



Music Progression of Skills

Year 6



Year 6 National Curriculum Objectives for Music: Children will be taught to:

<p>Year 6 Areas of Study</p> <ul style="list-style-type: none"> • Creative response to the idea of 'Identity' using music (Identity) • Creative response to The Mayan's using music (The Lost World) • 		<p>Listening and Responding</p> <ul style="list-style-type: none"> • Listen with sustained concentration to both live and recorded music. • Recognise all the family groups within the orchestra and be able to name instruments within those families. • To understand and appreciate the role of the conductor. • Identify many of the structural and expressive aspects of the music heard e.g. starts slowly and gets faster, using musical terminology when answering eg tempo, pitch. • Discuss the impact of a piece of music, using musical terminology when answering. 	
<p>Improvising and Composing</p> <ul style="list-style-type: none"> • Be able to read simple musical on a musical staff. E.g. FACE EGBDF • Be able to compose simple melodies using combinations of all the notes. • Be able to follow simple musical notation when playing as part of an ensemble. 		<p>Performing – Singing</p> <ul style="list-style-type: none"> • Be able to sing with control, accuracy, fluency and expression. • To sing songs, maintaining their own part e.g. 2, 3 or 4 part songs or simple harmonies showing an awareness of others. • Understand and be able to explain the importance of 'warming up' their voices and lead warm up activities • Sing with articulation. 	
<p>Performing - Playing</p> <ul style="list-style-type: none"> • Perform rhythmical and melodic patterns on a variety of percussion instruments. • Confidently, read and play simple musical notation represented on a musical staff. • To play and perform with accuracy, fluency, control and expression both as a soloist and as part of an ensemble. • Participate in improvisation sessions with confidence. 		<p>Appraising</p> <ul style="list-style-type: none"> • Talk about music heard using appropriate musical vocabulary and suggest improvements – What went well? What worked? Why? • Show and explain to others how to improve their compositions/performance. • Show and explain the place of silence and say what effect it has. • Identify the purpose of the music e.g. the power of music in films • Be able to name a variety of composers and identify the differences in the styles of their work. 	
<p>Musical Dimensions (pitch, duration, dynamics, tempo, timbre, texture, structure and harmony)</p> <ul style="list-style-type: none"> • Recognise high, low and middle sounds and know that this is called 'pitch'. Be able to show and explain the shape of a melody in terms of steps, leaps and repeated notes. • Recognise long and short sounds and know that this is called 'duration'. Be able to show and explain pulse and rhythm and recognise the difference between them. • Recognise loud, quiet and silent sounds and know that this is called 'dynamics'. Be able to describe changes in dynamics. • Recognise how the beat changes using fast and slow and know that this is called 'tempo'. Begin to recognise and describe changes in tempo. • Recognise and respond to changes in the layering of sound and know that this called 'texture'. Be able to create different layers of sound by using different instruments – including the voice. • Recognise that music has different structures e.g. beginning, middle, end and repetition. Be able to create simple structures within their own musical compositions. • Identify different percussion sounds and how they are made and know that this is called 'timbre'. • Identify harmonies in a piece of music and understand that they are created by different notes blending together. Be able to sing in harmony by maintaining own parts. 			
<p>Notes</p>			
<p>Children working below objectives listed above</p>		<p>Children who are working above objectives listed above</p>	