

Music (Milestone 3b)

Music Year 6 (Linked to Charanga – online & Music Express)

By the end of Year 6 pupils should have an ‘Expected’ understanding of this content, whilst some will have a ‘Deeper’ understanding.

	Basic:	Expected:	Deeper:
Singing			
To know why you must warm up your voice.			
Demonstrate understanding of pitch through singing from simple staff notation.			
Demonstrate understanding of beat and syncopation through singing and body percussion.			
Convey lyrical meaning through expressive singing.			
Refine vocal performance with consideration of posture, breathing and enunciation during a musical performance.			
Learn to sing in unison and in simple two-parts.			
Be able to perform complex song rhythms confidently.			
Demonstrate a change in vocal tone to reflect mood and style.			
Identify and follow a leader when singing.			
Sing with awareness of being ‘in tune’.			
Re-join the song if lost.			
Listen attentively to the group when singing.			
Playing instruments			
To treat instruments carefully and with respect.			
Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.			
Play tuned instrumental parts confidently from graphic scores with note names.			
To rehearse and perform their part within the context of the unit song.			
To listen to and follow musical instructions from a leader.			
To experience leading the playing by making sure everyone plays in the playing section of the song.			
To know and be able to talk about the glockenspiel and other instruments they might play, or be played in a band or orchestra, or by their friends.			:
Improvising/Exploring			
Improvise descriptive music on instruments and other sound makers.			
Improvise to an ostinato accompaniment.			
Explore simple accompaniments using beat and rhythm patterns.			
Improvise using instruments in the context of a song they are learning to perform.			
To know that improvisation is when you make up a tune that has never been heard before. It is not written down but belongs to you.			
To improvise using up to five different notes.			

Composing			
Help create at least one simple melody using one, three or all five different notes.			
Plan and create a section of music that can be performed within the context of the unit song.			
Talk about how that section was created.			
Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.			
Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).			
Listening			
Name some of the instruments in a song.			
Identify any musical dimensions featured in a song and where they are used (texture, dynamics, tempo, rhythm and pitch).			
Listen carefully and respectfully to other people's thoughts about the music.			
Appraising			
Identify different styles of music.			
Identify the history of composers of different pieces of music.			
Identify the main sections of a song (introduction, verse, chorus etc).			
Experience and understand the effect of changing harmony.			
Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music.			
Talk about the music and how it makes them feel.			
To use musical words/terminology in discussion.			
Have an awareness of the history of music.			
Performance			
To know that performing is sharing music with other people, and audience and that it can be to one person or to each other.			
To know that a performance doesn't have to be a drama!			
To communicate the meaning of the words and clearly articulate them.			
To understand about where the best place is to be when performing and how to stand or sit.			
To record the performance and evaluate e.g. think about how you feel, what you were pleased with and what you would change and why.			