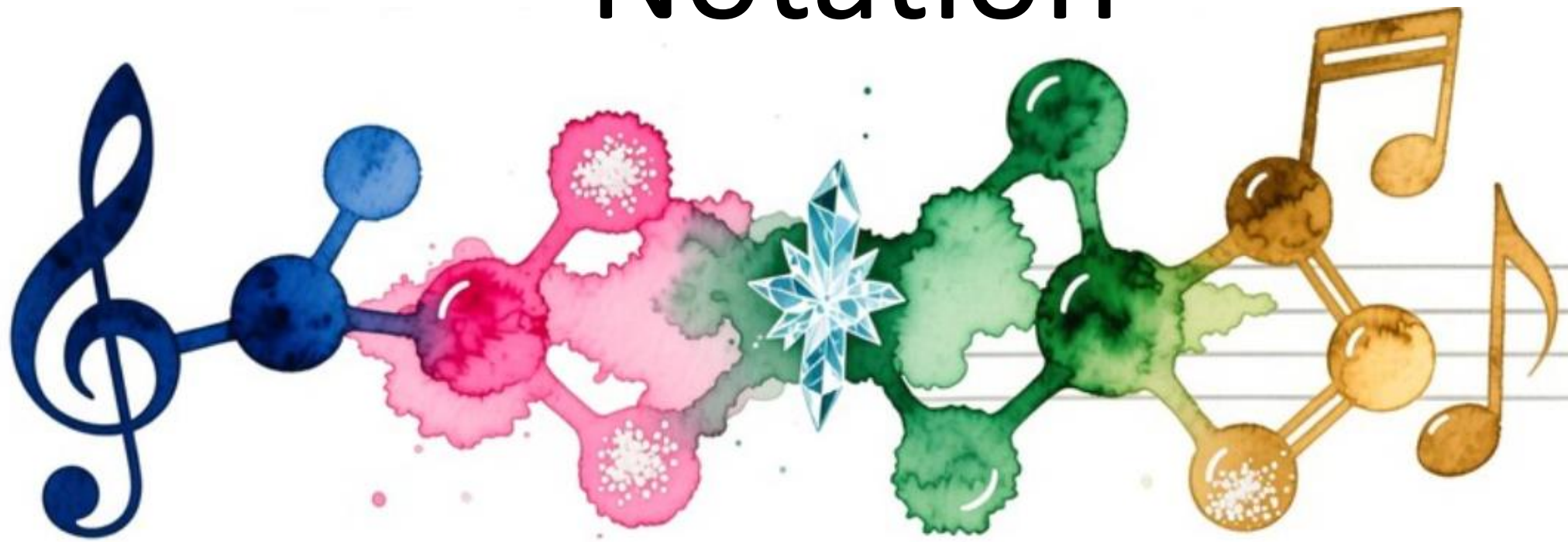


# Progression in Notation



Hannah Philipps @ Beehive Lane



“The whole method is based on the principle that theory should follow practice, that children should not be taught rules until they have experience of the facts which have given rise to them.”

<sup>1</sup> Emile Jaques-Dalcroze , Rhythm Music & Education, translation, Harold F. Rubenstein (London, The Dalcroze Society Inc. 1967, p 63.



## Principles of Notation

- Feeling and exploring music with body, voice and instruments
- Understanding of the basic elements of pitch, tempo and dynamics
- Representation of ideas graphically – symbols for sounds



## Notation in the Model Music Curriculum

- Context of making music and sound-first teaching.
- Singing
- Listening
- Composing
- Performing
- Musicianship.

Throughout the guidance, notation is used in the context of these things, never as a stand-alone discipline.



## Notation Progression Sequence

This sequence of progression outlines key concepts and should be used as a guide through the process, not simply linked to year groups. Discussion with previous and subsequent teachers may be necessary to ensure children can continue their learning seamlessly.

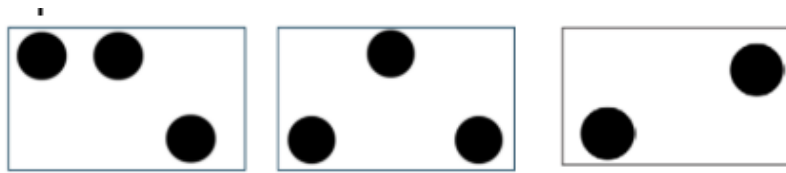
The key ideas are that pitch, rhythm and articulation are combined from an early age and developed through singing and movement. These then link to representation on a graphic score using stick notation for rhythm and dot notation for pitch and instruments are used to play the compositions.

Later in the sequence, these notations are transferred to the stave and note names learnt and matched to the instrument.

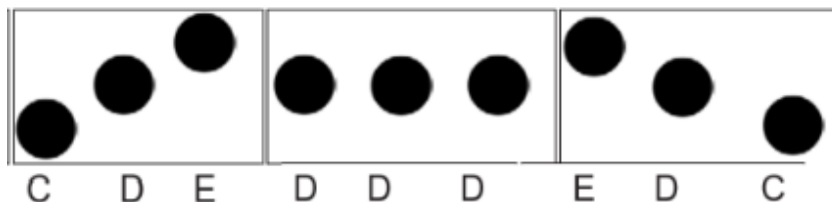


# Possible progression - PITCH

- Begin by using a familiar nursery rhyme and children move to the pulse – create a steady beat. Use songs that move by leap – London’s Burning, Twinkle – and child move arms high and low to show the differences. Transfer skills to percussion and glockenspiels.
- Use instruments (glockenspiels) to ‘see’ how close and far away notes are.
- Use dot notation to represent – which tune matches the pattern? Play the pattern.

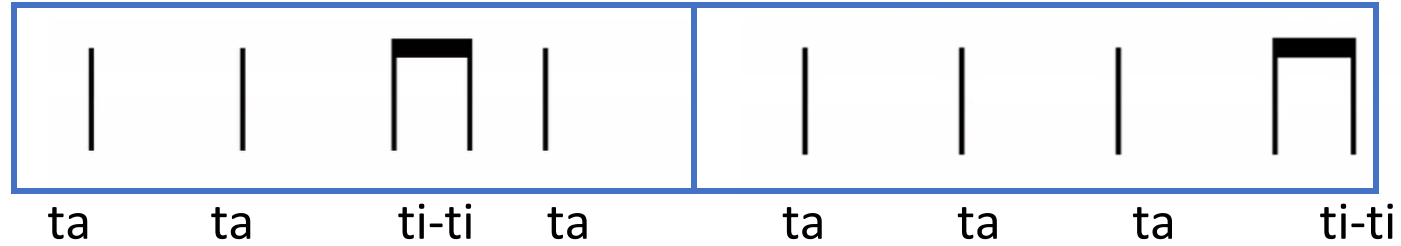


- Add note names – G G C C G C C G
- Move to moving by step – <https://www.youtube.com/watch?v=ImoeblIf5CM> - 3 Blind Mice / Humpty Dumpty



# Possible progression – RHYTHM and NOTATION

- Use Kodaly rhythms to introduce note lengths, reading and clapping the rhythms in a grid or on a line - <https://www.youtube.com/watch?v=GlurG0u3Z1o> – Begin with crotchets and quavers, move to minims include their rest symbols.



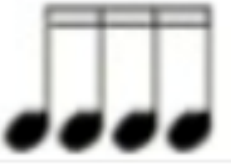




- Add the note names to the rhythms and introduce idea of 4/4 time signature. Once secure, introduce a 3/4 time signature. Combine a steady pulse with the above rhythms.
- You can then begin to add pitches to the rhythms to notate tunes by placing the notes high or low. Reinforce the clap it, say and clap it, sing it with note names, play it concept.
- Add the 'dots' to the notation – play as individual 'groups' then use one line/space on a stave to record.







	ta	1 beat	Crotchet
	<u>Te-te</u>	2 ½ beat notes	Quavers
	<u>Ti-ka-ti-ka</u>	4 ¼ beat notes	Semiquavers
	Ta-	2 beat <u>note</u>	Minim
	<u>Sh</u>	1 beat rest	Crotchet rest



## Possible progression - Charanga

- Showing and following the pulse
- Responding to and creating high and low sounds – visually on graphic score or stave
- Create a rhythm using stick notation
- Create a rhythm using stick notation with high and low pitches
- Move to staff rhythm notation with pitch names
- Full staff notation

<https://www.essexmusichub.org.uk/c/1310842-music-explorer/1310693-music-explorer-for-glockenspiel/lessons/100695-music-explorer-for-glockenspiel>



# Implementation Ideas through Charanga

- [Music Toolkits](#) - overview for each strand
- [Rhythm Grids](#) – use to introduce basic stick and pitch notation, including time signatures. Advanced includes off beats, triplets, etc.
- [Music Notepad](#) – perfect for use on ipads in order to combine compositions. Create 1 bar of music each, lay out and play as 4 bars in small group.

Simple to show high and low pitch with just two notes.

Advanced to create using given notes or full range.

Select notes to alter dynamics, accents, etc.

1 person create a chord, other person a melody and play at same time.

Combine with [QuickBeats](#) to overlay chords and melody

- [Graphic Score](#) – KS1 introduce to composition and following a score.

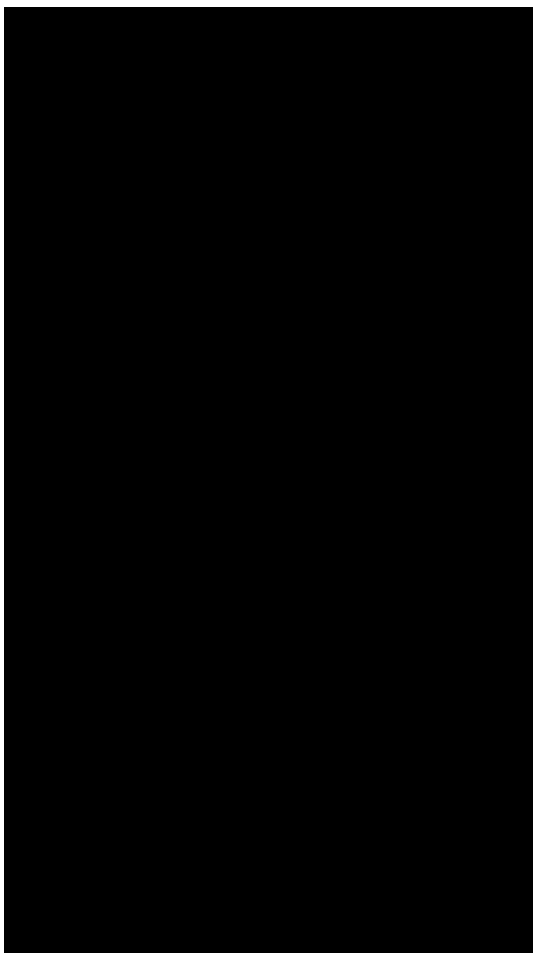


# resources

- <https://www.greateressexmusichub.org.uk/freestyle/1342221-creative-tools>
- <https://doremiconnect.co.uk/roads-to-new-rhythms-a-kodaly-approach-to-teaching-complex-rhythms/>
- <https://auroraclassroom.co.uk/>
- <https://mmf.org.uk/wp-content/uploads/2025/08/KS2-Rhythm-Introducing-Simple-Stick-Notation.-Summer22.pdf>

# Reception Class – Prior Experiences - Dynamics

- Introducing loud and quiet sounds



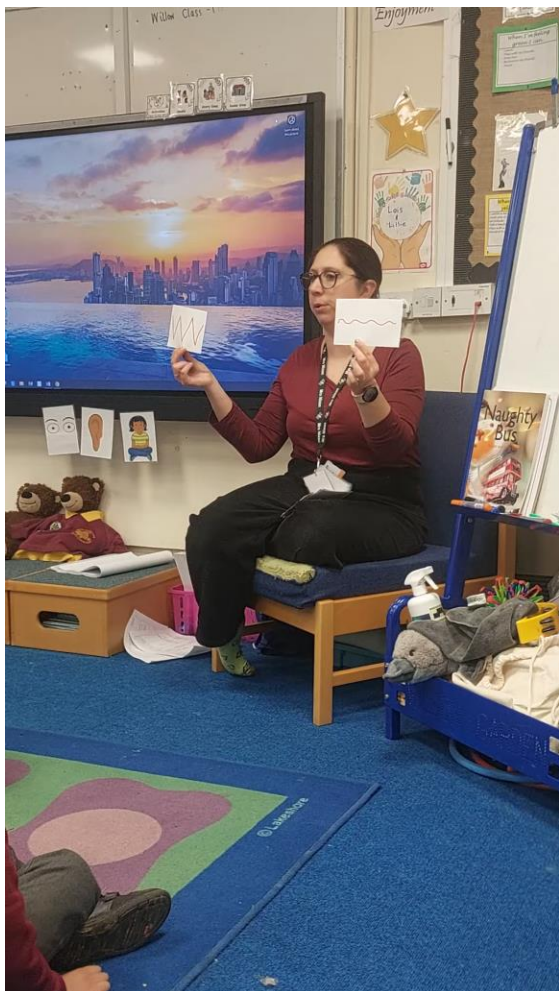
## Reception Class – Prior Experiences - Dynamics

- Movement to sound



# Reception Class – Prior Experiences - Dynamics

- Symbols



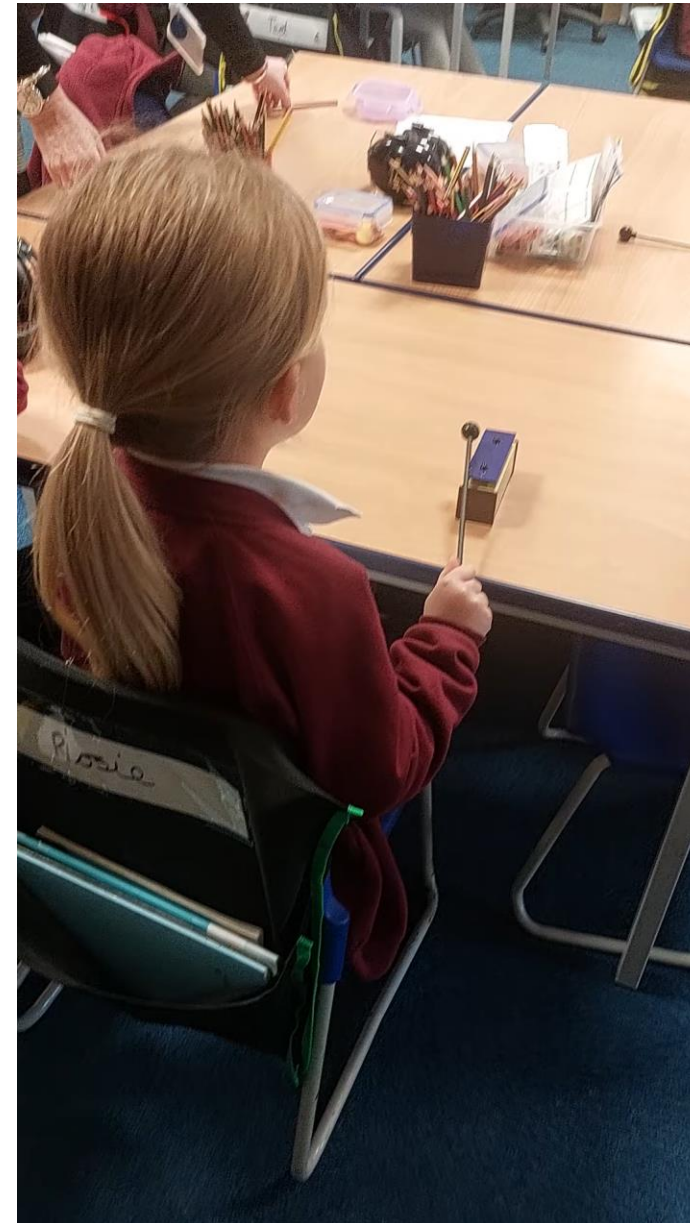
## Reception Class – Prior Experiences - Dynamics

- Reading and Performing



# What Next? – Foundations – Year 1

- Pitch and Rhythm



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