

## No Reception

### Year 1

Knowledge	Skills
<ul style="list-style-type: none"> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Learn the names of the instruments they are playing.</li> </ul>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Play a tuned instrumental part with the song they perform.</li> <li>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>Listen to and follow musical instructions from a leader.</li> </ul>

### Year 2

Knowledge	Skills
<ul style="list-style-type: none"> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Know the names of untuned percussion instruments played in class.</li> </ul>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>Play the part in time with the steady pulse.</li> <li>Listen to and follow musical instructions from a leader.</li> </ul>

### Year 3

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>The instruments used in class (a glockenspiel, a recorder)</li> </ul>	<ul style="list-style-type: none"> <li>To treat instruments carefully and with respect.</li> <li>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> </ul>

### Year 4

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	<ul style="list-style-type: none"> <li>To treat instruments carefully and with respect.</li> <li>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>

### Year 5

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Different ways of writing music down – e.g. staff notation, symbols</li> <li>The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To lead a rehearsal session.</li> </ul>

## Year 6

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>• Different ways of writing music down – e.g. staff notation, symbols</li><li>• The notes C, D, E, F, G, A, B + C on the treble stave</li><li>• The instruments they might play or be played in a band or orchestra or by their friends</li></ul>	<ul style="list-style-type: none"><li>• Play a musical instrument with the correct technique within the context of the Unit song.</li><li>• Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li><li>• To rehearse and perform their part within the context of the Unit song.</li><li>• To listen to and follow musical instructions from a leader.</li><li>• To lead a rehearsal session.</li></ul>