

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

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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>