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| Happiness Responsibility Friendship Respect Courage | | | | | | |
| MUSIC Year 6 | | | | | | |
| Listening | Singing | Notation | Improvising | Composing | Pulse, beat and metre | Rhythm |
| I can find and demonstrate the steady beat identifying 2/4, 3/4, 4/4 and 5/4 metre.  I can talk about the feelings created by a piece of music and relate this to a range of musical elements.  I can discuss the structure of music with reference to verse, chorus, bridge and instrumental breaks.  I can talk about the styles of music in my lessons and draw connections to other pieces studied. | I can rehearse, learn and perform a broad range of songs as part of a choir that involve syncopated rhythms with a good sense of ensemble and performance.  I can perform actions confidently.  I can sing with accurate pitching, rhythm, and timing.  I can sing a second part in a song.  I can sing expressively with attention to dynamic articulation and the appropriate style.  I can follow the leader or conductor for breathing, phrasing, dynamic and articulation cues.  I can sing in different time signatures of 2/4,3/4, 4/4, 5/4 and 6/8. | I can use standard notation to play a melodic piece using any note in an octave on a simple melodic instrument.  I can read and respond to dotted rhythms. | I can improvise over a simple groove responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation. | I can plan, compose, play and perform an 8 or 16 beat melodic phrase and incorporate rhythmic variety and interest, notated with appropriate staff notation.  I compose an ABA form piece (ternary) using musical software to create and record.  I can create a simple melody using crotchets, minims, paired quavers, semibreves and their rests using a wider range of dynamics.  I can compose simple rhythmic or chordal accompaniment.  I use a wide range of dynamics in my compositions for effect. | I can identify syncopation and swing.  I can play in time with a steady beat in 2/4, 3/4 and 4/4 and recognise the metres of 2/4, 3/4 and 4/4. | I can recognise by ear and notation 6/8 rhythm patterns.  I can copy back rhythms using semibreves, minims, crotchets, quavers, dotted minims, dotted crotchets and their rests as well as 6/8 rhythm patterns.  I can create rhythm patterns using semibreves, minims, crotchets, quavers, dotted minims, dotted crotchets and their rests as well as 6/8 rhythm patterns. |
| Pitch | Timbre | Texture | Tempo | Structure | Dynamics |
| I can identify major and minor tonality by ear and from notation.  I can identify and use the names of the pitched notes on a stave in my own compositions including some second parts: full octave | I can identify instruments by ear introduced in my class lessons | I can identify solo and instrumental breaks in music.  I can identify and talk about repeated rhythmic or melodic patterns as riffs or ostinato. | I can control rallentando (getting slower) and accelerando (getting faster) and understand how rallentando is often used at the end of a musical piece. | I can identify how musical styles often have the same musical structures. e.g., folk music (verse and chorus); Rock and pop music (verse, chorus, bridge and instrumental break).  I can recognise how changes in tonality and texture help emphasise different sections within the music. | I can identify how the dynamics can support the structure of a song or piece e.g., the diminuendo leading into a new section or change in mood. |