

Music Skills & Knowledge in Year 6

Skills and Knowledge:

Listening and Understanding	Notation and Theory
I can: - Justify my feelings and opinions about music by referring to specific musical elements (eg. structure, harmony, rhythm) - Begin to identify more complex time signatures (eg, 5/4, 6/8) - Identify a wide range of instruments and vocal styles by ear - Discuss musical structure in detail (eg. introduction, verse, chorus, bridge, instrumental break) - Recognise major (happy) and minor (sad) keys and chord triads (basic three-note chords) - Listen to a wide range of music from different traditions, eras and composers - Identify and discuss the musical style (genre) using appropriate musical vocabulary and understand its place in musical history	I can: - Read and respond to paired quavers, crochets, minims, semibreves and their rests - Read and respond to individual notes on a staff / staff, including a treble clef, bar lines and simple time signatures - Follow and perform simple notation using appropriate pitch and rhythm
Singing	Playing Instruments
I can: - I can rehearse and learn songs from memory and/or with notation - Sing a broad range of songs with a strong sense of ensemble (singing well with others) and a high level of pitch and rhythmic accuracy - Sing syncopated (off-beat) rhythms and maintain my part when singing in harmony - Demonstrate and maintain good posture and breath control while singing - Sing expressively, with attention to phrasing, dynamics and articulation - Discuss how the different styles of singing relate to the music and the wider world	I can: - Play a more complex instrumental part accurately, by ear or from staff notation (written music) - Make my own decisions about dynamics (volume), using terms like fortissimo (very loud) and pianissimo (very quiet) - Play together keeping a secure beat and rhythm - Show a strong understanding of how to rehearse a piece to improve the performance
Improvising	Composing
I can: - Improvise over a groove, creating a satisfying melody that uses a variety of dynamics and articulation - Challenge myself to improvise for longer periods, both as a soloist and in response to a group - Use musical phrases (short musical ideas) and include rests to add interest	I can: - Use a wide range of note values and a greater variety of rhythm and dynamics - Create music that fits a chosen style or video stimulus - Begin to understand how basic chord triads are formed - Use music technology (YuStudio, Charanga), if available, to create and record music
Performing	



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I can:

- Rehearse and perform a range of songs from memory for a specific purpose and audience
- Show a detailed understanding of the musical, cultural and historical context of the piece I perform
- Reflect critically on the performance, discussing how the performance might change if it was repeated