	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
Understanding notation	N/A	The Development Matters Non-statutory curriculum guidance has no statements related to notation of music.	Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right.		The National curriculum attainment targets for Key Stage 1 do not refer to music notation.
Representing pitch	Developing an awareness of high and low through pictorial representations of sound.		To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.		
			Recognising pitch patterns using dots.	Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).	
Representing rhythm	Developing an awareness of how simple marks or objects can show single beats and single beat rests.		Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). Beginning to read simple rhythmic patterns which include two half beats (quavers). To know that pictorial representations of rhythm show sounds and rests.		

New! Notation

Please note: Notation is now its own strand in our curriculum, and the Key Stage 1 content has been updated to introduce musical notation more gradually. This will help pupils understand notation as a way to communicate pitch and duration of notes before they start learning more about staff notation in Key Stage 2.

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
Understanding notation	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.	Pupils should be taught to: • Use and understand staff and other musical notations.
Representing pitch and rhythm	Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	Using staff notation to record rhythms and melodies.	Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. Performing with accuracy and fluency from graphic and staff notation and from their own notation.	