the recorder using the correct breath control avoiding it squeaking.</p> <p><b>Most children will:</b> Can play the notes B, A and G on the recorder accurately but still requires the names on the notes to be written underneath.</p> <p><b>Some children will:</b> Can play the notes B, A and G on the recorder accurately by reading the written notation.</p>

### Music Progression of Knowledge

	<ul style="list-style-type: none"><li>• Know the names of different parts of the recorder.</li><li>• Know what a treble clef is.</li><li>• Know how to draw a treble clef.</li></ul>		
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	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>OUTCOMES</b>
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Music Progression of Knowledge

<p>Year 5</p>	<p><b><u>Recorders – stage 1</u></b></p> <ul style="list-style-type: none"> <li>• Know how rhythms fit to a steady beat.(Explore counting in 2, 3 and 4).</li> <li>• Know how to keep a steady beat.</li> <li>• Know that each bar must have the same amount of beats.</li> <li>• Know the correct musical vocabulary for, “getting quieter” and “getting louder”.</li> <li>• Know the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li> <li>• Know that in music, a scale is a set of notes in order of their pitch. If the pitch is becoming higher, it is called an ascending scale. If the pitch is becoming lower, it is called a descending scale.</li> <li>• Know what a recorder is.</li> <li>• Know where a recorder fits in to music history.</li> <li>• Know that a recorder is a member of the woodwind family.</li> <li>• Know how to play a sound on the recorder.</li> <li>• Know how to play several different notes on the recorder (B, A &amp; G).</li> <li>• Know how to hold the recorder correctly.</li> <li>• Know the names of different parts of the recorder.</li> <li>• Know what a treble clef is.</li> <li>• Know how to draw a treble clef.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to use the correct musical vocabulary for, “getting quieter” and “getting louder”.</li> <li>• Can play the notes B, A and G on the recorder.</li> <li>• Can identify the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats) visually and when writing own compositions.</li> <li>• Can hold the recorder correctly with the left hand at the top.</li> <li>• Can blow into the recorder correctly to make a sound.</li> <li>• Can keep a steady beat.</li> <li>• Can play notes B, A and G for the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li> <li>• Can name the different parts of a recorder.</li> <li>• Know that a treble clef is found at the start of each line of music written for the recorder.</li> </ul>	<p><b>All children will:</b> Can play a sound on the recorder using the correct breath control avoiding it squeaking.</p> <p><b>Most children will:</b> Can play the notes B, A and G on the recorder accurately but still requires the names on the notes to be written underneath.</p> <p><b>Some children will:</b> Can play the notes B, A and G on the recorder accurately by reading the written notation.</p>
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Music Progression of Knowledge

	<p><b><u>Meet the orchestra</u></b></p> <ul style="list-style-type: none"> <li>• Know the names of the instruments of the orchestra (double bass, cello, viola, violin, clarinet, oboe, bassoon, flute, trumpet, trombone, French horn, timpani and the percussion section).</li> <li>• Know which instruments belong to the different families (woodwind, brass, strings and percussion).</li> <li>• Know the different sections of an orchestra – the different families.</li> <li>• Know that the conductor is a key member of the orchestra and keeps the players in time.</li> </ul>	<ul style="list-style-type: none"> <li>• They can identify the family an instrument belongs to.</li> <li>• They can name the instruments of an orchestra. (double bass, cello, viola, violin, clarinet, oboe, bassoon, flute, trumpet, trombone, French horn, timpani and the percussion section).</li> <li>• They can explain the role of the conductor in an orchestra.</li> <li>• They can explain how different instruments are played and how they make a sound.</li> <li>• They can identify the instrument making the sound.</li> </ul>	<p><b>All children will:</b></p> <ul style="list-style-type: none"> <li>- Know the names of the different instrument families</li> <li>- Know the instruments that belong to the different families</li> <li>- Know the role and importance of the orchestra conductor.</li> </ul> <p><b>Most children will:</b></p> <ul style="list-style-type: none"> <li>- Know the names of the different instrument families</li> <li>- Know the instruments that belong to the different families</li> <li>- Understand that an orchestra is organised into different instrument family sections</li> <li>- Know the role and importance of the orchestra conductor.</li> </ul> <p><b>Some children will:</b></p> <ul style="list-style-type: none"> <li>- Know the names of the different instrument families</li> <li>- Know the instruments that belong to the different families</li> <li>- Be able to accurately recognise the names of different musical instruments</li> <li>- Understand that an orchestra is organised into different instrument family sections – they will be able to name the instruments in the sections and explain why there are more strings than there are woodwind instruments in an orchestra.</li> <li>- Understand why a conductor is vital to an orchestra</li> </ul>
	<p><b><u>UKULELE 1</u></b></p> <ul style="list-style-type: none"> <li>• Know how rhythms fit to a steady beat.(Explore counting in 2, 3 and 4).</li> <li>• Know how to keep a steady beat.</li> <li>• Know the correct musical vocabulary for, “getting quieter” and “getting louder”.</li> <li>• Know the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li> <li>• Know what a chord is.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to use the correct musical vocabulary for, “getting quieter” and “getting louder”.</li> <li>• Can play the chords of C, F, G and G7 on the ukulele.</li> <li>• Can hold the ukulele correctly.</li> <li>• Can strum the ukulele.</li> <li>• Can keep a steady beat.</li> </ul>	<p><b>All children will:</b></p> <ul style="list-style-type: none"> <li>• Be able to hold a ukulele correctly</li> <li>• strum a simple down strum pattern on the chords of C.</li> </ul> <p><b>Most children will:</b></p> <ul style="list-style-type: none"> <li>• Be able to hold a ukulele correctly</li> <li>• strum a simple down strum pattern on the chords of C and F confidently.</li> </ul> <p><b>Some children will:</b></p>

## Music Progression of Knowledge

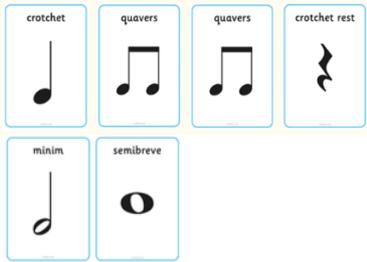
	<ul style="list-style-type: none"><li>• Know where a ukulele originates from and know that it is a string instrument with 4 strings.</li><li>• Know how to strum the ukulele.</li><li>• Know how to play several different chords on the ukulele.</li><li>• Know how to hold the ukulele correctly.</li><li>• Know how to tune the ukulele.</li><li>• Know the names of different parts of the ukulele.</li></ul>	<ul style="list-style-type: none"><li>• Can play chords for the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li><li>• Can tune a ukulele by tightening / loosening the strings.</li><li>• Can name the different parts of a ukulele.</li></ul>	<ul style="list-style-type: none"><li>• Be able to hold a ukulele correctly and strum a simple down strum pattern on the chords of C, F, G, G7 and D7 confidently.</li></ul>
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Music Progression of Knowledge

	KNOWLEDGE	SKILLS	OUTCOMES
Year 6	<p><b><u>UKULELE 1</u></b></p> <ul style="list-style-type: none"> <li>• Know how rhythms fit to a steady beat.(Explore counting in 2, 3 and 4).</li> <li>• Know how to keep a steady beat.</li> <li>• Know the correct musical vocabulary for, “getting quieter” and “getting louder”.</li> <li>• Know the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li> <li>• Know what a chord is.</li> <li>• Know where a ukulele originates from and know that it is a string instrument with 4 strings.</li> <li>• Know how to strum the ukulele.</li> <li>• Know how to play several different chords on the ukulele.</li> <li>• Know how to hold the ukulele correctly.</li> <li>• Know how to tune the ukulele.</li> <li>• Know the names of different parts of the ukulele.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to use the correct musical vocabulary for, “getting quieter” and “getting louder”.</li> <li>• Can play the chords of C, F, G and G7 on the ukulele.</li> <li>• Can hold the ukulele correctly.</li> <li>• Can strum the ukulele.</li> <li>• Can keep a steady beat.</li> <li>• Can play chords for the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li> <li>• Can tune a ukulele by tightening / loosening the strings.</li> <li>• Can name the different parts of a ukulele.</li> </ul>	<p><b>All children will:</b></p> <ul style="list-style-type: none"> <li>• Be able to hold a ukulele correctly</li> <li>• strum a simple down strum pattern on the chords of C.</li> </ul> <p><b>Most children will:</b></p> <ul style="list-style-type: none"> <li>• Be able to hold a ukulele correctly</li> <li>• strum a simple down strum pattern on the chords of C and F confidently.</li> </ul> <p><b>Some children will:</b></p> <ul style="list-style-type: none"> <li>• Be able to hold a ukulele correctly and strum a simple down strum pattern on the chords of C, F, G, G7 and D7 confidently.</li> </ul>
	<p><b><u>The History of Black Music</u></b></p> <p>Know the names of and recognise some famous black musicians and musical artists.</p> <p>Know how music has evolved over the last century.</p> <p>Know the influence of black culture in modern music.</p> <p>Can name the different genres of black music.</p> <p>Know the origins of black music.</p>		<p><b>Some children will:</b></p> <ul style="list-style-type: none"> <li>- Identify some famous black musicians and musical artists.</li> <li>- To understand how music has evolved over the last century.</li> <li>- Evaluate the influence of black culture in modern music.</li> </ul> <p><b>Most children will:</b></p> <ul style="list-style-type: none"> <li>- Identify some famous black musicians and musical artists.</li> <li>- To understand how music has evolved over the last century</li> </ul> <p><b>All children will:</b></p> <ul style="list-style-type: none"> <li>- Identify some famous black musicians and musical artists.</li> </ul>

Music Progression of Knowledge

		<ul style="list-style-type: none"> <li>- Recognise different styles of black music.</li> </ul>	
	<p><b><u>Recorders – stage 1</u></b></p> <ul style="list-style-type: none"> <li>• Know how rhythms fit to a steady beat.(Explore counting in 2, 3 and 4).</li> <li>• Know how to keep a steady beat.</li> <li>• Know that each bar must have the same amount of beats.</li> <li>• Know the correct musical vocabulary for, “getting quieter” and “getting louder”.</li> <li>• Know the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li> <li>• Know that in music, a scale is a set of notes in order of their pitch. If the pitch is becoming higher, it is called an ascending scale. If the pitch is becoming lower, it is called a descending scale.</li> <li>• Know what a recorder is.</li> <li>• Know where a recorder fits in to music history.</li> <li>• Know that a recorder is a member of the woodwind family.</li> <li>• Know how to play a sound on the recorder.</li> <li>• Know how to play several different notes on the recorder (B, A &amp; G).</li> <li>• Know how to hold the recorder correctly.</li> <li>• Know the names of different parts of the recorder.</li> <li>• Know what a treble clef is.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to use the correct musical vocabulary for, “getting quieter” and “getting louder”.</li> <li>• Can play the notes B, A and G on the recorder.</li> <li>• Can identify the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats) visually and when writing own compositions.</li> <li>• Can hold the recorder correctly with the left hand at the top.</li> <li>• Can blow into the recorder correctly to make a sound.</li> <li>• Can keep a steady beat.</li> <li>• Can play notes B, A and G for the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li> <li>• Can name the different parts of a recorder.</li> <li>• Know that a treble clef is found at the start of each line of music written for the recorder.</li> </ul>	<p><b>All children will:</b> Can play a sound on the recorder using the correct breath control avoiding it squeaking.</p> <p><b>Most children will:</b> Can play the notes B, A and G on the recorder accurately but still requires the names on the notes to be written underneath.</p> <p><b>Some children will:</b> Can play the notes B, A and G on the recorder accurately by reading the written notation.</p>

	<ul style="list-style-type: none"> <li>• Know how to draw a treble clef.</li> </ul>		
	<p><b><u>Notation 1</u></b></p> <ul style="list-style-type: none"> <li>• Know how rhythms fit to a steady beat (Explore counting 4).</li> <li>• Know what a steady beat is and why it is important.</li> <li>• Know how to keep a steady beat.</li> <li>• Know the duration of a crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> <li>• Know how and why a rest is used in music</li> <li>• Know how to use a crotchet rest.</li> </ul> 	<ul style="list-style-type: none"> <li>• Can identify the steady beat</li> <li>• Can keep a steady beat by clapping, marching or playing in time.</li> <li>• Can clap simple rhythms that fit to a steady beat (4 beats in a bar).</li> <li>• Can compose simple rhythms using crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> </ul>	<p><b>All children will:</b></p> <ul style="list-style-type: none"> <li>• Understands that a music often has a steady beat</li> <li>• Shows an awareness of keeping in time with others around them.</li> <li>• Understands that different notes in written notation have different names and lengths.</li> </ul> <p><b>Most children will:</b></p> <ul style="list-style-type: none"> <li>• Understands that a music often has a steady beat</li> <li>• Is able to keep to a steady beat in a group with others for support if needed.</li> <li>• Is able to identify and name crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> <li>• Is able to recognise a crotchet (1 best rest) and use it with support or guidance.</li> </ul> <p><b>Some children will:</b></p> <ul style="list-style-type: none"> <li>• Understands that music often has a steady beat can clap in time confidently with others around them as well as hold a steady beat independently.</li> <li>• Can clap a more complicated rhythm above a regular beat or ostinato pattern including using crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> <li>• Is able to confidently and independently use crotchet beat rests.</li> </ul>