

Hill West Primary School Progressive Learning Journey for Music



	Performing Skills	Composing Skills	Listening and Appraising Skills <i>(listen and respond to music)</i>
Y e a r 1	<p>I can use my voice to sing simple songs and perform chants and rhymes.</p> <p>I can play un-tuned instruments in time to a beat.</p> <p>I can change the sounds I make by controlling the way I play (quiet, loud, slow, fast).</p> <p>I am beginning to recognise the shape and flow of a song aurally.</p>	<p>I can create and choose sounds in response to a given starting point (e.g. storm, woods).</p> <p>I can make simple rhythms with an untuned instruments using words to help them.</p> <p>I can select and combine sounds within a group.</p> <p>I can understand and follow simple musical instructions (start, stop, louder, quieter, faster, and slower).</p>	<p>I am beginning to listen with concentration and comment on interesting features I hear (pitch, tone, tempo, rhythm and dynamics).</p> <p>I can listen to a piece of music and comment on the instruments I hear, identifying common instruments (e.g. piano, drum, and guitar).</p> <p>I can recognise changes in music that reflects mood and or characters.</p> <p>I can begin to talk about different musical cultures (British, Samba, and African drumming) and the style of music.</p>
	<p>Key Songs Any Finer Thing by Cat McGill The Sharing Game I've Got a Grumpy Face Hi Lo Chicka Lo Christingle Songs</p>		

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Y e a r 2	<p>I can sing using call and response.</p> <p>I can use my voice expressively and creatively when singing songs and speaking chants and rhymes</p> <p>I can play a tuned instrument with control (e.g. hold the beater correctly and show controlled movements).</p> <p>I am beginning to play in a group and be aware of my role (e.g. solo, accompaniment).</p>	<p>I am beginning to represent sounds and musical ideas with symbols and pictures.</p> <p>I am beginning to form pieces with structure, of beginning, middle and end.</p> <p>I can experiment with, create, select and combine sounds for a purpose (e.g. building of a storm).</p> <p>I can make music on a tuned or un-tuned instrument to set s specific mood.</p>	<p>I can listen with concentration and comment on interesting features I hear (duration, timbre, texture and structure).</p> <p>I can listen and respond to contrasting pieces of music (e.g. marches and hymns, bhangra and waltz).</p> <p>I am beginning to understand the impact of inter-related dimensions of music (pitch, tempo, duration, timbre, dynamics, texture and structure) and how it can change the mood of the piece.</p> <p>I can confidently talk about features of African music (drumming, singing and chanting) and the importance it has on their culture.</p>
<p>Key Songs Everywhere We Go Living in Harmony Jump Kye Kye Kule Christmas and Christingle Songs</p>			

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Y e a r 3	I can use my voice expressively and confidently as part of a group or when performing on my own.	I am aware of the combined effect of a layered sound.	I can listen with attention and recall sounds from memory (e.g. the drum was playing fast notes).
	I can interpret musical ideas from symbols and pictures.	I can combine several layers of sound to create effects.	I can recall two bar phrases, patterns and rhythms accurately.
	I am beginning to recognise simple rhythmic notation (e.g. quaver, semi-quaver, crochet, treble clef, semi-breve, rest and minim)	I am beginning to improvise repeated patterns.	I can appreciate and understand a wide range of high quality live and recorded music from different traditions and make comparisons, commenting on differences and similarities.
	I am beginning to play a tuned instrument; recorder with accuracy (e.g. repeated notes).	I am beginning to use the inter-related dimensions of music to change the mood of my piece.	I can describe the features of expressionism music (jagged lines, aggressive nature) and relate it to the expressionist art.
	I can play in a group and be responsible for my role (e.g. solo, accompaniment).		I can name an expressionist composer (Schoenberg) and name a piece he composed (Pierrot Lunaire).
	I can interpret different types of musical scores confidently (graphic, pictures).		
I can recognise and read simple melodic notation (e.g. G, G, A, A, G, G).			
Key Songs Chilled Out Clap Rap The Cow Kicked Nelly Boom Chicka Boom Who Stole The Cookies From the Cookie Jar Christingle Songs			

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Y e a r 4	<p>I am beginning to sing and play in a group with more than one part e.g. singing in canon.</p> <p>I am able to playing a tuned instrument with increasing accuracy (e.g. clarinet or tenor horn).</p> <p>I can perform a solo with a group confidently.</p> <p>I am beginning to recognise and read more complex melodic notation (e.g. G, A, B, A, G).</p> <p>I can recognise simple rhythmic notation (e.g. quaver, semi-quaver, crochet, treble clef, semi-breve, rest and minim)</p>	<p>I am beginning to compose pieces using musical structures (AB, ABA, verse and chorus).</p> <p>I can improvise repeated patterns using the inter-related dimensions of music confidently to change it (e.g. quieter version, faster version).</p> <p>I am beginning to improvise melodic and rhythmic phrases using the inter-related dimensions of music.</p>	<p>I am beginning to understand and appreciate high quality live and recorded music from contrasting composers and musicians, making simple comparisons.</p> <p>I am beginning to listen to detail in music and recall aurally (e.g. the trombone is playing short, loud notes).</p> <p>I can listen to and describe features heard in impressionist music (thick orchestration, atmospheric, pictures).</p> <p>I can talk about important Baroque composers (such as Bach and Vivaldi) and name a piece they have composed (Brandenburg Concerti, Four Seasons).</p> <p>I can name instruments used in the Baroque period e.g. harpsicord.</p> <p>I can name important impressionist composers (Claude Debussy and Rebecca Clarke) and name a piece he has composed (Claire de Lune, La Mer).</p>
	<p>Key Songs Dhage Grandma Rap – In a round The Weird Sisters Rap The Haka Christingle Songs</p>		

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Y e a r 5	<p>I can confidently sing or play in a group with more than one part .g. singing in canon.</p> <p>I can play a tuned instrument with accuracy (e.g. step movement).</p> <p>I am beginning to play and sing with some fluency and expression.</p> <p>I can recognise simple melodic notation, using it to describe the pitch</p> <p>I can independently recognise simple rhythmic notation (e.g. quaver, semi-quaver, crochet, treble clef, semi-breve, rest and minim)</p> <p>I am beginning to recall more complex melodic and rhythmic phrases (e.g. some instruments play and then the others respond).</p>	<p>I can confidently compose pieces using basic musical structures (AB, ABA, verse and chorus).</p> <p>I am beginning to choose and create appropriate music for specific intentions and events (e.g. fanfare for a King, slow love song).</p> <p>I am beginning to use the inter-related dimensions of music to enhance my compositions (e.g. loud verse, quiet verse).</p> <p>I able to improvise melodic and rhythmic phrases using the inter-related dimensions of music.</p>	<p>I can understand and appreciate high quality live and recorded music from contrasting composers and musicians, making simple comparisons.</p> <p>I can listen to detail in music and recall aurally (e.g. the trombone is playing short, loud notes).</p> <p>I am beginning to describe, compare and evaluate different genres of music using appropriate musical vocabulary (e.g. dynamics, tempo).</p> <p>I can talk about a range of composers, including Holst, Mozart and Tchaikovsky and name pieces of music they have composed.</p> <p>I can talk about features of Classical music (introduction of Symphony Orchestra and development of instruments e.g. piano and clarinet).</p>
	<p>Key Songs Concentration Whooping Cough Hi, My Name Is Joe Night of a Thousand Lights Diwali and Christingle Songs</p>		

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Y e a r 6	<p>I can confidently recognise simple rhythmic notation (e.g. quaver, semi-quaver, crochet, treble clef, semi-breve, rest and minim)</p> <p>I can perform phrases and sections of music from memory with confidence (e.g. two-bar phrase/ eight-bar phrase).</p> <p>I can play and sing phrases with fluency and expression.</p> <p>I am beginning to recognise and understand accidentals in music and how I change the note (e.g. sharps make the note higher, flats make it lower).</p> <p>I can understand when I need to lead or support in a group to help achieve the intended effect.</p> <p>I am beginning to make subtle adjustments to my own part to fit with the group performance.</p> <p>I am beginning to sing in harmony with another part.</p>	<p>I can plan and compose suitable music to create an effect for a specific intention or purpose (e.g. fanfare for a King, slow love song).</p> <p>I can use the inter-related dimensions of music to enhance mine and others' compositions.</p> <p>I can confidently improvise melodic and rhythmic phrases using the inter-related dimensions of music.</p> <p>I am beginning to improvise in different genres and styles, using relevant musical devices to support this.</p>	<p>I can recall more complex melodic and rhythmic phrases accurately.</p> <p>I can understand and appreciate high quality live and recorded music from contrasting composers and musicians, making more detailed comparisons.</p> <p>I can describe, compare and evaluate different genres of music using appropriate musical vocabulary.</p> <p>I can listen to detail in music and compare features and recall aurally (Mark-Anthony Turnage, Ethel Smyth).</p> <p>I am beginning to use Italian terminology for dynamics (e.g. quiet is piano, forte is loud).</p> <p>I can talk about some instruments and describe features that are used in Avant-garde music, focusing specifically on Pierre Boulez.</p> <p>I am beginning to understand the changes in music due to the invention of electricity.</p>
	<p>Key Songs Moon Round Sing With Joy Supercalifragilisticexpialidocious</p>		<p>Food Glorious Food In Flanders Field Harvest songs</p>