

Secondary School Music, Secondary School Performing Arts (Theatre), A- Levels, Degrees, Performing Arts, Musician, Composer, Teacher etc



I can **listen** to the Warhorse soundtrack and **discuss** how the events of the film can affect the music. I can create and perform my own composition for a section.



# The Warren Park Music Learning Journey



**Composer focus:** Benjamin Britten. I can create an image and graphic score to represent a storm.

YEAR 6

I can become a 'film composer' by **creating** and **performing** my own composition using instruments to fit with a scene from *Pirates of the Caribbean*.



I can create my own mythical creature (or hybrid of existing ones) to base a **composition** on. Reading music – introducing **notation** (the reading of **minor** and **major harmonic scales**).



**Composer focus:** Gustav Holst. I can use percussion instruments, voice and body percussion to compose and perform my own 'Mars' inspired piece of music.



YEAR 5

**Hampshire Music Service:** I will learn how to play the **African Drums**



I can **listen** to and **learn** the different rhythms of a Samba band ensemble and use **notation** alongside **instrument playing** to make links to prior musical learning.



On Glockenspiels, I can learn the **musical notation** and **lyrics** to "We'll Meet Again" by Vera Lynn.

**Hampshire Music Service:** I will learn how to play the **Ukelele**



**Hampshire Music Service:** I will learn how to play the **Recorder**



YEAR 4

I can **create** my own Roman Marching composition fitting **rhythmic patterns** to the steady beat and using **ostinato**.



I can **listen** to, **learn** and **compare** music and national anthems from different countries in Europe.



YEAR 3

I have **invented** my own unique instrument using different objects, **composed** a **graphic score** and **performed** using it too!



I have created a **composition** using instruments to represent a climb up through the layers of the rainforest.



**Percussion: African Drumming**

I have learnt how different drums are used in Africa and how they are played to create different types of sounds, **dynamics, textures** and **tempos**.



I will study 7 pieces of music from 7 different continents. I have explored **pitch** and **timbre**.

YEAR 2

I have listened to London's Burning and can **compose, rehearse** and **perform** my own Great Fire story music.



I can talk about the '**texture**' of sounds and compose a **soundscape** to represent Edinburgh or Cape Town



I can **create** and **perform** my own **composition** based on the Titanic.



I can **identify** and **respond** to the three key aspects of the Indian music (Ravi Shankar and Allah Hoo – drone, melody, rhythm).

I can **listen** to, **practise** and **perform** 'Oh I do like to be beside the seaside' by John Glover.



**Composer focus:** Ludovico Einaudi. I can **play** along to the Einaudi piano performance and add appropriate sound effects.



I have been introduced to instruments to name and practise sounds and **textures**.



I have been taught a variety of different songs to **sing** and **perform** with actions



YEAR R

I can **perform** in a singing concert to an audience



I have learnt about **dynamics** (loud and quiet) and **tempo** (fast and slow).

I have been given the opportunity to audition and **perform** in the school talent show.



I can **listen** to and **identify** different weather sounds.



YEAR 1

I can **create** sound-maps using non-standard symbols (**notation**) and work in groups to **practise** and **perform**

