

The Progression of Knowledge and Skills

Musicianship:

Understanding Music

Using body percussion, instruments and voices

In the key centres of: C major, F major, G major, D major, A minor, D minor

In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8

Find and keep a steady beat

Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation

Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGAB $\flat$ CDE, GAB CDEF#, DEF#GABC#, ABCDEFG

Listening:

Respond/Analyse

Talk about feelings created by the song

Justify a personal opinion with reference to musical concepts

Identify 2/4, 4/4, 3/4, 6/8 and 5/4

Identify the musical style of a song using some musical vocabulary to discuss its musical concepts

Identify the following instruments by ear and through a range of media: bass, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers and vocal techniques such as cackles

Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break

Explain a bridge passage and its position in a song

Recall by ear memorable phrases heard in the music

Identify major and minor tonality, triads I, IV and V, and intervals within a major scale

Explain the role of a main theme in musical structure

Know and understand what a musical introduction and outro is and its purpose

Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups

Singing

Rehearse and learn Year 6 Unit songs from memory and/or with notation

Sing in 2/4, 4/4, 3/4, 5/4 and 6/8

Sing with and without an accompaniment

Sing syncopated melodic patterns

Demonstrate and maintain good posture and breath control whilst singing

Sing expressively, with attention to breathing and phrasing

Sing expressively, with attention to dynamics and articulation

Lead a singing rehearsal

Talk about the different styles of singing used for the different styles of songs sung in this year

Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world

Notation	Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation. Standard notation using dotted crotchets, crotchets, semiquavers, quavers, dotted minims, minims and semibreves, and simple combinations of: C D E F G A B F G A B $\flat$ C D E F G A $\flat$ B $\flat$ C D E $\flat$ G A B $\flat$ C D E F G A B C D E F$\sharp$ D E F G A D E F$\sharp$ A B C$\sharp$ E F$\sharp$ G G$\sharp$ A B C C$\sharp$ E $\flat$ F G A $\flat$ B $\flat$ C D Identifying: Stave Treble clef Time signature Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers Recognising how notes are grouped when notated Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign
Playing Instruments	Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, E $\flat$ major, D minor, F minor by ear or from notation
Playing the Recorder	Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, E $\flat$ major, D minor, F minor by ear or from notation
Creating: Improvising	Explore improvisation within a major scale using the notes C D E F G, G A B $\flat$ C D, G A B C D, F G A C D
Creating: Composing	Create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major) G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) D E D E F D E F G D E F G A Start and ending on the note D (D minor) F G F G A F G A C F G A C D Start and ending on the note F (Pentatonic on F) F G F G A $\flat$ F G A $\flat$ B $\flat$ F G A $\flat$ B $\flat$ C Start and ending on the note F (F minor)

Performing

Create, rehearse and present a holistic performance for a specific event, for an unknown audience

Create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts

Perform from memory or with notation

Understand the value of choreographing any aspect of a performance

A student or a group of students rehearse and lead parts of the performance

Understand the importance of the performing space and how to use it

Record the performance and compare it to a previous performance

Collect feedback from the audience and reflect how the audience believed in the performance

Discuss how the performance might change if it was repeated in a larger/smaller performance space

Connecting Across the Curriculum

Understanding feelings

Friendship, kindness, respect

Standing up for democracy and eliminating oppression

Knowing our cultural roots

Engaging to protect and care for our planet earth: ecosystems, recycling, etc.