

# Notation

	Understanding notation	Representing pitch	Representing rhythm
<b>EYFS</b>	<p>Reading different types of notation by moving eyes from left to right as sound occurs.</p> <p>To know that notation is read from left to right.</p>	<p>Developing an awareness of high and low through pictorial representations of sound.</p> <p>To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</p> <p>Recognising pitch patterns using dots.</p>	<p>Developing an awareness of how simple marks or objects can show single beats and single beat rests.</p> <p>Using pictorial representations to stay in time with the pulse when singing or playing.</p> <p>Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).</p> <p>Beginning to read simple rhythmic patterns which include two half beats (quavers).</p> <p>To know that pictorial representations of rhythm show sounds and rests.</p>
<b>Year 1</b>	<p>Reading different types of notation by moving eyes from left to right as sound occurs.</p> <p>To know that notation is read from left to right.</p>	<p>To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</p> <p>Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).</p>	<p>Using pictorial representations to stay in time with the pulse when singing or playing.</p> <p>Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).</p> <p>Beginning to read simple rhythmic patterns which include two half beats (quavers).</p> <p>To know that pictorial representations of rhythm show sounds and rests.</p>
<b>Year 2</b>	<p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p>	<p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p>	<p>Using staff notation to record rhythms and melodies.</p>
<b>Year 3</b>	<p>To know that simple pictures can be used to represent the structure (organisation) of music.</p>	<p>Using staff notation to record rhythms and melodies.</p>	
<b>Year 4</b>	<p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p> <p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p>	<p>Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p>	
<b>Year 5</b>			
<b>Year 6</b>			