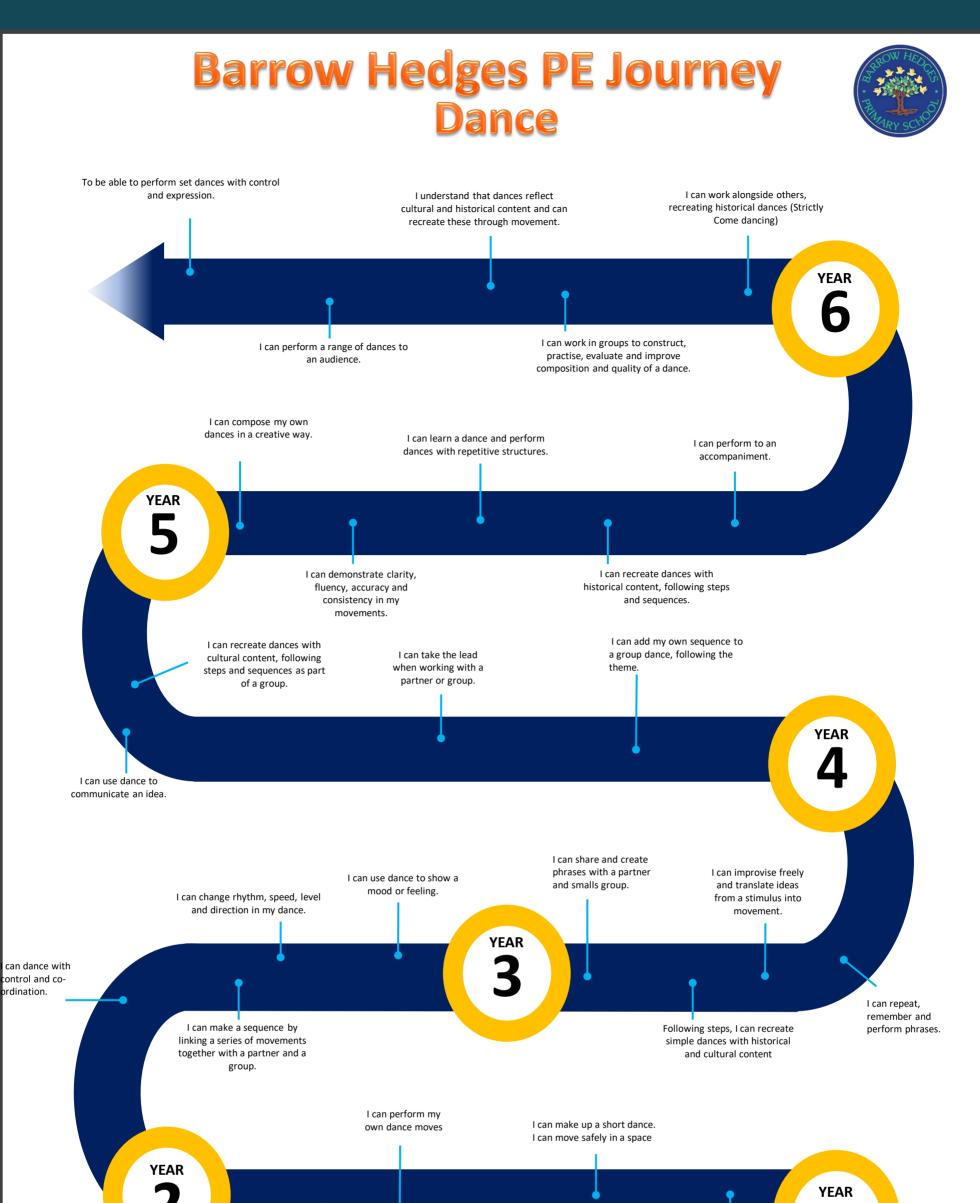
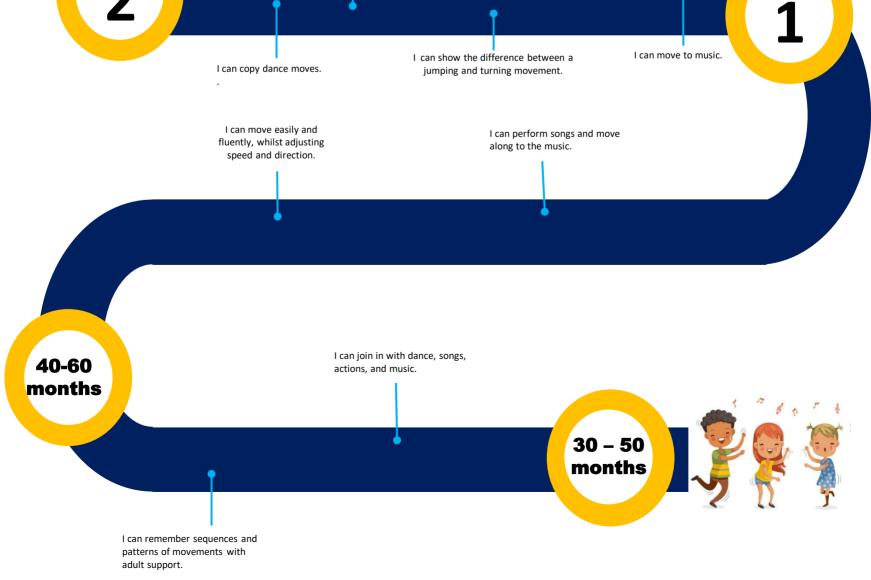


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## Believe to achieve



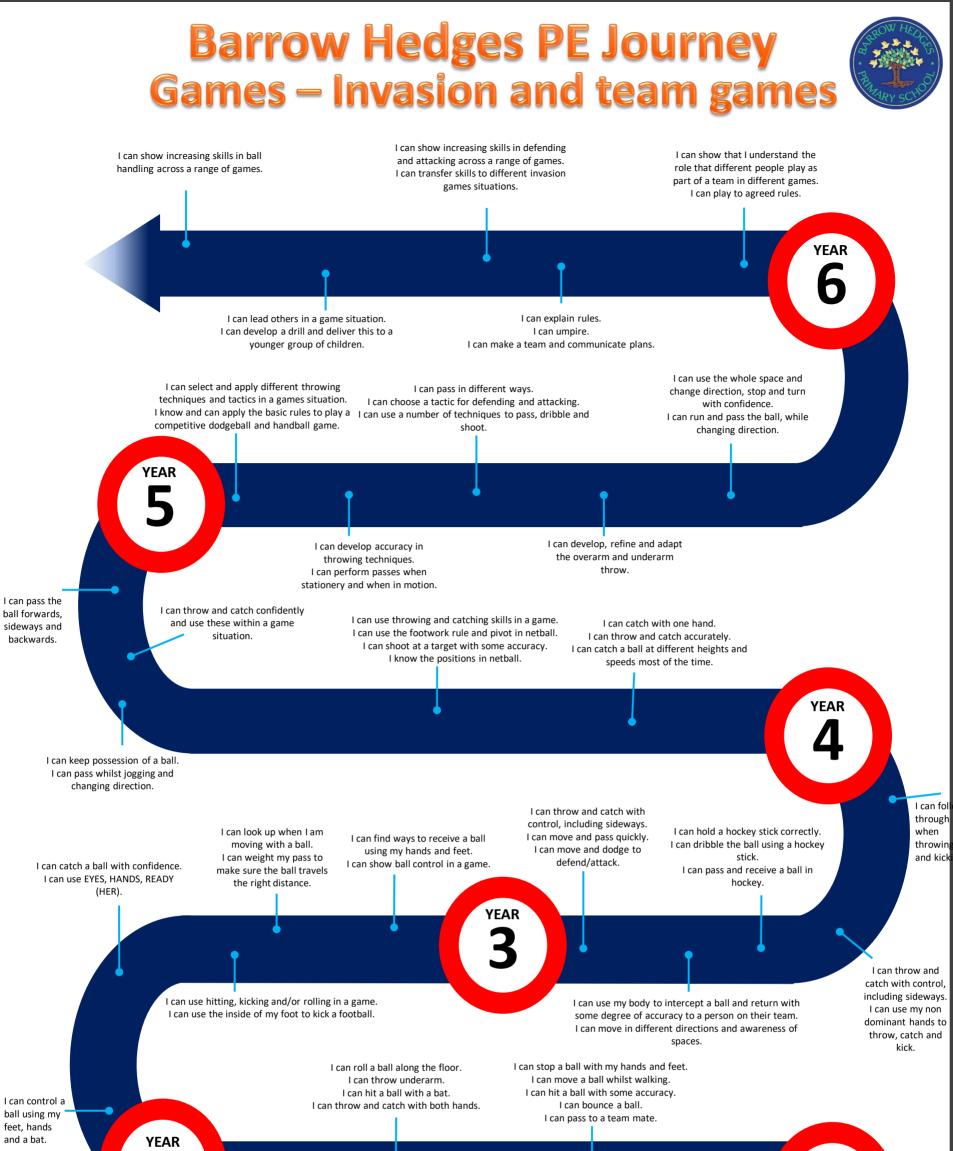


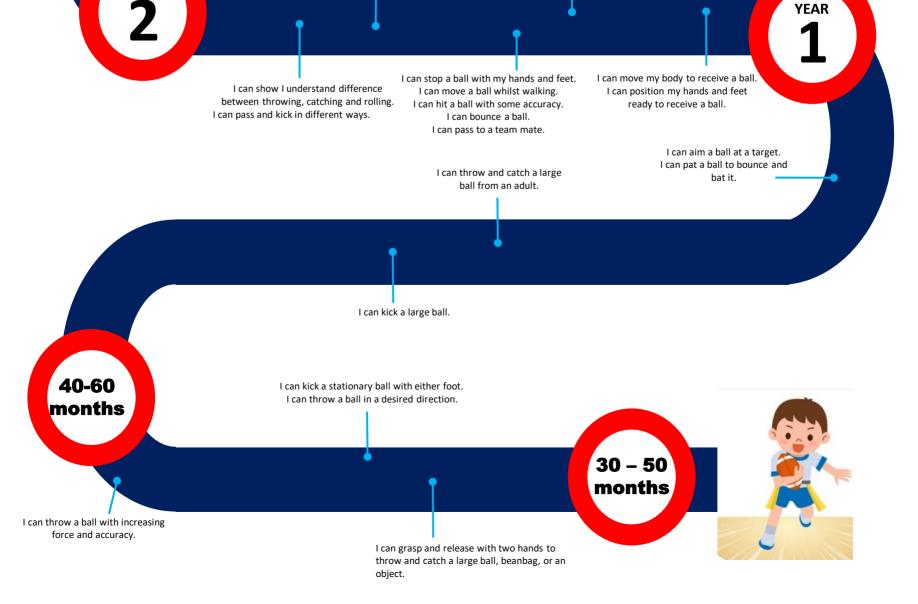


## Believe to achieve

4



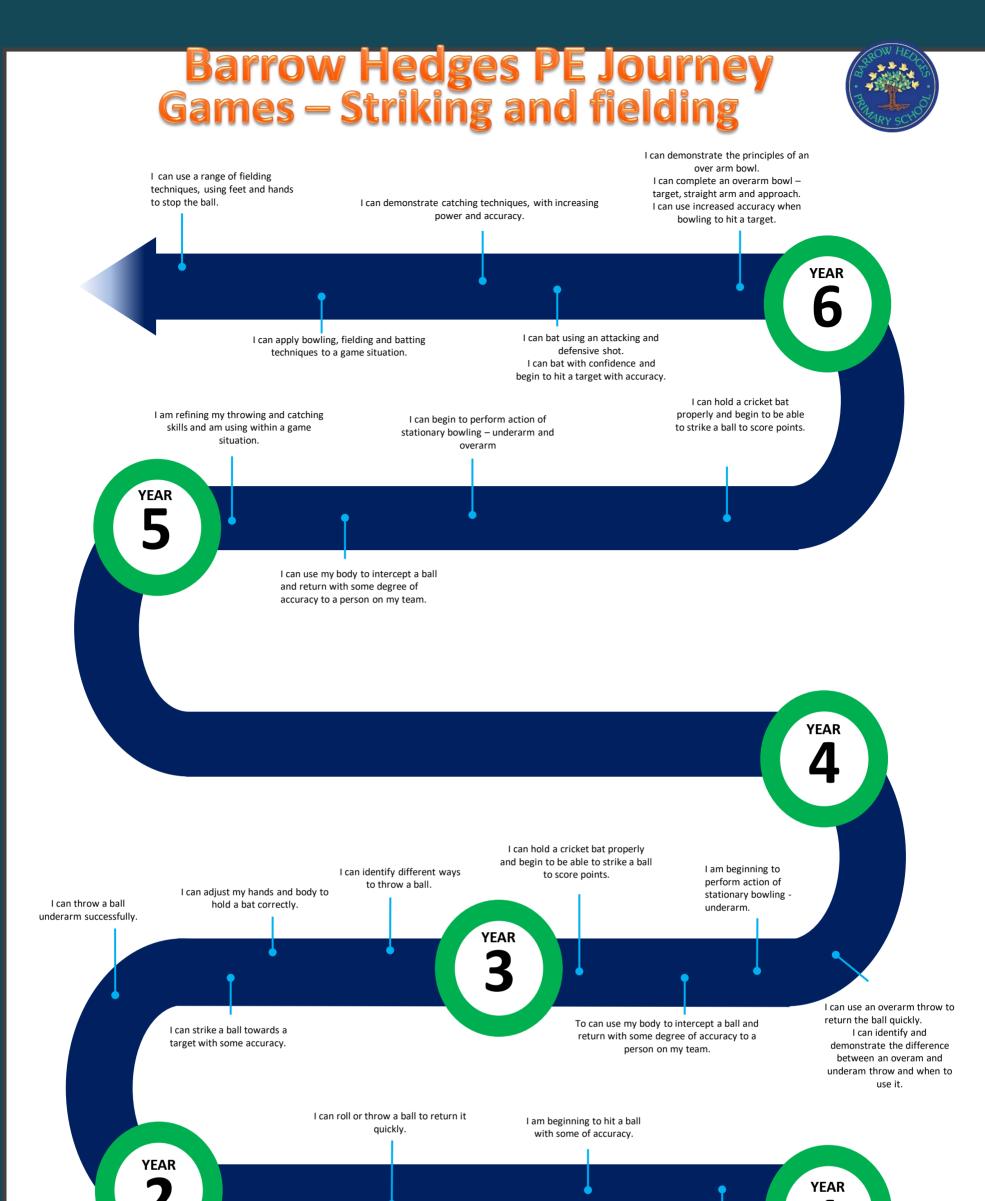


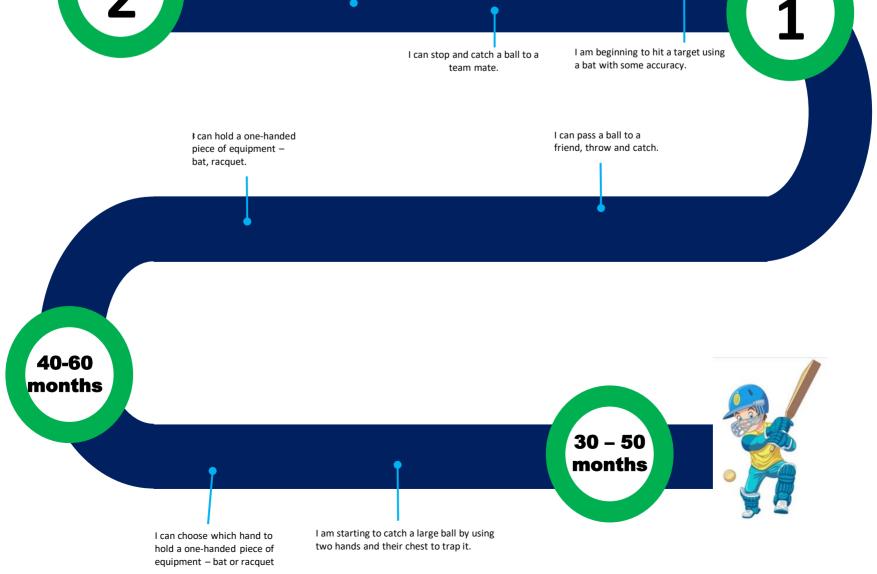


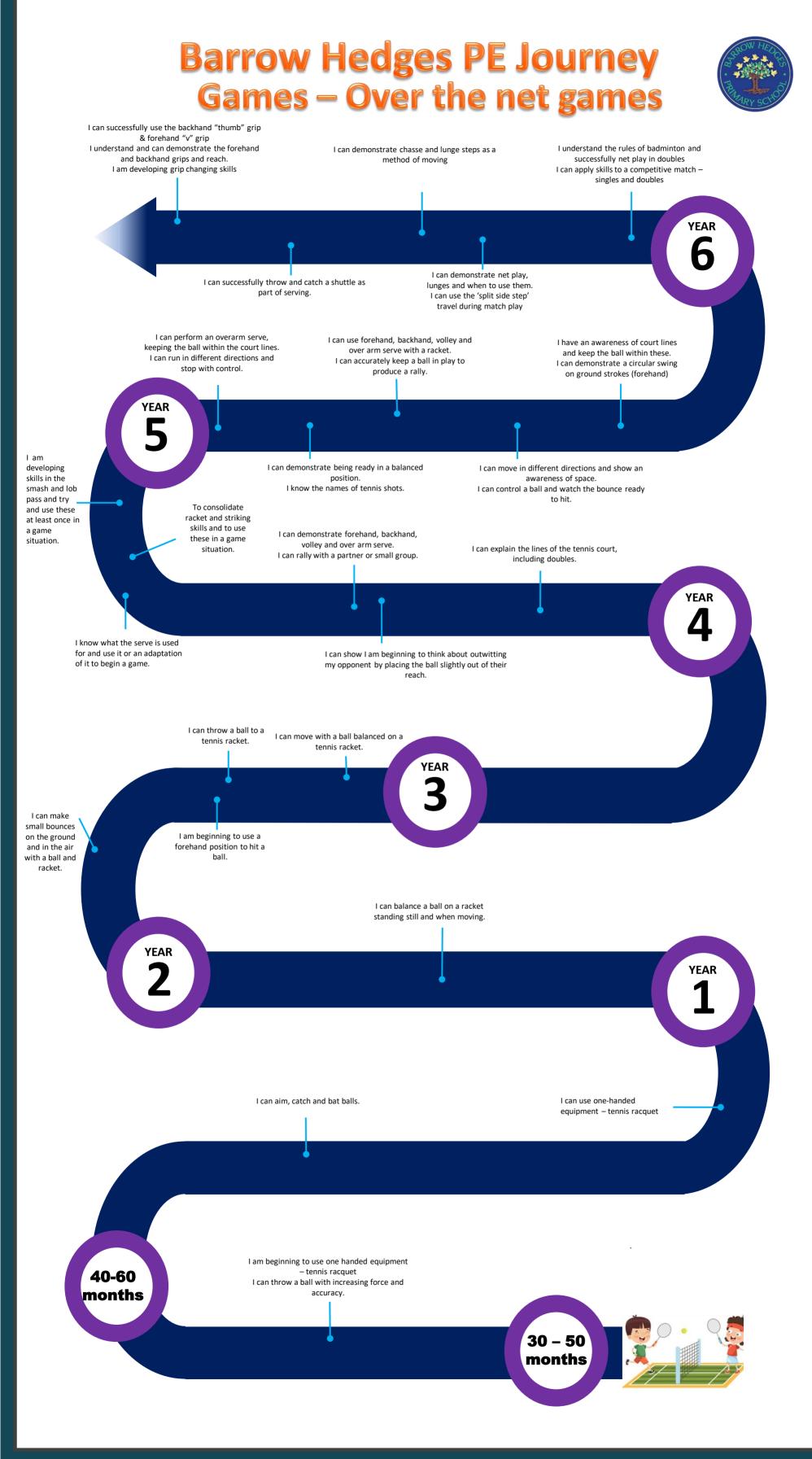


## Believe to achieve

4





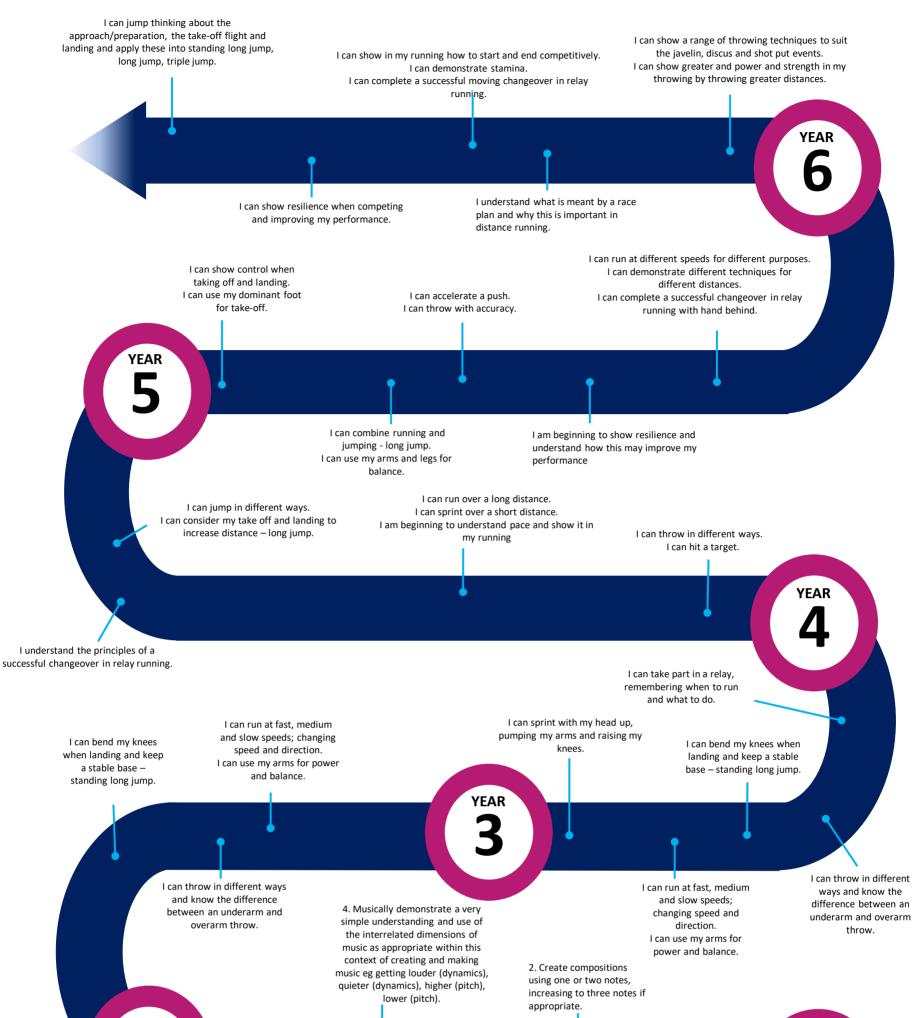






## Barrow Hedges PE Journey Athletics





YEAR

YEAR

5. Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.

Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. ◀

eg holding a triangle in

the air by the string with

one hand and playing it

with a beater with the

other.

 Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.

May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to 1. Create your own very simple melodies (usually in a group) within the context of the song that is being learnt.

> May play along to the beat of the song they are singing or music being listened to.

Creates music based on a theme eg creates the sounds of the seaside. ( Finds and records sounds using recording devices. (

40-60

months

Keeps a steady beat whilst playing instruments – his or her own steady beat Shows control to hold and play instruments to produce a musical sound,

> Adds sound effects to stories using instruments.

«Listens and responds to others in pair/group music making. Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song. Creates rhythms using instruments and body percussion. «

Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). < Leads or is led by other children in their music making, ie being a conductor. « 30 – 50 months

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