|  |
| --- |
| 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. |