

Unit 1 Pulse: Whole School Overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> I can keep a steady pulse with some accuracy (eg clapping, marching, tapping) I can imitate movements in response to music I can explore, respond and identify long and short sounds. I can create a piece of music using long and short sounds I can comment on my own and other people's performances. 	<ul style="list-style-type: none"> I can keep a steady pulse and perform simple rhythms with some accuracy I can create, explore, respond and identify long and short sounds. I can create a group performance using instruments to keep the pulse or play a rhythm I can comment on my own and other people's performances using Yr 1 vocabulary learnt 	<ul style="list-style-type: none"> I can play/chant with a good sense of pulse I can respond to visual and aural cues I can perform using graphic notation I can read stick notation to represent crotchets, paired quavers and crotchet rests I can compose my own piece using stick notation for crotchets, paired quavers and crotchet rests I can perform my composition as part of a group in time to the pulse I can comment on my own and other people's performances using Yr 2 vocabulary learnt 	<ul style="list-style-type: none"> I can sing and play confidently, maintaining a steady pulse. I can maintain a part in a piece and respond to visual and aural cues. I can apply word chants to rhythms and link each syllable to a musical note I can use standard notation to compose my own rhythms, using crotchets, paired quavers and crotchet rests I can comment on my own and other people's performances using Yr 3 vocabulary learnt 	<ul style="list-style-type: none"> I can sing and play confidently, identifying and maintaining a steady pulse. I can maintain an independent part in a small group when playing or singing (eg, a drone, ostinato, rhythm) I can compose, perform and lead simple pieces in 4/4 time using ostinatos and drones I can follow basic symbols (standard and graphical notation) <p>I can comment on my own and other people's performances using Yr 4 vocabulary learnt</p>	<ul style="list-style-type: none"> I can sing / play confidently, identifying and maintaining a strong sense of pulse I can maintain an independent part in a group with accuracy when playing I can create simple rhythmic pieces which demonstrate understanding of rhythm using graphic and standard notation I can read simple rhythms using paired quavers, crotchet rests, minims and semibreves I can comment on my own and other people's performances using Yr 5 vocabulary learnt 	<ul style="list-style-type: none"> I can sing / play confidently, identifying and maintaining a strong sense of pulse and recognise when going out of time. I can maintain an independent part in a group when singing or playing with an awareness of other parts / performers. I can play regular (2/4 , 3/4, 4/4) and irregular (7/4, 5/4) timings I can follow staff and other notations through singing and playing short passages of music I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. I can comment on my own and other people's performances using Yr 6 vocabulary learnt

Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Graphic Score Pulse Tempo	Downbeat Pulse Ostinato Rhythm Staccato Tempo Syllable	Crotchet Genre Internalising words Ostinato Paired quavers Pulse Rest Round Rhythm Tempo	Crotchet Crotchet rest Ostinato Paired quavers Pulse Rhythm Tempo Texture	Adagio Bass line/ground bass Crotchet Crotchet rest Drone Internalising words Minim Ostinato Paired quavers Pentatonic Pulse Riff Syncopation Tempo Time signature	Crotchet Crotchet rest Graphic notation Minim Paired quavers Pulse Quaver Rhythm Semibreve Standard notation Structure Tempo	Crotchet Crotchet rest Drone Dynamics Improvise Minim Ostinato Paired quavers Pentatonic Pulse Rhythm Semibreve Semiquavers Tempo Time signature Triplet

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