

Year 6

How musical ideas relate to each other through **patterning** – across time to create musical structures (ABA, verse/chorus etc); and at the same time so that independent parts fit together (tune, accompaniment, bassline).

	Skills	Understanding	Key words
Sing 1	<ul style="list-style-type: none"> a) Can sing songs by memory, in tune, with more attention to detail such as phrasing, dynamics etc. b) Can sing 3-4 part rounds/songs with simple 2 or 3 part harmonies, not always with a group. c) A clear sense of performance. 	<ul style="list-style-type: none"> a) How to make singing into an excellent performance (diction/phrasing). b) How to sing as an ensemble. c) How to identify the different sections of a song. 	<ul style="list-style-type: none"> • Pitch • High/Low/rising/falling/step/leap • Dynamic • Loud/Quiet/cresc/dim • Tempo • Fast/Slow • Pulse • Beat • Downbeat/time signatures. • Rhythm • Instrument names • Call and response • Ostinato • Unison • Solo • Layered • Stave • Crotchet/quavers/minim/rest/semi-quavers • Strings, Woodwind, Brass, Percussion, keyboard. • Major/minor chords • Chord progressions • Pentatonic scale • Major/minor scale • Drone • Triads • Bassline • Melody • Structure • Verse/chorus • Ternary/Binary
Perform 2	<ul style="list-style-type: none"> a) Can play approx. 8 notes on instruments with more developed instrument specific techniques b) Can play instrumental parts (e.g. melody/chords/bassline/rhythm) in time with others (sense of ensemble). c) Further develop 'playing by ear' on tuned instruments. d) Can read basic standard notation appropriate to the instrument (approx. 5 notes). e) Can confidently identify the white notes on a keyboard. 	<ul style="list-style-type: none"> a) Can understand major/minor triads and scales b) Can start to 'feel' the ensemble and knows how to facilitate this (using the elements effectively, communication/listening/practise etc). 	
Listen 3	<ul style="list-style-type: none"> a) Can identify and categorise nearly all instruments. b) Can identify different elements (including use of tonality) and describe, using appropriate musical vocabulary, how the elements create an effect/intent. 	<ul style="list-style-type: none"> a) Can understand how the use of musical elements affect the intent of the music. b) Can start to recognise the structure and layers of a piece of music. c) Music comes in different styles and from different times and places. 	
Create 4	<ul style="list-style-type: none"> a) Improvise or compose within defined structures (binary/ternary/verse & chorus/intro/ending) b) Use a greater understanding of how to layer sounds to create music (ostinato, drones, triads, bassline) c) Create notation of rhythms and melodic patterns they have created. d) Use more musical elements for specific effect in a composition. e) Can improve their work 	<ul style="list-style-type: none"> a) How to put sounds together in structure and layers to make music that sounds as they intend. b) How to use the musical elements to create particular effects. 	