



Strand 4: Instrument Learning

(Play your Instrument with the Song)



	Curriculum Skills and Elements	Key Learning The children will learn:	National Curriculum The National Curriculum for Music says that pupils should be taught to:
Year 1	Playing instruments Keeping a steady beat Playing in a group/ensemble Pulse Rhythm Pitch Tempo Dynamics Structure	<ul style="list-style-type: none"> To play a part on a tuned or untuned instrument by ear. Decide to play Part 1 or Part 2. To learn to treat instruments carefully and with respect. To rehearse and perform their parts within the context of the unit song. To play together with everybody while keeping in time with a steady beat. To perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. 	Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music.
Year 2	Playing instruments Keeping a steady beat Playing in a group/ensemble Pulse Rhythm Pitch Tempo Dynamics Structure	<ul style="list-style-type: none"> To play a part on a tuned or untuned instrument by ear (either Part 1 or Part 2). To rehearse and perform their parts within the context of the unit song. To treat instruments carefully and with respect. To play together with everybody while keeping in time with a steady beat. To perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat 	Play tuned and untuned instruments musically.

Year 3	Playing instruments Keeping a steady beat Playing in a group/ensemble Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	<ul style="list-style-type: none"> • To play a part on a tuned instrument, by ear or from notation. • To play the instrumental part they are comfortable with and swap when appropriate. • To play the right notes with secure rhythms. • I can understand some formal, written notation which includes crotchets and their equivalent rests. • To play together with everybody while keeping the beat. • To listen to and follow musical instructions from a leader. • To treat instruments carefully and with respect. • To play their instruments with good posture and technique 	Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Year 4	Playing instruments Keeping a steady beat Playing in a group/ensemble Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	<ul style="list-style-type: none"> • To rehearse and play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and D major. • To play the right notes with secure rhythms. • To rehearse and perform their parts within the context of the unit song. • To play together with everybody while keeping the beat. • To listen to and follow musical instructions from a leader. • To treat instruments carefully and with respect. • To play their instruments with good posture and technique 	Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Year 5	Playing instruments Keeping a steady beat Playing in a group/ensemble Notation	<ul style="list-style-type: none"> • To rehearse and learn to play a simple melodic instrumental part, by ear and/or from notation. • To play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written 	Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their

	Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	<p>on one staff and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.</p> <ul style="list-style-type: none"> • To play a part on a tuned instrument (by ear or from notation): <ul style="list-style-type: none"> • Playing the right notes with secure rhythms. • Rehearsing and performing their parts within the context of the unit song. • Playing together with everybody while keeping the beat. • Listening to and following musical instructions from a leader. • Treating instruments carefully and with respect. • Playing their instruments with good posture. • Beginning to understand how to rehearse a piece of music in order to improve 	voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Year 6	Playing instruments Keeping a steady beat Playing in a group/ensemble Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	<ul style="list-style-type: none"> • To rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor and F minor. • To play a melody, following staff notation written on one staff and using notes within an octave range (do–do); to make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). • To play a part on a tuned instrument, by ear or from notation: <ul style="list-style-type: none"> • Playing the right notes with secure rhythms. • Rehearsing and performing their parts within the context of the unit song. • Playing together with everybody while keeping the beat. • Listening to and following musical instructions from a leader. • Treating instruments carefully and with respect. • Playing their instruments with good posture. • Understanding how to rehearse a piece of music in order to improve. • Playing a more complex part. 	Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.