

## MUSIC - YEAR 6

<p><b>Controlling sounds through singing and playing (Play and Perform)</b></p> <p><b>Sing songs in unison and two parts</b></p> <p>Sing confidently as a class, in small groups and alone, and begin to have awareness of improvisation with the voice. Show a good awareness of breathing sound projection and of their part.</p> <p><b>Play tuned and un-tuned instruments with control and accuracy</b></p> <p>Be able to play and perform with accuracy, fluency, control and expression. Create different effects, using combinations of pitched sounds.</p> <p>Begin to use ICT to change and manipulate sounds.</p> <p><b>Practise, rehearse and present performances with an awareness of the audience</b></p> <p>Be able to think about the audience when performing and how to create a specific effect.</p>	<p><b>Creating and developing Musical ideas (Create and Compare)</b></p> <p><b>Improvise, developing rhythmic and melodic material when performing</b></p> <p><b>Explore, choose, combine and organise musical ideas with musical structures</b></p> <p>Be able to compose and improvise melodic and rhythmic phrases as part of a group performance and compose a soundscape by exploring, selecting and combining different sounds to compose soundscapes.</p> <p>Create compositions individually and as part of a group in response to stimuli.</p>	<p><b>Responding and reviewing (Appraisal skills)</b></p> <p><b>Analyse and compare sounds</b></p> <p><b>Explore and explain ideas and feelings about music using movement, dance and expressive and musical language</b></p> <p>Be able to describe, compare and evaluate different types of music using a range of appropriately chosen musical vocabulary.</p> <p><b>Reflect on and improve their own and others' work in relation to its intended effect</b></p> <p>Be able to comment on the effectiveness and success of their own work and that of their peers, suggesting specific improvements based on its intended outcome and how these can be achieved.</p>	<p><b>Listening and applying knowledge and understanding</b></p> <p><b>Listen to music with an increasing attention to detail and be able to describe in detail what they have heard</b></p> <p>Can listen to a piece of music and accurately identify the genre. Can identify that music is often composed for occasions, culture and social reasons. Can identify some works by great composers and identify the period in which they were written. Can begin to think about how purpose, venue and occasion affects the way music is created and performed.</p> <p><b>Understand how combining the different elements of music can alter the mood and effect of the piece</b></p> <p>All children should begin to understand how musical elements are combined together to create different moods and effects and that music can be used to represent different moods and meanings.</p>	<p><b>Notation of musical ideas</b></p> <p><b>Be able to understand invented notations for representing music</b></p> <p>Can invent simple melodies and use treble clef staff to notate these. For those learning an instrument, bass clef staff should also begin to be used.</p> <p>Has an understanding of the term chord as a triad of notes and can begin to represent these on a staff.</p>
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