

# NOTATION

Read and write staff **notation** and other kinds of musical notation with increasing fluency

## Rhythmic

12	Fluently sight-read extended rhythms of more than two bars using all of the notation below
11	Use and interpret time signatures
10	Produce musical sounds in response to dotted crotchets and quaver combinations
9	Produce musical sounds in response to dotted crotchets and quaver combinations and to simple syncopated rhythms
8	Produce musical sounds in response to semiquavers and simple semiquaver/quaver combinations
7	Produce musical sounds in response to dotted minims and semibreves
6	Produce musical sounds in response to minims
5	Produce musical sounds in response to crotchets, quavers and crotchet <b>rests in 4 beat patterns</b>
4	Produce musical sounds in response to crotchets and quavers <b>body percussion and instruments</b>
3	Produce musical sounds <b>body percussion</b> in response to symbols (one symbol = one sound) <b>paw prints and ? own suggestions</b>
2	Aurally recognize or describe changes in duration (long and short) <b>Copy simple patterns</b>
1	Respond to a given pulse with support e.g. <b>physically repetitive actions</b>

## Pitch

14	Recognise the precise location of the notes of the C major scale on the treble clef
13	Recognise the precise location of a broader range of notes on the treble clef
12	Recognise the treble clef and the precise location of specific treble clef notes on the staff (e.g. G, C, E, A on the ukulele)
11	Recognise the changing pitch profile of the music on a five-line staff
10	Respond accurately to pitch notation that denotes leaps (without being precise about the interval) <b>Write aurally dictated</b> three-note passages on a three-line staff
9	<b>Write aurally dictated</b> three-note passages on a two-line staff. Respond accurately to pitch notation that denotes steps (a diatonic second) or skips (a diatonic third)
8	Physical representation of all the below <b>Sight singing</b>
7	Distinguish between next door notes and leaps
6	Recognise the changing pitch profile of a musical phrase <b>Do-So with limited staff, hand signs to support</b>
5	Use and respond to graphic notation to represent changes of pitch ( <b>moved</b> )
4	Recognise that the pitch has got higher or lower between any two notes <b>Starting with wider intervals and decreasing with experience</b>
3	Aurally recognise that the pitch has changed Aural +notation-look at
2	Recognize <b>wide intervals- high low and middle supported by actions- head, toes, hips, moving towards solfege</b>
1	Recognise the pitch has changed <b>responding physically</b>