



Year 6		
<p>Listening and appraising</p>	<ul style="list-style-type: none"> 🎧 Know five songs from memory, who sang or wrote them, when they were written and why? 🎧 Know the style of the songs and to name other songs from the Units in those styles. 🎧 Choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> - The style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) - Identify the structure of the songs (intro, verse, chorus etc.) - Name some of the instruments used in the songs - The historical context of the songs. What else was going on at this time, musically and historically? - Know and talk about that fact that we each have a musical identity 	<ul style="list-style-type: none"> 🎧 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 🎧 Listen carefully and respectfully to other people's thoughts about the music 🎧 Use musical words when talking about the songs 🎧 Talk about the musical dimensions working together in the Unit songs 🎧 Talk about the music and how it makes you feel, using musical language to describe the music
<p>Musical skills</p>	<ul style="list-style-type: none"> 🎧 Know and talk about- how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music 🎧 Know and talk about- how to keep the internal pulse 🎧 Know and talk about- musical leadership: creating musical ideas for the group to copy or respond to 	<ul style="list-style-type: none"> 🎧 In relation to the main song, using three notes: 🎧 Bronze Challenge <ul style="list-style-type: none"> -a. Find the pulse -b. Copy back rhythms based on the words of the main song, that include syncopation/off beat -c. Copy back one-note riffs using simple and syncopated rhythm patterns 🎧 Silver Challenge

		<ul style="list-style-type: none"> -a Find the pulse -b Lead the class by inventing rhythms for others to copy back -c Copy back two-note riffs by ear and with notation -d Question and answer using two different notes ♣ Gold Challenge <ul style="list-style-type: none"> -a Find the pulse -b Lead the class by inventing rhythms for them to copy back -c Copy back three-note riffs by ear and with notation -d Question and answer using three different notes
Singing	<ul style="list-style-type: none"> ♣ Know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse ♣ Know about the style of the songs so you can represent the feeling and context to your audience ♣ Choose a song and be able to talk about: <ul style="list-style-type: none"> - its main features - singing in unison, the solo, lead vocal, backing vocals or rapping - how what the song is about and the meaning of the lyrics - know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> ♣ Sing in unison and to sing backing vocals. ♣ Demonstrate a good singing posture. ♣ Follow a leader when singing. ♣ Experience rapping and solo singing. ♣ Listen to each other and be aware of how you fit into the group. ♣ Sing with awareness of being 'in tune'.
Playing	<ul style="list-style-type: none"> ♣ Know and talk about- Different ways of writing music down - e.g. staff notation, symbols ♣ Know and talk about- The notes C, D, E, F, G, A, B + C on the treble staff ♣ Know and talk about- The instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> ♣ Play a musical instrument with the correct technique within the context of the Unit song. ♣ Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation ♣ Rehearse and perform their part within the context of the Unit song.

	<ul style="list-style-type: none"> 🎵 Know and talk about- a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure 🎵 Know and talk about- notations recognise the connection between sound and symbol 	<ul style="list-style-type: none"> 🎵 Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. 🎵 Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
Performing	<ul style="list-style-type: none"> 🎵 Know and talk about- performing is sharing music with an audience with belief 🎵 Know and talk about- a performance doesn't have to be a drama! It can be to one person or to each other 🎵 Know and talk about- everything that will be performed must be planned and learned 🎵 Know and talk about- you must sing or rap the words clearly and play with confidence 🎵 Know and talk about a performance can be a special occasion and involve an audience including of people you don't know 🎵 Know and talk about- it is planned and different for each occasion 🎵 Know and talk about- a performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> 🎵 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..?"

		<ul style="list-style-type: none"> 🎵 Listen to and follow musical instructions from a leader. 🎵 Lead a rehearsal session 🎵 Play a simple tune on the keyboards
Improvising	<ul style="list-style-type: none"> 🎵 Know and talk about- improvisation is making up your own tunes on the spot 🎵 Know and talk about- when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them 🎵 Know and talk about- that using one, two or three notes confidently is better than using five 🎵 Know and talk about- that if you improvise using the notes you are given, you cannot make a mistake 🎵 Know and talk about- that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations 🎵 Know and talk about- three well-known improvising musicians 	<ul style="list-style-type: none"> 🎵 Improvise using instruments in the context of a song to be performed 🎵 Play and copy back <ul style="list-style-type: none"> -a. Bronze - Copy back using instruments. Use one note. -b. Silver - Copy back using instruments. Use the two notes. -c. Gold - Copy back using instruments. Use the three notes. 🎵 Play and improvise- Using up to three notes: <ul style="list-style-type: none"> -a. Bronze - Question and Answer using instruments. Use one note in your answer. -b. Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G. -c. Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G. 🎵 Improvisation- Using up to three notes: <ul style="list-style-type: none"> -a. Bronze - Improvise using one note. -b. Silver - Improvise using two notes. -c. Gold - Improvise using three notes. 🎵 Classroom Jazz 2 - Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)
Composing	<ul style="list-style-type: none"> 🎵 To know and be able to talk about 🎵 Know and talk about- a composition: music that is created by you and kept in some way. 🎵 Know and talk about- it's like writing a story. It can be played or performed again to your friends. 	<ul style="list-style-type: none"> 🎵 Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. 🎵 Explain the keynote or home note and the structure of the melody.