MUSIC LEARNING JOURNEY

Performing

-Sing in harmony confidently and accurately.

-Perform parts from memory.

-Take the lead in a performance.

TRANSITION TO SECONDARY

History of Music

-Compare and contrast the impact that different composers from different times will have on the people of that time.

Appreciate/ Appraise

-Evaluate how the venue, occasions and purpose effect the way a piece of music

Compose

-Use a variety of different musical devices in composition (including melody, rhythms and chords)

History of Music

-Contrast the work of famous composers and show preferences.

Compose

-Compose music, which meets specific criteria.

-Choose the most appropriate tempo for a piece of music.

Appreciate/Appraise

-Describe, compare and evaluate music using musical vocabulary.

-Explain why I think my music is successful or unsuccessful.

Listen/Appraise

-Accurately recall a part of the music listened to.

Use and Understand

-Analyse features within different pieces of music,

Listen/Appraise

-Repeat a phrase from the music after listening intently.

Use and Understand

-Use a music diary to record an aspect of the composition process.

YEAR 6

YEAR 5

Use and Understand

-Use notations to record and interpret sequences of pitches.

Appreciate/ Appraise

Describe and identify the different purposes of music.

Listen/Appraise

Explain why silence is often needed in music and explain what effect it has.

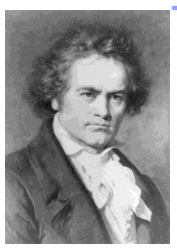
Performing

-Maintain own part whilst others are performing their part.

-Recognise and use basic structural forms.

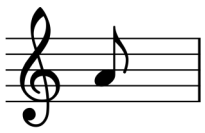
History of Music

-Begin to identify with the style of work of Beethoven, Mozart and Elgar.



Compose

-Use notation to record compositions in a small group or individually.



Performing

-Sing songs from memory with accurate pitch.

Use and Understand

-Create repeated patterns with different instruments.

-Improve my work, explaining how it was improved.

Compose

-Combine different sounds to create a specific mood or feeling.

YEAR 4

YEAR 3

History of Music

-Recognise the work of at least one famous composer.

Listen/Appraise

-Listen carefully and recognise high and low phrases.

Appreciate/Appraise

-Use musical words to describe what I like and dislike.

-Use musical words to describe a piece of music and composition.

Performing

-Play clear notes on instruments.

-Use different elements in composition.

Singing

-Sing or clap increasing and decreasing tempo.

-Perform simple patterns and accompaniments keeping a steady pulse.

Create Own Music

-Order sounds to create a beginning, middle and an end.

-Create music in response to different starting points.

Listening and Appreciate

-Make connections between notations and musical sounds,

YEAR 2

Playing an Instrument

-Play simple rhythmic patterns on an instrument.

Create Own Music

-Clap and repeat short rhythmic and melodic patterns.

-Make a sequence of sounds and respond to different moods in music.

-Show sounds using pictures.

Singing

-Make different sounds with my voice and with instruments.

-Follow instructions about when to play and sing.

Expressive Arts and Design: Being Imaginative

-Represent ideas, thoughts and feelings through music.

–Talk about ideas and processes which have led them to make music.

YEAR 1

EYFS

Listening and Appreciate

-Say whether they dislike or like a piece of music.

-Copy sounds.

-Identify changes in sounds.

Playing an Instrument

-Use instruments to perform and choose sounds to represent different things.

Expressive Arts and Design: Exploring and Using Media

-Children sing songs, make music and dance, and experiment with ways of changing them.