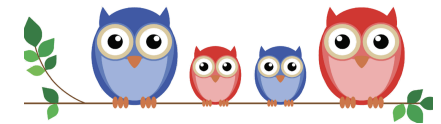
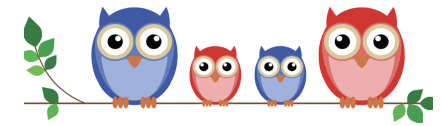


## Knowledge - as a Year 6 Musician I will know...

<b><u>Listening &amp; Appraising</u></b>	<b><u>Singing</u></b>	<b><u>Playing</u></b>
<ul style="list-style-type: none"> <li>- five songs from memory, who sang or wrote them, when they were written and why?</li> <li>- the style of the five songs and to name other songs from the Units in those styles.</li> <li>- choose three or four other songs and be able to talk about:               <ul style="list-style-type: none"> <li>o The style indicators of the songs</li> <li>o The lyrics: what the songs are about</li> <li>o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>o Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>o Name some of the instruments they heard in the songs</li> <li>o The historical context of the songs. What else was going on at this time, musically and historically?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>- about the style of the songs so you can represent the feeling and context to your audience</li> <li>- choose a song and be able to talk about:               <ul style="list-style-type: none"> <li>o Its main features</li> <li>o Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>o To know what the song is about and the meaning of the lyrics</li> <li>o To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- different ways of writing music down – e.g. staff notation, symbols</li> <li>- the notes C, D, E, F, G, A, B + C on the treble stave</li> <li>- the instruments they might play or be played in a band or orchestra or by their friends</li> </ul>



<b><u>Improvisation</u></b>	<b><u>Composition</u></b>	<b><u>Performance</u></b>
<ul style="list-style-type: none"><li>- improvisation is making up your own tunes on the spot</li><li>- when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li><li>- using one or two notes confidently is better than using five</li><li>- that if you improvise using the notes you are given, you cannot make a mistake</li><li>- that you can use some of the riffs and licks you have heard in the Challenges in your improvisations</li><li>- know three well-known improvising musicians</li></ul>	<ul style="list-style-type: none"><li>- a composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li><li>- a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li><li>- Notation: recognise the connection between sound and symbol</li></ul>	<ul style="list-style-type: none"><li>- performing is sharing music with other people, an audience, with belief</li><li>- a performance doesn't have to be a drama! It can be to one person or to each other</li><li>- everything that will be performed must be planned and learned</li><li>- you must sing or rap the words clearly and play with confidence</li><li>- a performance can be a special occasion and involve an audience including of people you don't know</li><li>- it is planned and different for each occasion</li><li>- a performance involves communicating ideas, thoughts and feelings about the song/music</li></ul>



## Skills - as a Year 6 Musician I can...

### Listening & Appraising

- identify and move to the pulse with ease.
- think about the message of songs.
- compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- use musical vocabulary in discussion
- talk about the musical dimensions working together in songs.
- talk about music and how it makes me feel, using musical language to describe the music
- refine and improve performance
- evaluate how the venue, occasion and purpose affects the way a piece of music is created
- analyse features within different pieces of music
- compare / contrast impact that different composers from different times had on people of the time

### Improvising & Composing

- improvise within the context of a song
- recognise that different forms of notation serve different purposes
- use different forms of notation
- understand the relation between pulse and syncopated patterns

### Performing

- choose what to perform and create a programme.
- communicate the meaning of the words and clearly articulate them.
- talk about the venue and how to use it to best effect.
- record the performance and compare it to a previous performance.
- discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
- sing a harmony part confidently and accurately
- perform parts from memory
- perform using notations
- take the lead performance
- take on a solo part
- sing in unison and to sing backing vocals.
- enjoy exploring singing solo.
- listen to the group when singing.
- demonstrate a good singing posture.
- follow a leader when singing.
- experience rapping and solo singing.
- listen to others and be aware of how I fit into the group.
- sing with awareness of being ‘in tune’.