

Notation Progression Grid

A possible model of exploring musical progression in primary-aged children

	Prior Experiences	Foundations	Expanding Ideas	Developing 1	Developing 2	Developing 3	Developing 4
Rhythm	Steady beat through movement and clapping	Recognise and read basic rhythm values – crotchet, quavers (in pairs) and relevant rests – use stick notation to represent Follow the clap it, say it principle: crotchet = ta, quavers = ti-ti Explore a 4/4 time signature (through movement and untuned percussion)	Reinforcing note values – use stick notation to represent Introduce minims and minim rest Follow the clap it, say it principle: crotchet = ta, quavers = ti-ti, minim = ta-a Explore and identify 3/4 and 4/4 time signature (through movement and untuned percussion)	Time signatures – 3/4, 4/4, Reinforce previous note values. Follow the clap it, say it principle. Place on one line/space on the stave to read. Add the 'dots' to the sticks. Use notation cards (TTS) Follow and perform to a steady beat.	Reading more complex rhythms – dotted crotchets, triplets. Introduce semibreves – ta-a-a-a Follow the clap it, say it principle.	Time signature – 2/4 Syncopation – introduce off-beats (Doom-pah) Use 2 nd and 4 th beat crotchets to begin.	Syncopation - Move to using the 'second' quaver in the pair and record as individual quavers with rests.
Pitch	Exploring high and low sounds	Basic Pitch experience – C to G through physical body movement and voice. (Range of 5 th – C and G) Moving by leap. (Twinkle) Explore notes that are close together / far away on glockenspiels – use large gap between dot notation to represent	Recognise and explore moving by step in melodies physically, vocally and on instruments) (3 Blind Mice) Use dot notation to represent movement	Move dot notation to the stave. Use 3 notes E,F,G	Explore movement in semitones, recognising accidental in written notation # <i>b</i> – knowing they exist and how they affect pitch	Introduce all notes on the stave – add A, B and C to complete the octave. Chords – introduce a C-major chord using C,E,G – triad. Use tonics of G, F to create a major chord and D (Dm) and A (Am) to create minor chords Record on the stave.	Use tonics D (Dm) and A (Am) to create minor chords Record on the stave.
Tempo + Dynamics	Understanding fast/slow Understanding loud/quiet	Practically embed skills by maintaining a 4 beat bar but changing one element, e.g. dynamics or tempo.	Practically embed skills by maintaining a 4 beat bar and using relevant vocabulary – forte, piano	Practically embed skills by maintaining a 4 beat bar but changing one element, e.g. dynamics or tempo. Use relevant vocabulary – forte, piano, crescendo, diminuendo	Introduce the written symbols for crescendo and diminuendo	Introduce legato and staccato	Understand and use dynamic and articulation markings

Commented [MP1]: What about Developing 1, Developing 2, Developing 3 and Developing 4 for the last ones and keep the others as they are?

Notation	Playing percussion by ear without written notation	Reading, responding to and creating basic graphic notation using symbols and sticks (crotchet and quavers) – 2 notes [high (G) and low (E)]	Reading simple notated music with 3 or more notes. Stick notation for rhythm – movement and untuned percussion Dot notation for pitch - glocks	Introduce Treble Clef symbol Begin reading simple notation on the staff – 3 notes, E-G using minims, crotchets and quavers. Use key concept of Clap it, Say it (ta and ti) Sing and Clap with note names, Play it. (Only play once secure in the above) Compose using these notes and 2 bars of music.	Begin reading simple notation on the staff – 5 notes, C-G using minims, crotchets and quavers. Use key concept of Clap it, Say it (ta and ti) Sing and Clap with note names, Play it. (Only play once secure in the above) Compose using these notes and 4 bars of music. Notating and playing simple 2-part pieces – drone and melody	Listen to give rhythms / melodies and record on staff using accurate notation.	Introduce the concept of sightreading using the full octave Develop fluency in reading full notation
Playing	Untuned percussion – name it – to play to the pulse and create repeated rhythms.	Improvising short 1 and 2 note melodies using D and F (minor 3 rd) Reading from graphic scores to play 2 note melodies with accurate rhythm Reading and playing simple rhythmic and melodic patterns using stick and dot notation focusing either on rhythm or pitch	Improvising short melodies using C,D,E,F,G Playing short pieces from notation			Record and play the chords over 4 bars (use chord progression of I, IV, V, I (C,F,G,C) – improvise a melody as a second part.	Create multi-layered compositions using the range of the octave. Create and play short, 4 bar melodies using chords as a drone and up to 8 notes as a melody. Read and play more complex melodies, including accompaniments and counter-melodies

Glossary

Beat: As for pulse. The words pulse and beat are generally used in the same way.

Dynamics: The loudness of the sounds, which generally changes, sometimes dramatically, throughout most pieces of music.

Moving by step: Melodies that move up or down using adjacent notes, *eg the first three notes of Three blind mice.*

Moving by leap: Melodies that use bigger distances between notes, *eg the first few notes of London's burning.* Note: Most melodies use both step and leap.

Pulse: A constant regular beat that can be felt throughout much music – like a heartbeat that brings the music to life. The speed of the beat is related to the tempo of the music.

Rhythm: A sequence of shorter and longer sounds that can fit to a steady beat.

Structure: The way sounds are organised within a composition, *eg sounds could be organised with a beginning, middle and end.*

Tempo: The speed of the music, which can either be the same throughout the music or change, *eg getting faster/slower.*

Timbre: Different types of sound, *eg different voice sounds, sounds made by different instruments, sounds made using different kinds of beater.*