



Year 6 expected					
Listen & Appraise	Singing	Playing instruments	Composition	Improvisation	Performance
<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> <p>Listen with attention to detail.</p> <ul style="list-style-type: none"> Choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> The style indicators of the songs (musical characteristics that give the songs their style) Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.) 	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> experience rapping and solo singing. Listen to each other and be aware of how you fit into the group. sing with awareness of being 'in tune.' Breathe in an appropriate place when singing. Begin to sing using harmony and have an awareness of their own part. 	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave Play a musical instrument with the correct technique within the context of the Unit song Lead a rehearsal session. Begin to take ownership of Musical Leadership by creating musical ideas for the group to copy or respond to Play most notes by ear (C, D, E, F, G, A, B + C, Bb) 	<p>Compose music for a range of purposes using the inter-related dimensions of music. use and understand staff and other musical notations</p> <ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Confidently identify the keynote or home note and the structure of the melody. Use a variety of different musical devices in my composition (including melody, rhythms and chords). 	<p>Improvise music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> Identify three well-known improvising musicians. Incorporate known licks and riffs into improvisation. Complete Bronze and Silver challenges. <p>1. Play and Copy Back Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes</p> <p>2. Play and Improvise using</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> Record the performance and compare it to a previous performance; discussing similarities and differences using appropriate musical vocabulary. Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

Subject Overview with challenge

<ul style="list-style-type: none"> - Name some of the instruments used in the songs - The historical context of the songs. What else was going on at this time, musically and historically? - Know and talk about that fact that we each have a musical identity • Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences 		<ul style="list-style-type: none"> • Copy one or two note riffs by ear • Question and answer using one or two different notes • 	<ul style="list-style-type: none"> • Listen to and reflect upon the developing composition and make musical decisions about it. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) • Choose the most appropriate tempo for a piece of music • Change sounds or organise them differently to change the effect 	<p>up to three notes:</p> <p>Bronze – Question and Answer using instruments. Use one note in your answer. Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>3. Improvisation using up to two notes. The notes will be provided on-screen:</p> <p>Bronze – Improvise using one note. Silver – Improvise using two notes</p>	<ul style="list-style-type: none"> • Consider why different venues are used and give reasons for this.
Year 6 challenging					
Listen & Appraise	Singing	Playing instruments	Composition	Improvisation	Performance
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy,	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Compose music for a range of purposes using the inter-related dimensions of music.	Improvise music for a range of purposes using the inter-related dimensions of music. <ul style="list-style-type: none"> • Improvise using more complex 	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing



Subject Overview with challenge

<p>Develop an understanding of the history of music.</p> <ul style="list-style-type: none"> compare and contrast the impact that different composers from different times have had on people of that time. Analyse features within different pieces of music using appropriate musical vocabulary. Explain why a composer may have used a particular musical device and explain its impact on the overall piece. Describe the mood of a piece and the story told. Describe how the structure of songs can differ dependent on the style/genre. 	<p>fluency, control and expression</p> <ul style="list-style-type: none"> Choose a song and be able to talk about: <ul style="list-style-type: none"> Its main features using appropriate musical vocabulary Singing in unison, the solo, lead vocal, backing vocals or rapping. Know about the style of the songs so they can represent the feeling and context to their audience Sing in harmony confidently and accurately Sing the song in its original style and then a different style such as the Urban Gospel version. 	<p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> Select and learn an instrumental part that matches their musical challenge, using a medium part or the melody of the song using notation. Lead the class by inventing rhythms for them to copy back Copy back three-note riffs with notation Question and answer using three different notes Take ownership of Musical Leadership by creating musical ideas for the group to copy or respond to. Try the extension rhythm and pitch game Play most notes by using notation (C, D, E, F, G, A, B + C, Bb) 	<p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> Evaluate own composition and others and think how they can be improved musically and the effect they have. Describe how they have met a specific composition criteria and why they used certain devices. 	<p>rhythms such as syncopation (off-beat).</p> <ul style="list-style-type: none"> Improvise in a blues style. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) Complete the Gold challenges: <ol style="list-style-type: none"> Play and Copy Back: Gold – Copy back using instruments. Use the three notes. Play and Improvise: Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G Improvisation: Gold – 	<p>accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> Take the lead in a performance (including some organisation management such as stage positioning) evaluate how the venue, occasion and purpose affects the way a piece of music is created evaluate if a performance was carefully planned to suit the audience
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Subject Overview with challenge

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