Music Learning Journey

- Listening and appraising
- Composing and improvising
- Performing
- Notation
- Musical Technology

YEAR 6

Happy

I can maintain a part within a polyphonic texture (2 or more individual melodies)

I can edit and manipulate sounds using Music Technology software (Garage Band)

I can use notation with increasing confidence, both written and to read to perform.

You've Got a Friend

I can describe the use of the inter-related dimensions of music within a piece I have composed and performed

I can maintain ostinati vocally or on an instrument.

I can improvise and compose confidently both vocally and with instruments from a range of given and chosen stimuli.

Jazz

I know the elements of music and can show understanding by applying them appropriately

I can listen to a piece of music and suggest improvements to my own and others' work, commenting on how the intentions have been achieved.

I can improvise and compose a piece of music for a range of purposes using the inter-related dimensions of music (duration, dynamics, texture, timbre, tempo, structure and pitch).

I can describe, compare and evaluate different kinds of music using appropriate vocabulary

I can follow a notated line of music as an aid to a performance

I can compose when given a chosen structure or told to use particular notes

I can record some notation onto a stave, with support

I can maintain an independent part in a group as a soloist.

YEAR 5

Amazing Americas

I can combine several layers of sound and understand the effect created.

I can maintain a complex pattern vocally or on an instrument

I can play, sing and maintain a melody in a multi-layered ensemble

Make you feel my love

I can combine layers of sound using musical technology (Garage Band)

Confidently use a range of tempo, timbre, dynamics and pitch.

Livin on a Prayer

I can make improvements to my own work and explain using appropriate musical vocabulary

Understand, recognise and describe how pitch changes can be used to convey a character, story or image.

I can listen to a piece of music and identify key musical elements

The Beatles

I can begin to use the correct Italian symbols for dynamics and tempo.

Continue to build on notation knowledge and understand how pitch is represented on a stave.

Listen Up!

I can maintain an independent part in a group

I can perform a song confidently, mirroring pitch changes and dynamics

Create short compositions from a chosen musical stimuli

Create simple rhythmic patterns

YEAR 4

Three Little Birds

Use voice and play musical instruments with increasing accuracy, fluency, control and expression.

I can choose and maintain an appropriate pulse

I can recognise how instruments can be used to create different effects

Experiment with layers of sound

Play and perform in solo and ensemble contexts

Improvise and compose music using the inter-related dimensions of music

Let your Spirit Fly

Read notation for and clap/tap a 4-beat pattern

Use knowledge of notation when composing and performing.

Gospel

Recognise crotchet, quaver and minim notes

I can listen to a wide range of high-quality live and recorded music and make comparisons

Begin to recognise the individual instruments within a family

I can make improvements to my own work and explain how and why.

I can listen with attention to detail and recall sounds.

YEAR 3

The Dragon

I can identify the pitch, texture and dynamics of a piece of music.

I can listen and recall sounds including identifying instruments

I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, musicians and great composers.

Awesome Animals

I can choose appropriate instruments and use texture in a performance (unison/ 2 part/ canon)

I can play tuned and untuned instruments musically

I can use a simple graphic score for performing (shapes, dots)

I can rehearse and perform with others.

Good News

I can identify the difference between pulse and rhythm

I know that pitch means high/low and can use simple pitch changes.

YEAR 2

Castles

I know how to use my voice in different ways

I can use my voice expressively and creatively through songs, chants and rhymes

Listen carefully and express my own opinion on a piece of music.

I can improve my own work.

I can find and clap the pulse to a piece of music

Listen with concentration and understanding to a range of music.

I can name a wider range of instruments and choose appropriate ones.

Create and repeat simple rhythmic and melodic patterns

I can sing songs from memory collectively at the same pitch

I can respond to visual cues (stop, go, loud, quiet)

YEAR 1

I can use instruments to perform.

Sing songs, make music and dance.

I can choose and order sounds.

I can aurally recognise the sounds of a small range of instruments

Suggest symbols to represent sounds

Experiment with ways of changing music

I can listen to a variety of music from a range of cultures, traditions and historical periods

I can use my voice to speak, sing & chant.

I can respond to simple visual cues (e.g. 4 spots = 4 taps on the drum)

I can explore using my voice in different ways

I can create loud and quiet using voice, instruments and body percussion.

Represent thoughts and feelings through music.

I can identify sounds from a varied range

Reception