



# Mere Green Primary School

## Progressive Learning Journey

	Performing	Composition	Notations	Music History
<b>Year 1</b>	<p>Sing songs, speak chants and rhymes</p> <p>Add actions to songs, chants and rhymes</p> <p>Explore making different sounds with their voices</p>	<p>Explore how sounds can be made using instruments</p> <p>Explore how sounds can be changed</p>	<p>Copy simple rhythmic pattern</p> <p>Follow simple symbols to represent sounds (eg long sounds, short sounds, tap and shake, loud and quiet)</p>	<p>Listen for different sounds in music (eg. Loud and quiet)</p> <p>Move to different music</p>
<b>Year 2</b>	<p>Sing songs, speak chants and rhymes</p> <p>Keep a steady beat when singing speaking and chanting</p> <p>Know how to make their voices high and low</p>	<p>Use instruments to make long, short, loud and quiet sound</p> <p>Choose sounds to create different effects, eg. It accompany a story or a picture</p>	<p>Copy rhythmic patterns in time</p>	<p>Listen to and describe recorded music</p> <p>Describe simple structure (different sections of music and repetition)</p>



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<b>Year 3</b>	<p>Sing songs as a group, keeping in time</p> <p>Start to sing in tune</p> <p>Begin to add a simple accompaniment to songs</p> <p>Singing in harmony</p>	<p>Use pulse, rhythm and selected notes to create patterns (eg.pentatonic scale )</p>	<p>Follow pictorial notation for simple rhythms eg.red/yellow for crotchets and quavers</p> <p>Improvise repeating patterns based on words (tea/coffee )</p>	<p>Listen to and describe recorded music</p> <p>Describe structure (different sections of music and repetition)</p>
<b>Year 4</b>	<p>Sing confidently as a group keeping in tune</p> <p>Hold a part in a two part songs for example a melodic obstinate</p> <p>Sustain a note, chord or repeating pattern to accompany a song</p>	<p>Use pulse, rhythm and pitch to create different effects</p> <p>Use layers of sounds with awareness of the effect created</p>	<p>Follow traditional notation for simple rhythms (crotchets, rests and quavers)</p> <p>Use letter names of notes when memorising simple melodic patterns</p>	<p>Describe and compare different kinds of music</p> <p>Understand how music reflects time and space eg. Music around the world</p>



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Year 5	<p>Sing confidently and expressively as a group</p> <p>Hold a part in a two-part on a two part round or partner song on voices or instruments</p>	<p>Compose music for a range of purposes using chords, melody rhythm , timbre, dynamic and structure</p> <p>Start to evaluate music by using appropriate vocabulary</p>	<p>Follow traditional notation for simple rhythms (crotches, rests, quavers and minims)</p> <p>Look at traditional notation and the positions of the notes</p>	<p>Listen for layers of sounds of sounds and how they create an effect</p> <p>Understand how music reflects time and place, eg. Music history, program music</p>
Year 6	<p>Sing confidently and expressively as a group or as a solo performance</p> <p>Perform confidently in a round or partner song using voices or instruments</p>	<p>Compose music for a range of purposes using chords, melody, rhythm, timbre, dynamics and structure</p> <p>Suggest improvements on own and others' work</p>	<p>Understand elements of traditional musical notation (eg.time signature, bar and flats and sharps)</p> <p>Follow a simple tune from traditional notation</p> <p>Use graphic notation</p>	<p>Listen to different styles/genres of music</p> <p>Understand how music reflects time and space (eg. 20<sup>th</sup> century, jazz/wartime/pop)</p>



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