

Music Journey

<p>EY</p> <p>Our children are confident to try new activities and initiate new ideas, maintain attention, concentrate, and sit quietly when appropriate. Work as part of a group or class, taking turns and sharing fairly, explore and experiment with sounds.</p>	<p>Year 1</p> <p>Singing</p> <p>make different sounds with voice and with instruments</p> <p>follow instructions about when to play and sing</p>	<p>Year 1</p> <p>Playing an instrument</p> <p>use instruments to perform and choose sounds to represent different things</p>	<p>Year 1</p> <p>Listen and appreciate</p> <p>say whether they like or dislike a piece of music</p>	<p>Year 1</p> <p>Creating music</p> <p>clap and repeat short rhythmic and melodic patterns</p> <p>make a sequence of sounds and respond to different moods in music</p>	<p>Year 2</p> <p>Singing</p> <p>sing or clap increasing and decreasing tempo</p> <p>perform simple patterns and accompaniments keeping a steady pulse</p>
					<p>Year 2</p> <p>Playing an instrument</p> <p>play simple rhythmic on an instrument</p>
<p>Year 3</p> <p>use and understand</p> <p>create repeated patterns with different instruments</p> <p>improve my work; explaining how it has been improved</p>	<p>Year 3</p> <p>listening</p> <p>listen carefully and recognise high and low phrases</p>	<p>Year 3</p> <p>Composing</p> <p>combine different sounds to create a specific mood or feeling</p>	<p>Year 3</p> <p>Performing</p> <p>play clear notes on instruments and use different elements in composition</p>	<p>Year 2</p> <p>Creating music</p> <p>order sounds to create a beginning, middle and an end</p> <p>create music in response to different starting points</p>	<p>Year 2</p> <p>Listen and appreciate</p> <p>make connections between notations and musical sounds</p>
<p>Year 3</p> <p>appreciate</p> <p>use musical words to describe a piece of music and compositions</p> <p>use musical words to describe what they like and do not like about a piece of music</p>					
<p>Year 3</p> <p>History</p> <p>recognise the work of at least one famous composer</p>	<p>Year 4</p> <p>performing</p> <p>sing songs from memory with accurate pitch</p>	<p>Year 4</p> <p>Composing</p> <p>use notation to record compositions in a small group or individually</p>	<p>Year 4</p> <p>Listening</p> <p>explain why silence is often needed in music and explain what effect it has</p>	<p>Year 4</p> <p>Use and Understand</p> <p>use notation to record and interpret sequences of pitches</p> <p>identify and describe the different purposes of music</p>	<p>Year 5</p> <p>Performing</p> <p>maintain own part whilst others are performing their part</p>

					<p>Year 5 Composing compose music which meets specific criteria choose the most appropriate tempo for a piece of music</p>
<p>Year 6 Composing use a variety of different musical devices in composition (including melody, rhythms and chords)</p>	<p>Year 6 performing sing in harmony confidently and accurately perform parts from memory take the lead in a performance</p>	<p>Year 5 History contrast the work of a famous composer with another and explain preferences</p>	<p>Year 5 Appreciate describe, compare and evaluate music using musical vocabulary explain why they think music is successful or unsuccessful</p>	<p>Year 5 Use and Understand use music diary to record aspects of the composition process</p>	<p>Year 5 Listening repeat a phrase from the music after listening intently</p>
<p>Year 6 Listening accurately recall a part of the music listened to</p>					
<p>Year 6 Use and Understand analyse features within different pieces of music</p>	<p>Year 6 Appreciate evaluate how the venue, occasion and purpose affects the way a piece of music is created</p>	<p>Year 6 History compare and contrast the impact that different composers from different times have had on people of that time</p>	<p>Year 7</p> <ul style="list-style-type: none"> • Instruments of the Orchestra and world • Notes and notation • Different keys 		