



SJSB Music Learning Journey

Progression of skills



Perform as class in class assembly

Participate in key stage performances – Harvest, Easter, Christmas

Sing weekly as part of whole school worship and half termly at school masses

Participate in weekly singing worship

Join the school choir and sing locally

Wider Opportunities

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Attend Robinwood residential to showcase the skills you have learned in Music.



Use and understand staff and other musical notations.

Combine music and drama in the Year 6 Performance

YEAR 6

Listen with attention to detail and recall sounds with increasing aural memory.

Demonstrate a developing understanding of the history of music

Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.

Take part in the inter-school choir competition.



YEAR 5

Have the opportunity to attend music club every week

Playing musical instruments with increasing fluency, accuracy, control and expression



Perform and play in solo and ensemble contexts, using his/her voice.

YEAR 4



Attend weekly individual music lessons in an instrument of their choice - optional

Experiment with, create, select and combine sounds using the inter-related dimensions of music.



YEAR 3

Play tuned and un-tuned instruments musically

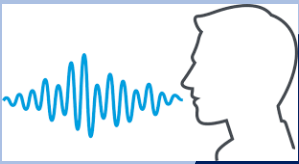


YEAR 2

Use his/her voice expressively by singing songs and speaking chants and rhymes

Listen with concentration and understanding to a range of high-quality live and recorded music

Perform dance using simple movement



YEAR 1



Associates genres of music with characters and stories.

Distinguishes and describes changes in music and compares pieces of music, e.g. "this music started fast and then became slow." "This music had lots of instruments but this music only had voices." "This music was spiky and this music was smooth."

EYFS



Will be experimenting with songs, dancing and musical instruments to create and change

Thinks abstractly about music and expresses this physically or verbally eg "This music sounds like floating on a boat." "This music sounds like dinosaurs."

Use music of different styles and cultures to create moods and talk about how people move when they are sad, happy or cross.

Stay and play sessions and learning experiences