

	<b>Playing</b>	
	<b>Knowledge</b>	<b>Skills</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>● To begin to name instruments they use.</li> </ul>	<ul style="list-style-type: none"> <li>● Treat instruments carefully and with respect.</li> <li>● Play an instrument with the song they perform.</li> </ul>
<b>Y1</b>	<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>
<b>Y2 As Y1 and...</b>	<ul style="list-style-type: none"> <li>● Know the names of untuned percussion instruments played in class.</li> </ul>	<ul style="list-style-type: none"> <li>● Play the part in time with the steady pulse.</li> </ul>
<b>Y3</b>	<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>
<b>Y4 As Y3 and...</b>	<ul style="list-style-type: none"> <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 experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>
<b>Y5 and 6</b>	<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>