

## Year 6 Key Learning

**The National Curriculum says:** *Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.*

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
Musicianship  Understanding Music  (Including general musicianship and notation)	Listening Finding and keeping a steady beat Copy back Improvisation Singing Playing instruments Reading notation	The children will learn:	Children's Statements I can/I know/I understand and demonstrate:	Pupils should be taught to:
		Use body percussion, instruments and voices.	<ul style="list-style-type: none"> <li>I can use body percussion, instruments and my voice with confidence in response to musical stimuli.</li> </ul>	Use and understand staff and other musical notations.
		In the key centres of: C major, G major, D major, A minor and D minor.	<ul style="list-style-type: none"> <li>I can actively respond and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor.</li> </ul>	Listen with attention to detail and recall sounds with increasing aural memory.
		In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.	<ul style="list-style-type: none"> <li>I understand and can respond to music using simple and complex time signatures.</li> </ul>	
		Find and keep a steady beat.	<ul style="list-style-type: none"> <li>I can find and keep a steady beat/pulse.</li> </ul>	
	Pulse/Beat Rhythm Pitch Tempo Dynamics	Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.	<ul style="list-style-type: none"> <li>I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers as a call and response exercise both aurally and visually.</li> <li>I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a stave.</li> </ul>	
		<ul style="list-style-type: none"> <li>I can copy back complex melodic patterns as a call and response exercise both aurally and visually.</li> <li>I can listen with attention to detail and recall sounds with increasing aural memory and accuracy.</li> </ul>		

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		The children will learn:	Children's Statements I can/I know/I understand and demonstrate:	Pupils should be taught to:
Listen and Respond	Listening Responding Musical Styles Historical context Different Musicians Connecting  Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Talk about feelings created by the music.	<ul style="list-style-type: none"> <li>I can talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music that heightened the emotion.</li> </ul>	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Develop an understanding of the history of music.  Listen with attention to detail and recall sounds with increasing aural memory.
Justify a personal opinion with reference to Musical Elements.	<ul style="list-style-type: none"> <li>I can justify a personal opinion making reference to musical elements.</li> </ul>			
Identify 2/4, 4/4, 3/4, 6/8 and 5/4.	<ul style="list-style-type: none"> <li>I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature.</li> </ul>			
Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.	<ul style="list-style-type: none"> <li>I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators making reference to the Musical Elements.</li> </ul>			
Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesisers, and vocal techniques such as scat singing.	<ul style="list-style-type: none"> <li>I can accurately identify most instruments and describe their timbre, including various vocal styles.</li> </ul>			
Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.	<ul style="list-style-type: none"> <li>I can recognise and discuss the sections of music from various styles and genres.</li> </ul>			
Explain a bridge passage and its position in a song.	<ul style="list-style-type: none"> <li>I can explain what a bridge passage is and identify its position within a song.</li> </ul>			
Recall by ear memorable phrases heard in the music.	<ul style="list-style-type: none"> <li>I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.</li> </ul>			

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		The children will learn:	Children's Statements I can/I know/I understand and demonstrate:	Pupils should be taught to:
Listen and Respond  (continued)		Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.	<ul style="list-style-type: none"> <li>I can confidently recognise the difference between major and minor tonality, primary chords and intervals within a major scale.</li> </ul>	
		Explain the role of a main theme in musical structure.	<ul style="list-style-type: none"> <li>I understand and can describe the role of a main theme in musical structure.</li> </ul>	
		Know and understand what a musical introduction and outro is, and its purpose.	<ul style="list-style-type: none"> <li>I understand the importance of a musical introduction/coda (outro) and the information it offers.</li> </ul>	
		Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A cappella groups.	<ul style="list-style-type: none"> <li>I can identify and describe the sounds of various and contrasting vocal/instrumental styles including Rock, Gospel, A capella groups and a symphony orchestra.</li> </ul>	
		Recognise the following styles and any key musical features that distinguish these styles: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.	<ul style="list-style-type: none"> <li>I can confidently recognise and explore a range of musical styles and traditions/history and know their basic style indicators.</li> </ul>	

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Learn to Sing the Song	Singing Listening  Notation  Pulse Rhythm Pitch Tempo Dynamics Structure	The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
		Rehearse and learn songs from memory and/or with notation.	<ul style="list-style-type: none"> <li>I can rehearse a song and learn it from memory both aurally and visually.</li> </ul>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.	<ul style="list-style-type: none"> <li>I can sing a broad range of songs as part of a group or soloist.</li> <li>I can sing songs with complex and syncopated rhythms.</li> <li>I can perform with accuracy observing correct techniques where appropriate.</li> </ul>	
		Continue to sing in parts where appropriate.	<ul style="list-style-type: none"> <li>I can sing in unison and up to three parts.</li> </ul>	
		Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.	<ul style="list-style-type: none"> <li>I can sing songs that have different simple and complex time signatures.</li> </ul>	
		Sing with and without an accompaniment.	<ul style="list-style-type: none"> <li>I can sing A capella or with accompaniment - live or recorded.</li> </ul>	
		Sing syncopated melodic patterns.	<ul style="list-style-type: none"> <li>I can sing syncopated patterns accentuating the beat where appropriate.</li> </ul>	
		Demonstrate and maintain good posture and breath control whilst singing.	<ul style="list-style-type: none"> <li>I can demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively.</li> </ul>	
		Lead a singing rehearsal.	<ul style="list-style-type: none"> <li>I can lead a singing rehearsal.</li> </ul>	
		Talk about the different styles of singing used for the different styles of songs sung in this year.	<ul style="list-style-type: none"> <li>I have a good understanding of the various styles of singing used in correlation to the styles of song I have performed this year.</li> </ul>	
		Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.	<ul style="list-style-type: none"> <li>I can discuss in depth how the song connects to the world and its relevant culture.</li> <li>I understand the connection I have to the music I am performing.</li> </ul>	

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Play Instruments with the Song	Playing instruments Keep a steady beat Playing in a group/ensemble Notation  Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
		Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E $\flat$ major, D minor and F minor.	<ul style="list-style-type: none"> <li>I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation in various major and minor keys.</li> </ul>	Use and understand staff and other musical notations.  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	<ul style="list-style-type: none"> <li>I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range.</li> <li>I can perform this melody as part of a wider ensemble, small group or individually as a soloist.</li> </ul>	
Playing a part on a tuned instrument by ear or from notation: <ul style="list-style-type: none"> <li>Playing the right notes with secure rhythms.</li> <li>Rehearsing and performing their parts within the context of the unit song.</li> <li>Playing together with everybody while keeping the beat.</li> <li>Listening to and following musical instructions from a leader.</li> <li>Treating instruments carefully and with respect.</li> <li>Playing their instruments with good posture.</li> <li>Understanding how to rehearse a piece of music in order to improve.</li> <li>Playing a more complex part.</li> </ul>	<ul style="list-style-type: none"> <li>I can play securely with good levels of accuracy.</li> <li>I can rehearse and perform some or all parts in context of the unit song.</li> <li>I can play with accuracy as part of an ensemble keeping a steady beat.</li> <li>I can follow musical direction as part of an ensemble or as a soloist.</li> <li>I can use instruments respectfully and treat them with care.</li> <li>I can demonstrate excellent posture when playing my instrument.</li> <li>I understand and can practise in a manner that will benefit my improvement over time.</li> </ul>			

Activity	Curriculum Skills and Elements	Key Learning	Key Learning Outcomes	National Curriculum Links
Improvise with the Song	Improvising Listening  Pulse Rhythm Pitch Tempo Dynamics Structure	The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
		Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B $\flat$ , C, D G, A, B, C, D F, G, A, C, D	<ul style="list-style-type: none"> <li>I can improvise with increasing confidence using my own voice, rhythms and different pitches.</li> </ul>	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
		Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.	<ul style="list-style-type: none"> <li>I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps).</li> <li>I can improvise using more complex rhythms, including varying notes and their equivalent rests.</li> <li>I can improvise sections of music which include structured phrases and improved melodic shape.</li> <li>When improvising I have a clear vision of key structure and relevant use of the home note.</li> <li>I can improvise using a wider range of dynamics including pp, mp, mf and ff.</li> </ul>	
		Following a steady beat and staying 'in time'.	<b>When improvising I can:</b> <ul style="list-style-type: none"> <li>Follow a steady beat, keeping in time with the pulse of the music.</li> </ul>	
Becoming more skilled in improvising; perhaps trying more notes and rhythms. Including rests or silent beats.  Thinking about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.  Challenging themselves to play for longer periods, both as a soloist and in response to others in a group.	<ul style="list-style-type: none"> <li>Use additional notes and rhythms to show progression.</li> </ul>			

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		The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
Compose with the Song	Composing Notation  Pulse Rhythm Pitch Tempo Dynamics Notation	Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale eg C, D, E, G, A and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments.  Notate this melody.	<ul style="list-style-type: none"> <li>I can compose and perform an 8 to 16 bar melodic phrase using a pentatonic scale in known key centres.</li> <li>I can perform this melody on tuned percussion and/or melodic instruments following the notated score.</li> </ul>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>
		Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.  Create a simple chord progression.	<ul style="list-style-type: none"> <li>I can enhance my melody with simple chord progressions.</li> </ul>	
		Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.	<ul style="list-style-type: none"> <li>I can compose a ternary form piece showing variation between my A and B sections and discuss how these contrast.</li> </ul>	
		Use music technology, if available, to capture, change and combine sounds.	<ul style="list-style-type: none"> <li>I can use music software/technology to capture, change, combine and record sounds.</li> </ul>	
		Create music in response to music and video stimuli.	<ul style="list-style-type: none"> <li>I can create music in response to other music and/or video stimuli.</li> </ul>	
		Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form).	<ul style="list-style-type: none"> <li>I can use a planned structure when composing.</li> <li>I know my composition has multiple sections and can be labelled as such.</li> </ul>	
		Use rhythmic variety.	<ul style="list-style-type: none"> <li>I can compose using a variety of rhythms including notes and their equivalent rests.</li> </ul>	
		Compose song accompaniments, perhaps using basic chords.	<ul style="list-style-type: none"> <li>I can compose with chords to create an emotive/atmospheric mood.</li> </ul>	

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Compose with the Song  (continued)		The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
		Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).	<ul style="list-style-type: none"> <li>I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow.</li> </ul>	
		Use full scales in different keys.	<ul style="list-style-type: none"> <li>I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.</li> </ul>	
		<p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests.</p> <p>Use a pentatonic and a full scale, as well as major and minor tonalities.</p>	<ul style="list-style-type: none"> <li>I can create a melody using varied stave notation and their equivalent rests within an appropriate key centre.</li> <li>I can use and understand the pentatonic scale and full octave range of both major and minor scales.</li> </ul>	
		Understand the structure of the composition.	<ul style="list-style-type: none"> <li>I understand and can explain the structure of my composition.</li> </ul>	
		Explaining its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).	<ul style="list-style-type: none"> <li>I understand and can explain the musical shape that my composition moves in.</li> </ul>	
		Including a home note, to give a sense of an ending; coming home.	<ul style="list-style-type: none"> <li>I can include a home note with my composition to give it credential recognition.</li> </ul>	
		Performing their simple composition/s using their own choice of notes.	<ul style="list-style-type: none"> <li>I can compose using my own choice of notes.</li> </ul>	
		Successfully creating a melody in keeping with the style of the backing track and describing how their melodies were created.	<ul style="list-style-type: none"> <li>I can create a melody in line with the style and harmonic structure of the backing track and describe in detail how they were created.</li> </ul>	
Creating their composition/s with an awareness of the basic/simple chords in the backing track.	<ul style="list-style-type: none"> <li>I can create a composition with an awareness of basic harmonic structure.</li> </ul>			



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Music Notepad		<p>The children will learn:</p> <p>Composing a 'stand-alone' piece of music which includes:</p> <ul style="list-style-type: none"> <li>● A time signature.</li> <li>● A treble clef.</li> <li>● Four, six, eight or twelve bars.</li> <li>● The right notes for the scale and key signature.</li> <li>● Rhythmic combinations of semibreves, minims, crotchets, paired quavers, semiquavers and their rests.</li> <li>● Expression/dynamics.</li> <li>● Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end.</li> <li>● A melody that starts and ends on note one.</li> </ul>	<p>Children's Statements</p> <p>I know/I understand and can demonstrate:</p> <ul style="list-style-type: none"> <li>● I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.</li> </ul>	<p>The National Curriculum for Music says that Pupils should be taught to:</p>

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		The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
Perform the Song	Performing Listening Playing Singing Improvising Composing Notation	Create, rehearse and present a holistic performance for a specific event, for an unknown audience.	<ul style="list-style-type: none"> <li>I can create, organise, rehearse and perform to an unknown audience.</li> </ul>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.	<ul style="list-style-type: none"> <li>I can perform as part of a smaller group as well as a whole class in school or to a wider audience.</li> </ul>	
		Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.	<ul style="list-style-type: none"> <li>I can perform as part of a mixed ensemble of acoustic instruments which reflect an understanding of the cultural and historical context of the song/piece.</li> </ul>	
	Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Perform from memory or with notation.	<ul style="list-style-type: none"> <li>I can perform from memory or visually, using staved notation with confidence and accuracy.</li> </ul>	
		Understand the value of choreographing any aspect of a performance.  Understand the importance of the performing space and how to use it.	<ul style="list-style-type: none"> <li>I understand the significance of movement and performing space within all aspects of my performance.</li> </ul>	
		A student or a group of students rehearse and lead parts of the performance.	<ul style="list-style-type: none"> <li>I can lead part (or all) of a rehearsal/performance individually or part of a group.</li> </ul>	
		Record the performance and compare it to a previous performance.	<ul style="list-style-type: none"> <li>I can record performances to compare and evaluate.</li> <li>I can evaluate how well the performances communicated the mood of each piece.</li> <li>I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.</li> </ul>	
	Collect feedback from the audience and reflect how the audience believed in the performance.	<ul style="list-style-type: none"> <li>I can collect feedback and reflect to ensure progression within future performances.</li> </ul>		
	Discuss how the performance might change if it was repeated in a larger/smaller performance space.	<ul style="list-style-type: none"> <li>I can evaluate and discuss how my performance might change in different venues/spaces.</li> </ul>		

\*Also known as inter-related dimensions of music