

Music Learning Journey

KS3

Play chord sequences from a range of familiar songs as compositional models.

Play rhythmically simple melodies, following staff notation written on one stave

Learn to find notes on keyboards and/or brass instruments.

Listen to and analyse music with reference to the following musical elements: tonality, texture, instrumentation, metre/rhythm, tempo, pitch, harmony, dynamics..

Explore musical meaning by answering questions such as: Where does the music come from? When was it first written/ performed?

Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.



Sing three and four-part rounds, transposing music according to the needs of the class.

Sing regularly from an extended repertoire with a sense of ensemble and performance including observing phrasing, accurate pitching and dynamic contrast..

KS3

Use standard notation when transcribing compositions.

Play a part on a tuned instrument, by ear or from notation e.g. ukulele

Understand how to rehearse a piece of music in order to improve



Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.

Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance.



YEAR 6

Record composition using pictorial notation (start to use standard musical notation).

Learn to play the djembe drums (non-tuned percussion) with confidence and musicality.

Listen and copy back rhythmic patterns using minims, dotted crotchets, crotchets, dotted quavers, quavers, triplet quavers, semiquavers and their rests by ear and from notation.

Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.

Sing with and without an accompaniment

Create simple melodies using up to 5 different notes and simple rhythms.

Perform from memory or with notation, with confidence and accuracy.

Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, Eb major, C minor and D minor.

Sing expressively, with attention to breathing and phrasing, dynamics and articulation.

Discuss the structure of a song with reference to the verses, bridge, chorus, call and response, AB form).



Listen and copy back rhythmic patterns using semibreves, dotted minims, minims, dotted crotchets, crotchets, dotted quavers, quavers, triplet quavers, semiquavers and their rests by ear and from notation.

Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.

Rehearse and perform their parts within the context of the unit song.

Sing in unison and parts, and as part of a smaller group.

Think about the feelings created by the music and justify a personal opinion with reference to musical elements



Improvise using a limited range of pitches on the recorder.



Use Music Notepad on Charanga to compose a standalone piece of music

Rehearse and learn to play a simple melodic instrumental part (the recorder) by ear or from notation, in C major, F major, G major, D major and D minor.

Use musical features such as smooth (legato) and detached (staccato) articulation

Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.

Play and perform melodies following staff notation, using a small range, as a whole class or in small group.

Discuss the structure of a song and identify when a main theme is repeated e.g. call and response, solo.

Understand that improvisation is about making up very simple tunes on the spot.



Sing expressively, with attention to breathing and phrasing such as staccato and legato.

Rehearse and learn songs from memory and/or with notation

YEAR 4

Take it in turn to discuss how the song makes them feel, using appropriate musical language to describe and discuss the music and decide whether they like or do not like the music and why.

Sing with attention to clear diction and expressively, considering the meaning of the words, with a focus on breathing and phrasing.

Talk about the musical dimensions such as volume (dynamics), legato and staccato (timbre) and tonalities (major and minor).

Play together as a group while keeping the beat.

Help create at least one simple melody using one, three or five different notes.



Copy back and improvise rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers and their rests..

Rehearse a song and then perform it to an audience, explaining why the song was chosen.

Rehearse and learn to play a simple melodic instrumental part on the glockenspiel by ear or from notation, in C major, F major, G major and E major.

Improvising with 'phrases' made up of notes, rather than simply lots of notes played one after the other.

Record the composition in any way appropriate and discuss how it was created.

Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence.

YEAR 3

Continue to use the voice expressively and creatively by singing simple songs.

Understand that composing is like writing a story with music.

Understand that improvisation is about the children making up their own very simple tunes on the spot.

Rehearse and learn to play a simple melodic instrumental part by ear.

Sing a variety of songs with an accuracy of pitch.

Begin to understand where the music fits in the world and different styles of music

Respond through movement/ dance to different musical characteristics and moods.

Understand the difference between creating a rhythm pattern and a pitch pattern



KS1

Use body percussion, instruments and voices.

