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| **Year 6 Music** |

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| **Aut1 Happy**  **Aut2 Classroom Jazz 2**  **Spr1 A New Year Carol**  **Spr2 You’ve Got a Friend**  **Sum1 Music and Identity**  **Sum2 Reflect, Rewind & Replay** | | |
| **NC Strand** | **KEY SKILL** | **LEARNING OBJECTIVE** |
| **Listening and Appraising** | To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style  Listen carefully and respectfully to other people’s thoughts about the music.  To use musical vocabulary  To talk about the musical dimensions working together in the Unit songs.  Talk about the music and how it makes you feel, using musical language to describe the music. | I know 5 songs from memory, who sand or wrote them, when they were written and why.  I know the style of songs and can identify other songs in the same style.  I can choose 3 or 4 other songs and talk about:   * The style of them * The lyrics and what the song is about * The texture, dynamics, tempo, rhythm, pitch and timbre. * The structure of the song (intro, verse, chorus, bridge) * The instruments within the song * The historical context of songs * Musical identity |
| **Musical Dimensions** | To lead the class by inventing rhythms to copy back  Copy back 2 note riffs by ear and with notation  Question and answer using 2 different notes | I know how pulse, rhythm, pitch, dynamics, texture and structure work together to create a song or music.  I know how to keep an internal pulse.  I know how to create musical ideas for the group to copy or respond to. |
| **Singing** | To sing in unison and to sing backing vocals.  To enjoy exploring singing solo. To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | I know and can confidently sing 5 songs and their parts from memory whilst keeping a strong internal pulse.  I know about the style of the songs so I can represent the feeling and context to an audience.  I know the main features of a song including singing in unison, solo, lead vocal, backing vocals and rapping  I know what the song is about and the meaning of the lyrics  I know and can explain the importance of warming up my voice. |
| **Playing** | Play a musical instrument with the correct technique within the context of the Unit song.  Select and learn an instrumental using the melody of the song from memory or using notation.  To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To lead a rehearsal session. | I know the different ways of writing music down.  I know the notes and where they are on the treble stave  I know the instruments that might be found in a band or an orchestra |
| **Improvisation** | Question and answer using instruments. Using 2 notes, always starting on G  Improvise with a feeling for the style of music | I know that improvisation Is making up tunes on the spot  I know that when someone improvises, they make up their own tune that has never been heard before, it is not written down and it belongs to them  I know that if I improvise using the notes I am given, I cannot make a mistake  I know that I can use some of the riffs and licks I have learnt in my own improvisations  I know three well known improvising musicians |
| **Composition** | Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.  Explain the keynote or home note and the structure of the melody.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | I know that a composition is a piece of music that I have created and it can be kept in some way and played again to an audience.  I know a composition has a pulse, rhythm and pitch that work together an are shaped by tempo, dynamics, texture and structure  I know that there is a connection between sound and symbol |
| **Performance** | To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | I know that performing is sharing music with an audience  I know that a performance doesn’t have to be a drama! It can be to one person or to each other.  I know that everything that will be performed must be planned and learned  I know that you must sing or rap the words clearly and play with confidence  I know that a performance can be a special occasion and involve an audience including people I don’t know  I know that a performance is planned and is different for each occasion  I know that a performance involves communication ideas, thoughts and feelings about the song/music |