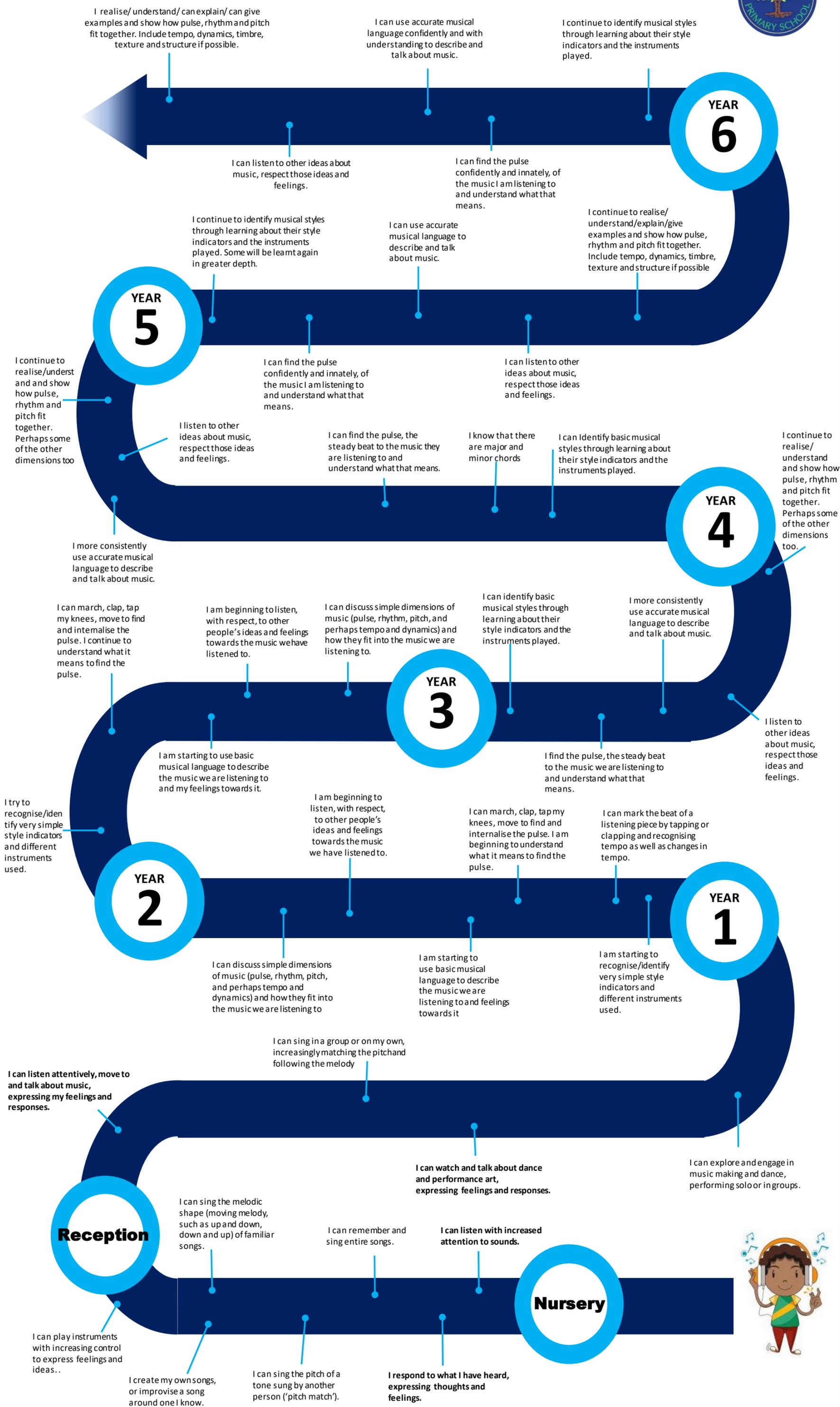


# Barrow Hedges Music Learning Journey

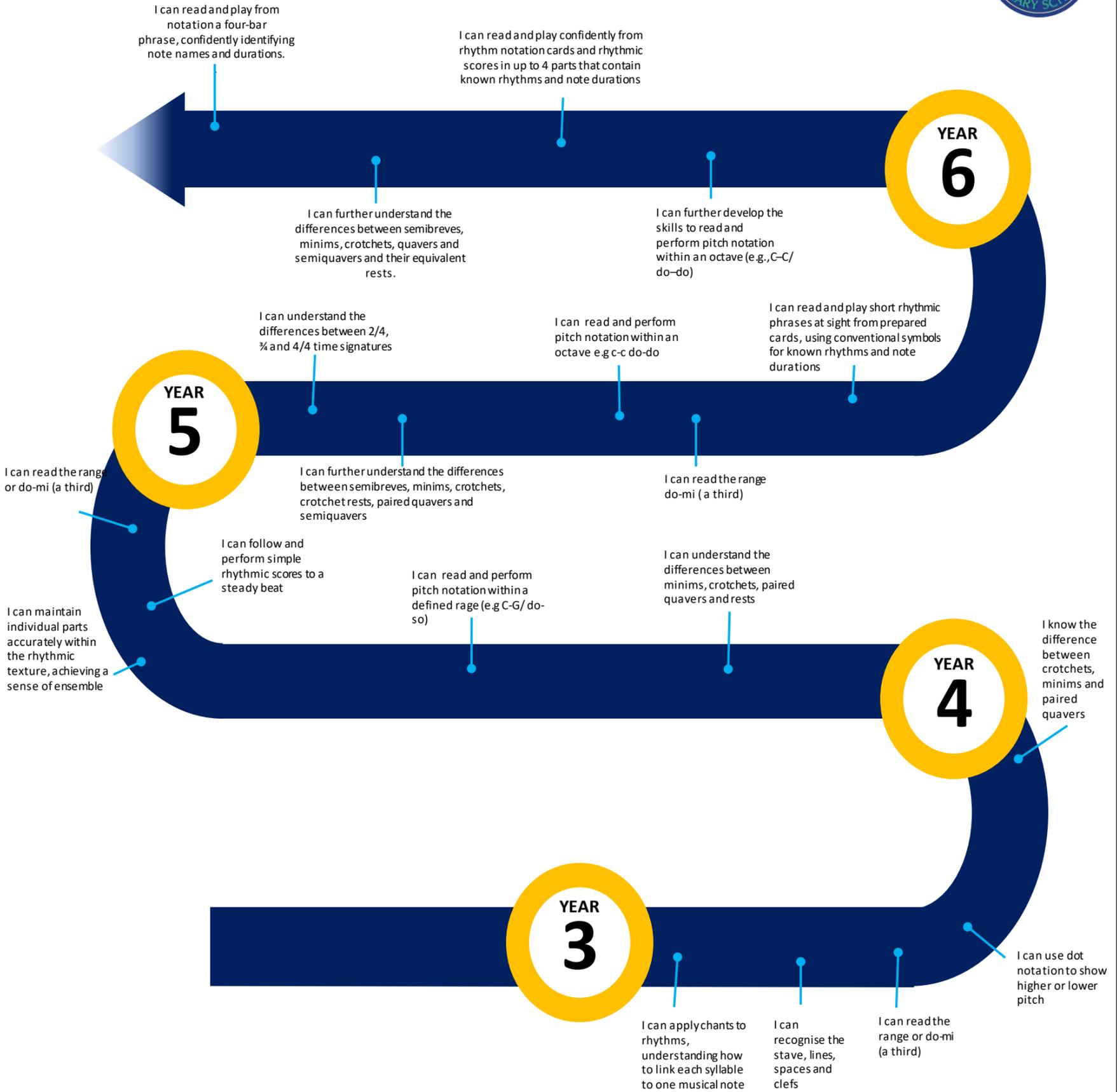
## Listen and Appraise





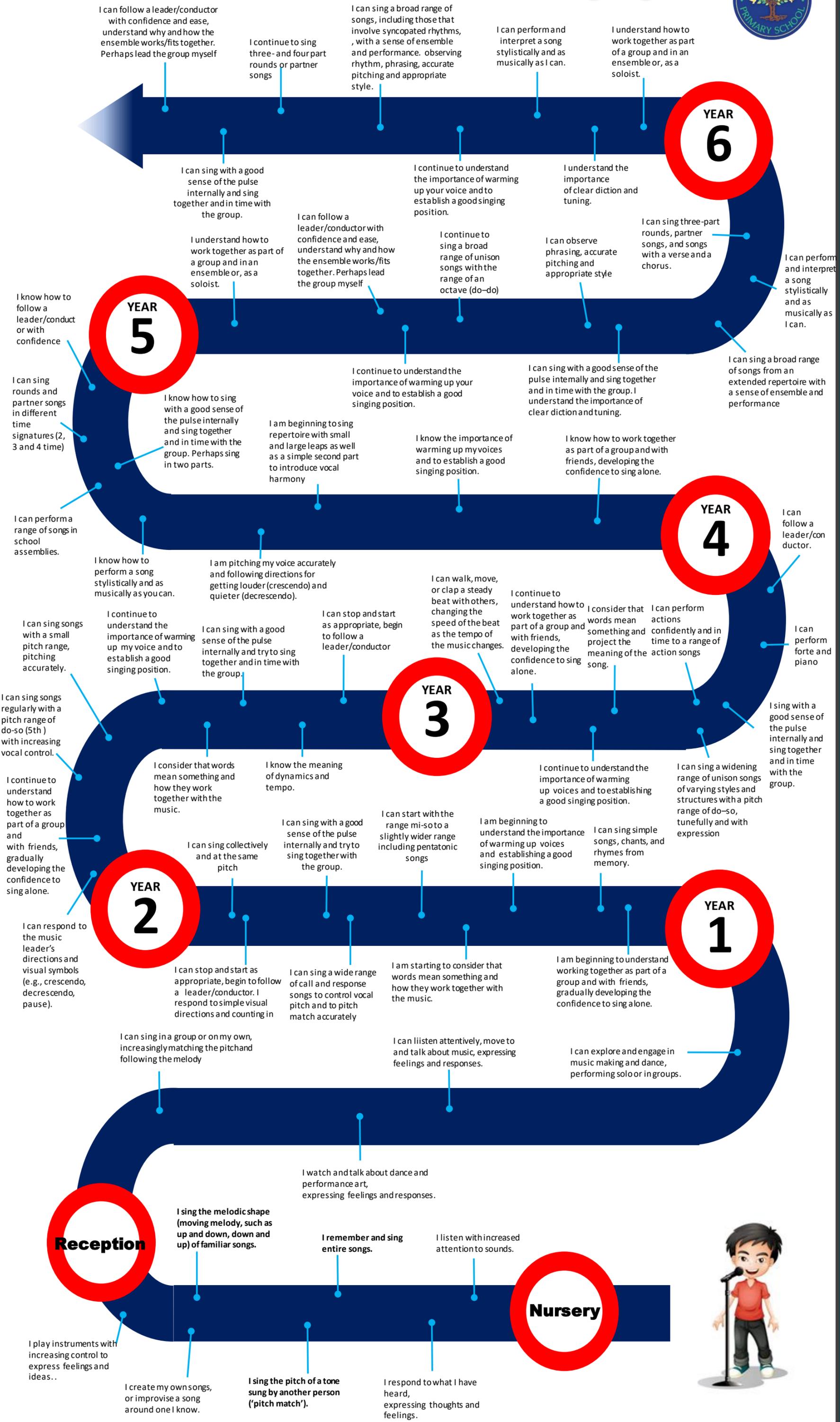
# Barrow Hedges Music Learning Journey Reading Notation (years 3-6)

follows on from musicianship years 1-2



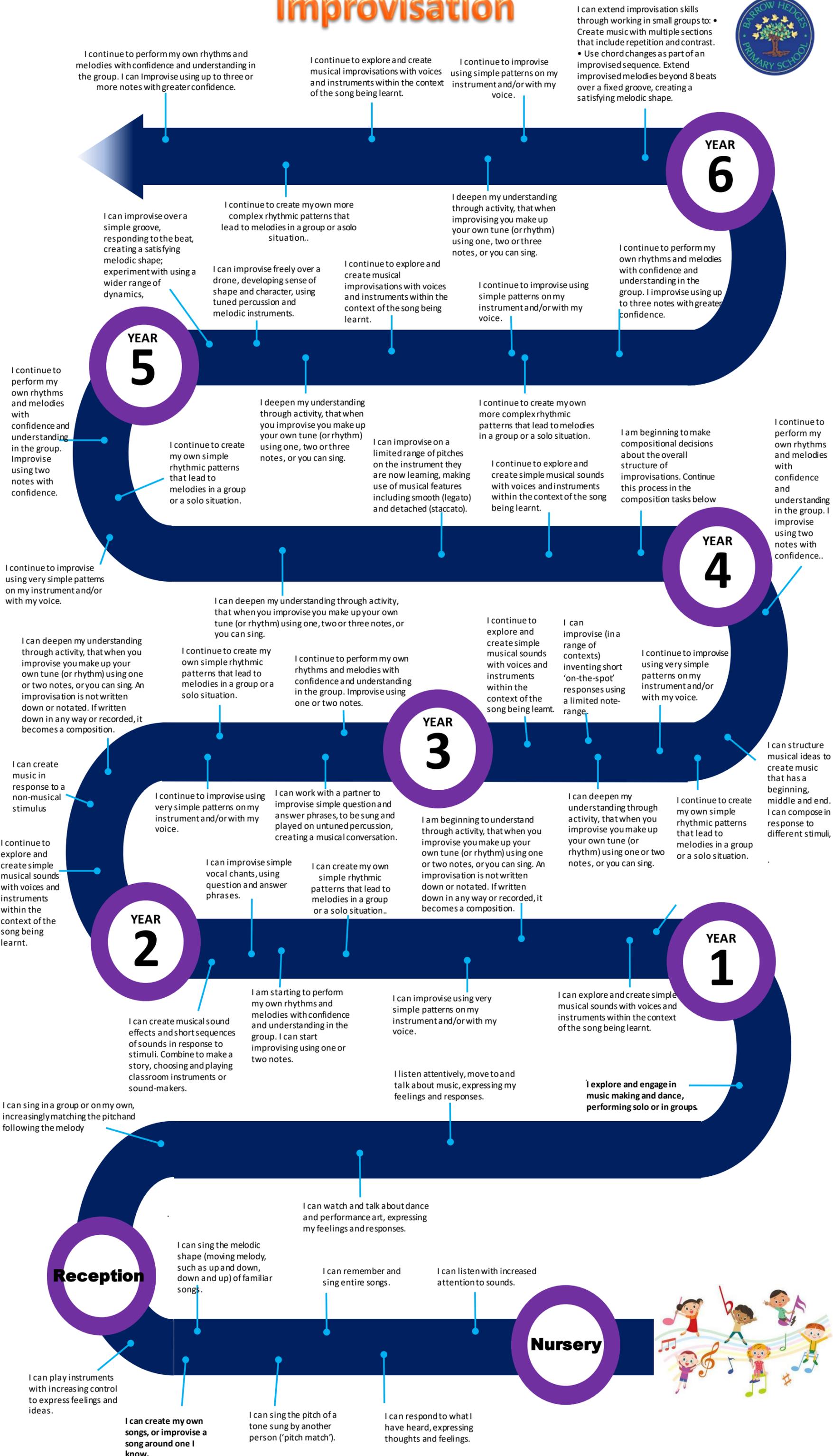
# Barrow Hedges Music Learning Journey

## Musical activities - singing





# Barrow Hedges Music Learning Journey Improvisation



# Barrow Hedges Music Learning Journey

## Composition

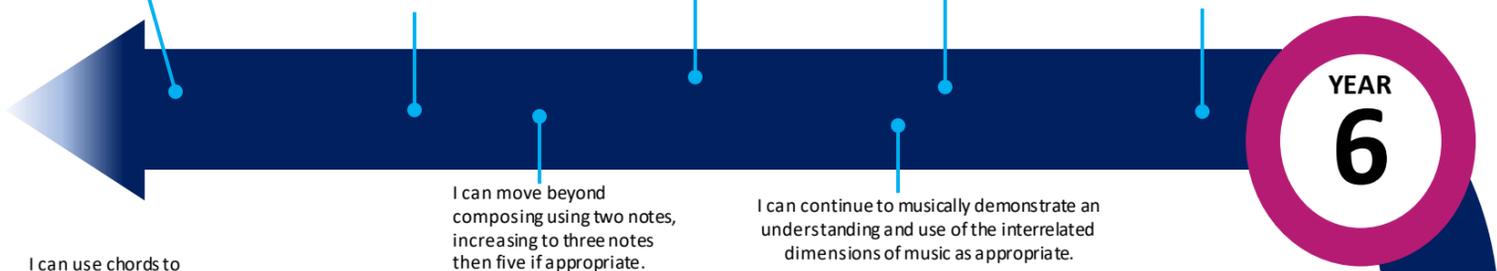


I can plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g., C, D, E, G, A) and incorporate rhythmic variety and interest. I can play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. • Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. • Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.

I recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate..

I can use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.

I can confidently create my own melodies within the context of the song that is being learnt and do this with deeper understanding.



**YEAR 6**

I can move beyond composing using two notes, increasing to three notes then five if appropriate.

I can continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.

I can use chords to compose music to evoke a specific atmosphere, mood or environment. I can create music to accompany a silent film or to set a scene in a play or book

I can create my own more complex melodies within the context of the song that is being learnt.

I can use voice, sounds, technology and instruments in creative ways. I can record the composition in any way appropriate.

I can compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.

I can capture and record creative ideas using any of: o graphic symbols o rhythm notation and time signatures o staff notation o technology.

I can recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.

I can arrange individual notation cards of known note values (i.e., minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.

**YEAR 5**

I can move beyond composing using two notes, increasing to three notes then five if appropriate.

I continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.

I can musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music

I can move beyond composing using two notes, increasing to three notes if appropriate.

I can combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.

I can explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.

I continue to create my own more complex melodies (usually in a group) within the context of the song that is being learnt.

I continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.

Working in a pair I can compose a short ternary piece.

**YEAR 4**

I can record the composition in any way appropriate. I can notate music in different ways, using graphic/pictorial notation, video, ICT..

I can capture and record creative ideas using : o graphic symbols o rhythm notation and time signatures o staff notation o technology.

I can continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt.

I can combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).

I can record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.

I can compose song accompaniments on untuned percussion using known rhythms and note values

I can move beyond composing using one or two notes, increasing to three notes if appropriate.

I can use music technology, if available, to capture, change and combine sounds.

I can musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music

I can continue to recognise/identify the awareness of a link between shape and pitch using graphic notations.

I can continue to create my own very simple melodies (usually in a group) within the context of the song that is being learnt..

I can record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.

I can musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music

I can move beyond composing using two notes, increasing to three notes if appropriate.

I can musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music

**YEAR 2**

I can use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces

I can use music technology, if available, to capture, change and combine sounds.

I am beginning to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.

I can record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.

I can recognise how graphic notation can represent created sounds. Pupils explore and invent own symbols.

I can create my own very simple melodies (usually in a group) within the context of the song that is being learnt.

**YEAR 1**

I can sing in a group or on their own, increasingly matching the pitch and following the melody

I can explore and engage in music making and dance, performing solo or in groups.

**Reception**

I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

I can remember and sing entire songs.

I can listen with increased attention to sounds.

I can watch and talk about dance and performance art, expressing their feelings and responses.

I can listen attentively, move to and talk about music, expressing their feelings and responses.

**Nursery**



I can play instruments with increasing control to express feelings and ideas.

I can create my own songs, or improvise a song around one I know.

I can sing the pitch of a tone sung by another person ('pitch match').

I can respond to what they have heard, expressing their thoughts and feelings.

# Barrow Hedges Music Learning Journey

## Performing and Sharing

