

Unit 3 Rhythm: Whole School Overview and Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can keep a steady pulse with some accuracy while playing	I can play along to the pulse and maintain a steady tempo	I can perform with a good sense of pulse and rhythm	I can play rhythms confidently while maintaining a consistent pulse	I can perform rhythmic phrases accurately, whilst maintaining a steady sense of pulse	I can use a variety of timbres and techniques when creating and playing music	I can use a variety of musical devices, including contrasting timbres and textures when creating and playing music
I can begin to recognise changes in tempo	I can confidently copy given rhythms	I can recognise rhythmic patterns found in speech and songs	I can demonstrate understanding of the difference between pulse and rhythm whilst performing songs and playing instruments.	I can create and perform different rhythms and play them confidently within a set structure.	I can create and play contrasting rhythms within a range of time signatures	I can confidently maintain a part in a group performance including a variety of rhythms
I can explore rhythm through play	I can demonstrate and explain the difference between pulse and rhythm	I can demonstrate the difference between pulse and rhythm through physical movement, playing and singing	I can take part in a performance, following musical signals and maintain a strong sense of pulse	I can confidently maintain an independent part while playing an instrument in a small group	I can maintain a rhythmic part in a group performance with an awareness of structure.	I can read, play and identify short passages of rhythms using standard notation.
I can begin to use pictures and images to represent sounds	I can perform as part of a group and play rhythms in time	I can use stick notation to record rhythms	I can play rhythms from graphic notation or simple standard notation	I can use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse.	I can use and respond to basic musical symbols including standard notation	I can interpret a graphic score and use it to perform.
I can comment on my own and other people's performances	I can use graphic notation to record rhythms	I can comment on my own and other people's performances using Yr 2 vocabulary learnt	I can comment on my own and other people's performances using Yr 3 vocabulary learnt	I can comment on my own and other people's performances using Yr 4 vocabulary learnt	I can comment on my own and other people's performances using Yr 5 vocabulary learnt	I can comment on my own and other people's performances using Yr 6 vocabulary learnt
	I can comment on my own and other people's performances using Yr 1 vocabulary learnt					

Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Graphic notation Ostinato Pulse Rhythm Tempo	Dynamics Graphic notation Ostinato Pulse Rest Rhythm Tempo	Crotchet Lyrics Ostinato Paired quavers Pulse Rhythm Stick notation Tempo Timbre	Crotchet Crotchet rest Dynamics Graphic Notation Improvise Internalise Ostinato Paired quavers Pulse Phrase Rhythm Syncopated rhythm Tempo Texture	Canon Crotchet Crotchet rest Dynamics Graphic notation Improvise Melody Minim Ostinato Paired quavers Pentatonic scale Phrase Pulse Rhythm Round Tempo Texture	Bar Crotchet Genre Melody Minim Ostinato Pitch Pulse Quaver Rhythm Semibreve Stave Timbre Tempo Texture Time Signature	Crotchet Dynamics Graphic notation Groove Improvise Melody Minim Ostinato Pulse Quaver Rhythm Semiquaver Semibreve Syncopation Tempo Ternary form Texture Timbre