



Music Learning Journey



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

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

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 combine several layers of sound and understand the effect created.

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



I can choose and maintain an appropriate pulse

I can create simple accompaniments for my tunes

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

I can select notes on a pentatonic scale with support,

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

I know how to use my voice in different ways

I can sing songs from memory collectively at the same pitch

I can use technology appropriately,

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

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

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

I can evaluate music from historical periods.

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.

Choral speaking/End of Year show singing/performing with Kay

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



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

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

I can record some notation onto a staff, with support

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

Country Music

I can maintain a complex pattern vocally or on an instrument

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

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



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

I can combine layers of sound using musical technology

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

I can maintain an independent part in a group

Begin to recognise the individual instruments within a family

Class 4

Singing French

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

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

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

Recognise crotchet, quaver and minim notes

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

I can recognise musical elements such as pulse and rhythm.

Create short compositions from a chosen musical stimuli

Create simple rhythmic patterns

Dragon Scales

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

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

I can listen with attention to detail and recall sounds.

Use knowledge of notation when composing and performing.

Play and perform in solo and ensemble contexts

Experiment with layers of sound

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

I can listen and recall sounds including identifying instruments

I can play tuned and un-tuned instruments musically



I can identify the difference between pulse and rhythm

Class 3

Peter & the Wolf

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

I can rehearse and perform with others.



I understand a range of recorded music.

I can improve my own work.

I can create select and combine sounds.

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

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

Zoo Time

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

I can experiment with pulse, tempo and rhythm of sounds.

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

I can move my body in different ways in response to a range of music.

Experiment with ways of changing music

I can choose and order sounds.

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



Class 2

Ongoing through all topics: EAD

Class 1

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.

— Listening and appraising

— Composing and improvising

— Performing

— Notation

— Musical Technology