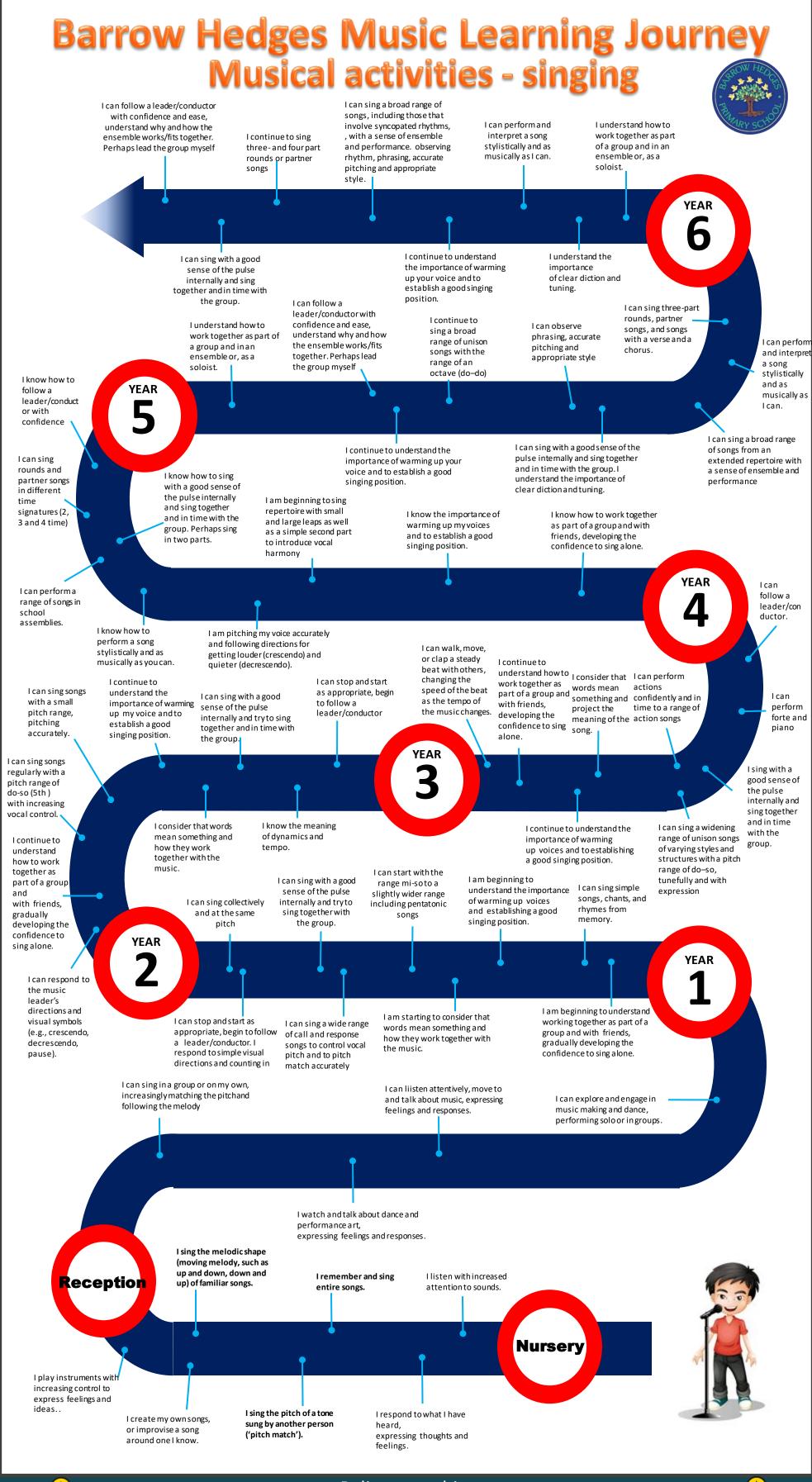


Barrow Hedges Music Learning Journey Musicianship and musical games I understand and demonstrate I have a deeper understanding of how pulse, confidently how pulse, rhythm and rhythm and pitch, dynamics and tempo work pitch work together – I can copy a together and are sprinkled through songs/music. I can find and internalise the pulse simple rhythm over the pulse and on my own and with ease. sing/play back in time. **YEAR** I can demonstrate how you I can clap/play rhythms/copy one to find/feel the pulse, with $two \ note \ pitches \ confidently and$ ease. I can demonstrate a create my own rhythm when a sked. fast and slow pulse. I can lead others if asked. I have a deeper understanding of how pulse, rhythm and pitch, I can demonstrate more confidently I can find and internalise dynamics and tempo work how pulse, rhythm and pitch work the pulse on myown and $together\,and\,are\,sprinkled$ together - copy a simple rhythm over stay in time. through songs/music. the pulse and sing/play back in time. I have a deeper I can clap/play simple I can demonstrate how you understanding find/feel the pulse, with rhythms/copy one or two note of how pulse, pitches confidently and create ease. Demonstrate a fast your own rhythm when asked. rhythm and and slow pulse. I can clap/play simple pitch, Lead others if asked. rhythms/copy one-two dynamics and tempo work note pitches confidently I can find and internalise the I can demonstrate how together and create my own pulse on my own and stay in I have a deeper to find/feel the pulse, with rhythm when asked. I understanding of how ease. I can demonstrate a can lead others if asked. pulse, rhythm and fast and slow pulse. pitch, dynamics and tempo work together and are sprinkled I can demonstrate through songs/music. more confidently how pulse, rhythm and pitch work together copy a simple rhythm over the pulse and I can respond sing/play back in time. I show a deeper independently to pitch I can clap the rhythm understanding and I can play a range changes heard in short of my name, favourite I can find and internalise the demonstrate how I know that the of singing games melodic phrases, food, favourite colour pulse on my own or with support pulse, rhythm and speed of the beat based on the cuckoo indicating with actions $I\,can\,read\,and\,respond\,to$ etc confidently and and demonstrate how pulse. pitch, dynamics and can change, creating interval matching (e.g., stand up/sit down, chanted rhythm patterns, rhythm and pitch work together create my own rhythm tempo work together voices accurately a faster or slower hands high/hands low). and represent them with when asked using stick copy a simple rhythm over the pace (tempo). I and are sprinkled stick notation including pulse and sing/play back in time notation through songs/music. recognise this can crotchets, quavers, and change crotchets rests. I can copy a simple rhythm over the pulse and sing back in I can clap/play simple time. rhythms/copy one or I can recognise dot walk/clap/tap in time to the beat two note pitches I can sing short phrases l can demonstrate how notation and match it to 3confidently and of the music and know the I can group independently within a to find/feel the pulse, note tunes played on create my own difference between left and right singing game or short beats in twos with ease. tuned percussion. rhythm when asked. to support coordination and song. and threes by shared movement tapping knees I can use body percussion and I am beginning to find I can walk, move, or clap on the first and internalise the classroom percussion I can clap the a steady beat with (strongest) pulse on my own or playing repeated rhythm patterns rhythm of I know the difference others, changing the with support and beat and (ostinati) and short, my name, favourite speed of the beat as the between left and right to respond to it through clapping the pitched patterns on tuned food, favourite support coordination and tempo of the music instruments to keep a steady beat. dance and movement. remaining colour etc. changes. beats shared movement **YEAR YEAR** I continue to learn to find and internalise the pulse on my own or with support.-I can listen to sounds in the demonstrating I demonstrate school environment, comparing I am beginning to more confidently I can group beats in I can perform: short I am beginning to demonstrate how high and low sounds, sing twos and threes by copycat rhythm patterns, understand how pulse, confidently familiar songs in low and high pulse, rhythm and tapping knees on the repeating rhythm patterns rhythm and pitch and pitch work together how I find/feel voices and talk about the first (strongest) beat (ostinati) while keeping in perhaps dynamics and - copy a simple the pulse in difference in sound, explore tempo work together and and clapping the time with a steady percussion to enhance live and rhythm over the remaining beats. beat., word-pattern chants are sprinkled through storytelling., follow pictures and pulse and sing recorded music and create, retain, my own songs/music. symbols to guide singing and back in time. rhythm patterns. I can listenattentively, move to and talk about music, expressing my feelings and responses. I can explore and engage in I can sing in a group or on my own, I can watch and talk about dance music making and dance, increasingly matching the pitchand and performance art, expressing performing solo or in groups. following the melody my feelings and responses. I can sing the melodic shape (moving melody, such as up and down, I can remember and I can listen with increased Reception down and up) of familiar sing entire songs. attention to sounds. Nursery I can play instruments with increasing control to express feelings and ideas.. I can sing the pitch of a I can respond to what I can create my own tone sung by another I have heard, expressing songs, or improvise a person ('pitch match'). my thoughts and feelings. song around one I know.

Barrow Hedges Music Learning Journey Reading Notation (years 3-6) follows on from musicianship years 1-2 $I\,can\,read\,and\,play\,from$ notation a four-bar I can read and play confidently from phrase, confidently identifying rhythm notation cards and rhythmic note names and durations. scores in up to 4 parts that contain known rhythms and note durations **YEAR** I can further develop the I can further understand the differences between semibreves, skills to read and minims, crotchets, quavers and perform pitch notation within an octave (e.g.,C–C/ semiquavers and their equivalent do-do) rests. I can read and play short rhythmic I can understand the I can read and perform phrases at sight from prepared differences between 2/4, pitch notation within an cards, using conventional symbols 3/4 and 4/4 time signatures octave e.g c-c do-do for known rhythms and note durations I can read the range I can further understand the differences I can read the range between semibreves, minims, crotchets, or do-mi (a third) do-mi (a third) $crotchet\, rests,\, paire\, d\, quavers\, a\, nd$ semiquavers I can follow and I can understand the perform simple differences between rhythmic scores to a I can read and perform minims, crotchets, paired steady beat $pitch\ notation\ within\ a$ quavers and rests defined rage (e.g C-G/do-I can maintain I know the individual parts difference accurately within between the rhythmic **YEAR** texture, achieving a crotchets. sense of ensemble minims and paired quavers I can use dot notation to show higher or lower pitch I can read the I can apply chants to range or do-mi rhythms, recognise the (a third) stave, lines, $understanding \ how$ spaces and to link each syllable to one musical note clefs



Barrow Hedges Music Learning Journey Musical activities – playing instruments I can engage with others I can play more confidently as through ensemble I continue to play a classroom I can demonstrate part of an ensemble/group with a playing taking on melody I can play a melody instrument (or bandinstrument) as $confidence \, and \,$ sound-before-symbol (by ear) or accompaniment roles. following staff notation part of a group/ensemble and as fluency when playing approach or, with notation if The accompaniment, if written on one stave part of the song we are learning. PI $\,$ my instrument in a appropriate instrumental, could be and using notes within can pay with more knowledge, solo or ensemble lam chords or a single-note an octave range (do-do) confidence, ease and enjoyment. context. developing I can accompany bass line. the skill of the melody, and playing by others, using block **YEAR** ear on tuned chords or a bass instruments, line. This could be copying done using tuned longer percussion or phrasesand tablets, or I can make decisions about dynami familiar I continue to treat my instrument I move between differentiated parts as demonstrated at range, including very loud, very melodies. with respect and care and play it required using a sound-before-symbol the board using an quiet, moderately loud and correctly. approach. Using notation if appropriate. online keyboard. moderately quiet. I can play melodies on I can perform a I am starting to understand I continue to playa classroom tuned percussion. range of repertoire how triads are formed, and instrument (or bandinstrument) as melodic instruments, or part of a group/ensemble and as part pieces and play them on tuned keyboards, following arrangements percussion, melodic of the song we are learning. I play with I play more confidently as part of an staff notation written on more knowledge, confidence, easeand combining acoustic instruments. Perform simple, ensemble/group with a sound-beforeone stave and using instruments to chordal accompaniments to enjoyment. symbol (by ear) approach or, with notation notes within the Middle form mixed familiarsongs $if \, appropriate \,$ C-C'/do-do range. ensembles. I can demonstrate $confidence\, and$ fluency when playing my instrument in a I play more I move between differentiated parts solo or ensemble confidently as I continue to treat as required using a sound-beforecontext. part of my instrument with respect I can perform in two or symbol approach. Using notation if an ensemble/gro and care and play it correctly. more parts (e.g., melody appropriate. up with a soundand accompaniment or a I continue to playa classroom before-symbol I continue to treat duet) from simple I can now include I play more instrument as part of a I move between (by ear) my instrument with notation using instruments played in whole group/ensemble and as part of the confidently approach differentiated parts as respect and care and instruments played in class/group/individual song we are learning. I play with required using a soundas part of play it correctly. whole class teaching. teaching to expand the an ensemble/ more knowledge, confidence and before-symbol approach. I Identify static and moving scope and range available I can copy short group with a use notation if appropriate. parts. for composition work. melodic phrases sound including those using beforethe pentatonic scale symbol (by **YEAR** (e.g., C, D, E, G, A). ear) Develop facility in the basic skills of violin and cello over the year. Lead by Sutton approach or, Music Service who provide whole-class instrumental teaching programmes. with notation I continue to respond if appropriate to basic musical cues I can play and perform melodies from the I continue to playa following staff notation using a leader/conductor and classroom instrument follow the leader small range (e.g., Middle C-G/doas part of a I play more so) as a whole-class or in small confidently. group/ensemble and confidently as part of as part of the song we an ensemble/group are learning. I play with with a sound-before-I continue to treat I continue to respond symbol (by ear) more knowledge and I move between my instrument with to basic musical cues confidence. approach. differentiated parts as respect and playit from the required using a correctly. leader/conductor. sound-before-symbol approach. I continue to treat my instrument I continue to respond to basic I can move between with respect and care and $musical\,cues\,from\,the$ differentiated parts as leader/conductor. playit required using a sound-I continue to before-symbol approach. correctly play a Using notation if classroomI can learn how to appropriate instrumentas treat an instrument I can move between part of a with respect and differentiated parts as group/ensembl required using a soundhow to play it e and as part of before-symbol approach. correctly. the song we are **YEAR** learning. YEAR I am beginning to play a I can learn to stop/start and classroom instrument as I can play as part of an respond to basic musical cues ensemble/group with a soundpart of a group/ensemble from the leader/conductor. and as part of the song that before-symbol (by ear) approach. is being learnt. I can listenattentively, move to and talk about music, expressing feelings and I can explore and engage in music making and dance, responses. performing solo or in groups. I can sing in a group or on my own, increasingly matching the pitch and following the melody I can watch and talk about dance and performance art. expressing feelings and responses. I can sing the melodic shape (moving melody, such as up and down, I remember and sing I can listen with increased Reception down and up) of familiar entire songs. attention to sounds. Nursery I can play instruments with increasing control to express feelings and ideas.. I can sing the pitch of a I can respond to what I can create my own tone sung by another I have heard, expressing songs, or improvise a person ('pitch match'). thoughts and feelings.

Barrow Hedges Music Learning Journey Improvisation Ican extend improvisation skills through working in small groups to: Create music with multiple sections that include repetition and contrast. I continue to perform my own rhythms and • Use chord changes as part of an I continue to explore and create I continue to improvise improvised sequence. Extend melodies with confidence and understanding in musical improvisations with voices using simple patterns on my the group. I can Improvise using up to three or improvised melodies beyond 8 beats and instruments within the context instrument and/or with my more notes with greater confidence. over a fixed groove, creating a of the song being learnt. satisfying melodic shape. YEAR I deepen my understanding I continue to create my own more through activity, that when I can improvise over a complex rhythmic patterns that improvising you make up simple groove, lead to melodies in a group or a solo your own tune (orrhythm) responding to the beat. situation.. using one, two orthree I continue to perform my creating a satisfying notes, or you can sing. own rhythms and melodies melodic shape; I continue to explore and I can improvise freely over a with confidence and experiment with using a create musical drone, developing sense of understanding in the wider range of I continue to improvise using improvisations with voices shape and character, using group. I improvise using up dynamics, and instruments within the simple patterns on my tuned percussion and to three notes with greater instrument and/or with my context of the song being melodic instruments. confidence. learnt. voice. I continue to perform my own rhythms I deepen my understanding and melodies I continue to create myown through activity, that when $more\ complex \ rhythmic$ with I continue to you improvise you make up confidence and patterns that lead to melodies I am beginning to make perform my your own tune (orrhythm) understanding in a group or a solo situation. I can improvise on a compositional decisions I continue to create using one, two or three own rhythms in the group. limited range of pitches and melodies about the overall my own simple Improvise notes, or you can sing. on the instrument they I continue to explore and structure of rhythmic patterns with using two create simple musical sounds are now learning, making improvisations. Continue confidence that lead to notes with use of musical features with voices and instruments this process in the and melodies in a group confidence. including smooth (legato) within the context of the song composition tasks below or a solo situation. understanding and detached (staccato). being learnt. in the group. I improvise using two notes with confidence.. I continue to improvise using very simple patterns on my instrument and/or I can deepen my understanding through activity, with my voice. that when you improvise you make up your own I continue to tune (or rhythm) using one, two or three notes, or I can explore and improvise (in a you can sing. I can deepen my understanding $create \, simple \,$ range of I continue to create my through activity, that when you musical sounds I continue to improvise contexts) I continue to perform my own own simple rhythmic improvise you make up your with voices and using very simple inventing short rhythms and melodies with patterns that lead to own tune (or rhythm) using one 'on-the-spot' patterns on my instruments confidence and understanding or two notes, or you can sing. An melodies in a group or a instrument and/or within the responses using in the group. Improvise using solo situation. improvisation is not written with my voice. context of the a limited noteone or two notes. down or notated. If written song being leamt. range down in any way or recorded, it becomes a composition. I can structure musical ideas to I can create create music music in that has a response to a beginning, I can work with a partner to I continue to improvise using I can deepen my non-musical I continue to create middle and end. improvise simple question and very simple patterns on my understanding through stimulus my own simple I can compose in answer phrases, to be sung and instrument and/or with my activity, that when you I am beginning to understand rhythmic patterns response to played on untuned percussion. voice. through activity, that when you improvise you make up that lead to different stimuli. creating a musical conversation. vour own tune (or improvise you make up your I continue to melodies in a group rhythm) using one or two own tune (or rhythm) using one explore and or a solo situation. I can improvise simple notes, or you can sing. or two notes, or you can sing. An createsimple I can create my own vocal chants, using musical sounds improvisation is not written simple rhythmic question and answer down or notated. If written with voices and patterns that lead to phrases. down in any way or recorded, it instruments melodies in a group becomes a composition. within the or a solo situation.. **YEAR** context of the song being learnt. I am starting to perform I can explore and create simple I can improvise using very my own rhythms and musical sounds with voices and simple patterns on my melodies with confidence instruments within the context I can create musical sound instrument and/or with my and understanding in the of the song being learnt. effects and short sequences voice. group. I can start of sounds in response to improvising using one or stimuli. Combine to make a two notes. story, choosing and playing I listen attentively, move to and classroom instruments or I explore and engage in talk about music, expressing my sound-makers. music making and dance, feelings and responses. I can sing in a group or on my own, performing solo or in groups. increasingly matching the pitchand following the melody I can watch and talk about dance and performance art, expressing my feelings and responses. I can sing the melodic shape (moving melody, such as up and down, I can remember and I can listen with increased Reception down and up) of familiar sing entire songs. attention to sounds. Nursery I can play instruments with increasing control to express feelings and ideas. I can sing the pitch of a I can respond to what I I can create my own tone sung by another have heard, expressing songs, or improvise a person ('pitch match'). thoughts and feelings. song around one I know. Believe to achieve

Barrow Hedges Music Learning Journey 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 a vailable tuned percussion and/or orchestral instruments. Notate this melody. • Compose melodies made I can confidently create my I recognise and musically I can use voice, sounds. own melodies within the from pairs of phrases in either G major or E minor or a key suitable for the and/or verbally demonstrate technology and instruments context of the song that is instrument chosen. • Either of these melodies can be enhanced with awareness of a link between in creative ways. Record the being learnt and do this rhythmic or chordal accompaniment. • Compose a ternary piece; use shape and pitch using composition in anyway with deeper available music software/apps to create and record it, discussing how notations if appropriate.. appropriate. musical contrasts are achieved. understanding. YEAR I can move beyond I can continue to musically demonstrate an composing using two notes. understanding and use of the interrelated increasing to three notes dimensions of music as appropriate. I can use chords to then five if appropriate. I can capture and record I can recognise and compose music to evoke a I can compose melodies made creative ideas using any musically and/or specific atmosphere, mood I can create my own from pairs of phrases in either or environment. I more complex melodies of: o graphic symbols o verbally demonstrate I can use voice, sounds, C major or A minor or a key can create music to within the context of the technology and instruments in rhythm notation and awareness of a link suitable for the instrument song that is being leamt.. accompany a silent film or time signatures o staff between shape and creative ways. I can record the chosen. These melodies can be notation o technology. to set a scene in a play or composition in any way pitch using notation enhanced with rhythmic or I can arrange appropriate. if appropriate. chordal accompaniment. individual notation cards of known note values (i.e., minim, crotchet, $crotchet \, rest \, and \,$ paired quavers) to Working in a pair I create sequences can compose a short of 2-, 3- or 4- beat I can move beyond I continue to musically demonstrate ternary piece. phrases, arranged composing using two notes, an understanding and use of the into bars. increasing to three notes interrelated dimensions of music as I continue to create then five if appropriate. I can combine known rhythmic appropriate. my own more I can musically demonstrate notation with letter names to I continue to complex melodies I continue to I can explore developing an understanding and use create short pentatonic phrases recognise/identif (usually in a group) recognise/iden I can move beyond knowledge of musical of the interrelated using a limited range of 5 y the awareness within the context of composing using two tify the components by composing dimensions of music as pitches suitable for the of a link between the song that is being awareness of a notes, increasing to music to create a specific mood, appropriate within this instruments being learnt. Sing shape and pitch learnt. link between three notes if for example creating music to context of creating and and play these phrases as selfusing graphic shape and appropriate. accompany a short film clip. making music standing compositions. notations or pitch using simply writing graphic the melody in notations or any way we will simply writing remember it. the melody in any way we will remember I can record the composition in I can capture and record creative ideas using: o any way appropriate. I can notate graphic symbols or hythm notation and time I can continue to music in different ways, using signatures o staff notation o technology create your own graphic/pictorial notation, video, I can record the *I can c*ombine known slightly more complex Ican ICT.. I can musically demonstratea I can continue to composition in any rhythmic notation melodies (usually in a compose recognise/identify the way appropriate. I can use music very simple understanding with letter names to group) within the song awareness of a link Notate music in technology, if and use of the interrelated $create\, rising\, and\,$ I can move beyond context of the song accompan between shape and pitch available, to dimensions of music as falling phrases using different ways, using composing using one that is being learnt. ments on using graphic notations. graphic/pictorial capture, change appropriate within this just three notes (do, or two notes, untuned re and mi). notation, video, ICT context of creating and increasing to three percussion combine sounds. making music notes if appropriate. using known rhythms I can continue to and note create my own values very simple melodies (usually in a group) within I can musically I can record the composition I can move beyond the context of the demonstrate an in any way appropriate. composing using two song that is being understanding and use Notate music in different notes, increasing to three learnt.. I can musically demonstrate of the interrelated ways, using graphic/pictorial notes if appropriate. a very simple dimensions of music as notation, video, ICT. understanding and use of appropriate within this I can create the interrelated dimensions context of creating and compositions using one I can invent, retain, of music as appropriate making music I understand the and recall rhythm and or two notes, within this context of increasing to three difference between pitch patterns and I can use graphic creating and making music creating a rhythm pattern notes if appropriate. perform these for symbols, dot and a pitch pattern. others, taking turns. notation and stick **YEAR** notation, as appropriate, to YEAR eep a record of composed pieces I can record the I am beginning to I can create my I can recognise how recognise/identify the composition in any own very simple graphic notation can I can use music way appropriate. awareness of a link between melodies (usually represent created Notate music in technology, if available, shape and pitch using graphic in a group) within sounds. Pupils different ways, using to capture, change and notations or simply writing the the context of the explore and invent graphic/pictorial combine sounds. melody in any way we will song that is being own symbols. notation, video, ICT. remember it. learnt. I can explore and engage I can sing in a group or on in music making and their own, increasingly dance, performing solo matching the pitch and or in groups. following the melody I can listenattentively, move to I can watch and talk about dance and talk about music, expressing and performance art, expressing their feelings and responses. their feelings and responses. I can sing the melodic shape (moving melody, such as up and down, I can listen with increased I can remember and Reception down and up) of familiar attention to sounds. sing entire songs. Nursery I can play instruments with increasing control to express feelings and ideas. I can respond to what they I can sing the pitch of a I can create my own have heard, expressing tone sung by another songs, or improvise a their thoughts and person ('pitch match'). song around one I feelings. know.

Barrow Hedges Music Learning Journey Performing and Sharing I can, in greater depth: Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic I can practise, rehearse and present knowledge and understanding of the performances with awareness of an I can watch a recording and/or discuss the song/piece, through the performance. I can audience. Begin to realise that perform what we have learnt to an audience. performance. I can offer helpful and thoughtful performance can influence how music comments and feedback about others. Play my instrument, improvise and play is presented. Communicate your ideas, compositions as part of this performance and thoughts and feelings through simple with as much confidence and accuracy as musical demonstration. **YEAR** I can perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything we have I can present a musical learnt fits together. performance of a song or piece of I can perform with a deeper music to an audience, understanding that the performance demonstrating the historic, stylistic can include everything that has been I can watch a recording and/or knowledge and understanding of undertaken during the learning discuss the performance. I can the song/piece, through the process of the unit. I know that offer helpful and thoughtful performance. everything we have learnt fits comments and feedback about together. I can watch a recording and/or discuss I can perform what we have learnt to an audience. I can play I canractise, rehearse and present performances with my instrument, improvise and play compositions as part of awareness of an audience. I am beginning to realise that performance. I this performance and with as much confidence and accuracy performance can influence how music is presented. I can can offer communicate ideas, thoughts and feelings through simple helpful and musical demonstration. thoughtful I can practise, rehearse and present I can perform what we have learnt to comments and performances with awareness of an other people. Play my instrument, I can present a musical performance of a feedback audience. I am beginning to realise that 5. Watch a improvise and play compositions as song or piece of music to an audience, performance can influence how music about others recording part of this performance and with as demonstrating the historic, stylistic is presented. I try to communicate much confidence and accuracy as and/or discuss I can perform with knowledge and understanding of the ideas, thoughts and feelings through possible deeper song/piece through the performance simple musical demonstration performance. understanding. A Offer helpful performance can and thoughtful include everything comments and that has been feedback undertaken during about others. the learning process of the unit. Everything we have I canractise, rehearse and present learnt fits together. performances with some I can watch a recording I can perform with an awareness of an audience. I am I continue to work beginning to realise that and/or discuss the understanding that the together as part of an I can perform what I have performance. Offer helpful performance can influence how performance can include ensemble/band. learnt to other people. Play and thoughtful comments everything that has been music is presented. I try to Follow the my instrument, improvise and and feedback about others. undertaken during the $communicate \, ideas, thoughts \, and \,$ conductor/band play compositions as part of learning process of the unit. feelings through simple musical leader. this performance and with as Everything you have learnt demonstration. much confidence as possible. fits together. I can practise, rehearse and present performances I perform with some I perform what I have leamt to other people. Play my with awareness of an understanding that the audience. I am beginning instrument, improvise and play compositions as part of performance can include this performance and with as much confidence and to realise that I can practise, rehearse and present everything that has been accuracy as possible. performance can performances with some awareness of undertaken during the influence how music is I continue to an audience. I am beginning to realise learning process of the unit. I can perform what we have presented. I try to work together Everything we have learnt fits that performance can influence how learnt to other people. Play my communicate ideas, as part of an music is presented. I try to communicate instrument, improvise and play together. ensemble/ban thoughts and feelings ideas, thoughts and feelings through compositions as part of this through simple musical d. Remember simple musical demonstration. performance and with as much demonstration. the importance confidence as possible. of starting and **YEAR** ending together. I try YEAR to follow the conductor/ban d leader. I can perform with some I can start to work together as part of I can watch a recording and/or understanding that the performance an ensemble/band. Remembering discuss the performance. Offer can include everything that has the importance of starting and helpful and thoughtful been undertaken during the ending together. I try to follow the comments and feedback about learning process of the unit. conductor/band leader. others. Everything you we learnt fits together. I sing in a group or on my own, I explore and engage in music $increasingly \, matching \, the \, pitch and \,$ making and dance, performing following the melody solo or in groups. I can watch and talk about dance I can listen attentively, move to and performance art, expressing and talk about music, expressing feelings and responses. feelings and responses. I can sing the melodic shape (moving melody, such as up and down, I remember and sing I can listen with increased Reception down and up) of familiar attention to sounds. entire songs. Nursery I can play instruments with increasing control to express feelings and ideas. . I can sing the pitch of a I can respond to what I I can create my own tone sung by another have heard, expressing songs, or improvise a person ('pitch match'). their thoughts and song around one I feelings.