

Year 6 Key Learning

The National Curriculum for Music says: Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. *Text in this colour denotes deeper learning possibilities.*

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
Musicianship (including general musicianship and notation) Understanding Music	Listening Finding and keeping a steady beat Copy-back Improvisation Singing Playing instruments Reading notation Pulse/beat Rhythm Pitch Tempo Dynamics	Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to: Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.
		To use body percussion, instruments and voices.	<ul style="list-style-type: none"> I can use body percussion, instruments and my voice with confidence in response to musical stimuli. 	
		The key centres of C major, G major, D major, A minor and D minor.	<ul style="list-style-type: none"> I can actively respond to and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. 	
		The time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.	<ul style="list-style-type: none"> I understand and can respond to music in simple and complex time signatures. 	
		To find and keep a steady beat.	<ul style="list-style-type: none"> I can find and keep a steady beat/pulse. 	
To 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.	<ul style="list-style-type: none"> I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semiquavers as a call and response exercise, both aurally and visually. I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a staff. 			
To listen and copy complex melodic patterns as a call and response exercise, both aurally and visually.	<ul style="list-style-type: none"> I can copy back complex melodic patterns as a call and response exercise, both aurally and visually. I can listen with attention to detail and recall sounds with increasing aural memory and accuracy. 			

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
Listen and Respond	Listening Responding Musical styles Historical context Different musicians Connecting Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
		To talk about feelings created by the music.	<ul style="list-style-type: none"> I can talk about the emotions I feel when I listen to a piece of music and pinpoint specific elements within the music that heightened the emotion. 	Appreciate and understand a wide range of high-quality live and recorded music, drawn from different traditions and from great composers and musicians.
		To justify a personal opinion with reference to the musical elements.	<ul style="list-style-type: none"> I can justify a personal opinion, making reference to the musical elements. 	
		To identify 2/4, 4/4, 3/4, 6/8 and 5/4.	<ul style="list-style-type: none"> I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple and complex time signatures. 	Develop an understanding of the history of music.
		To identify the musical style of a song, using some musical vocabulary to discuss its musical elements.	<ul style="list-style-type: none"> I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators, referring to the musical elements. 	Listen with attention to detail and recall sounds with increasing aural memory.
		To identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesisers, and vocal techniques such as scat singing.	<ul style="list-style-type: none"> I can accurately identify most instruments and describe their timbres, including various vocal styles. 	
		To discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.	<ul style="list-style-type: none"> I can recognise and discuss sections of music from various styles and genres. 	
		To explain a bridge passage and its position in a song.	<ul style="list-style-type: none"> I can explain what a bridge passage is and identify its position within a song. 	
To recall (by ear) memorable phrases heard in the music.	<ul style="list-style-type: none"> I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. 			

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Listen and Respond (continued)		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
		To identify major and minor tonalities, chord triads I, IV and V, and intervals within a major scale.	<ul style="list-style-type: none"> I can confidently recognise the difference between major and minor tonalities, primary chords and intervals within a major scale. 	
		To explain the role of a main theme in a musical structure.	<ul style="list-style-type: none"> I understand and can describe the role of a main theme in a musical structure. 	
		To understand what a musical introduction and outro are, and their purposes.	<ul style="list-style-type: none"> I understand the importance of a musical introduction/coda (outro) and the information it offers. 	
		To identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and an A cappella group.	<ul style="list-style-type: none"> I can identify and describe the sounds of various and contrasting vocal/instrumental styles, including Rock, Gospel, A cappella groups and symphony orchestras. 	
To recognise the following styles and any key musical features that distinguish them: 20th and 21st Century Orchestral; Soul; Pop; Hip Hop; Jazz: Swing; Rock; Disco; Romantic; Zimbabwean Pop; RnB; Folk; Gospel; Salsa; Reggae; Musicals and Film Music.	<ul style="list-style-type: none"> I can confidently recognise and explore a range of musical styles and traditions/history, and know their basic style indicators. 			

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Learn to Sing the Song	Singing Listening Notation	Children will learn:	Children's Statements I can//I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
	Pulse Rhythm Pitch Tempo Dynamics Structure	To rehearse and learn songs from memory and/or with notation.	<ul style="list-style-type: none"> I can rehearse a song and learn it from memory, both aurally and visually. 	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	To sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.	<ul style="list-style-type: none"> I can sing a broad range of songs as part of a group or as a soloist. I can sing songs with complex and syncopated rhythms. I can perform with accuracy, observing correct techniques where appropriate. 		
	Continue to sing in parts where appropriate.	<ul style="list-style-type: none"> I can sing in unison and in up to three parts. 		
	To sing in 2/4, 4/4, 3/4, 5/4 and 6/8.	<ul style="list-style-type: none"> I can sing songs that have different simple and complex time signatures. 		
	To sing with and without an accompaniment.	<ul style="list-style-type: none"> I can sing a cappella or with accompaniment, live or recorded. 		
	To sing syncopated melodic patterns.	<ul style="list-style-type: none"> I can sing syncopated patterns, accentuating the beat where appropriate. 		
	To demonstrate and maintain good posture and breath control whilst singing.	<ul style="list-style-type: none"> I can demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively. 		
	To lead a singing rehearsal.	<ul style="list-style-type: none"> I can lead a singing rehearsal. 		
	To talk about the different styles of singing used in the different songs sung throughout this year.	<ul style="list-style-type: none"> I have a good understanding of the various styles of singing used in correlation to the styles of song I have performed this year. 		
To discuss with others how connected they are to the music/songs, and how the songs and styles are connected to the world.	<ul style="list-style-type: none"> I can discuss in depth how the song connects to the world and its relevant culture. I understand the connection I have to the music I am performing. 			

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Play Your Instruments with the Song	Playing instruments Keeping a steady beat Playing in a group/ensemble	Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
	Notation	To rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E _b major, D minor and F minor.	<ul style="list-style-type: none"> I can rehearse and play a melodic line aurally and/or visually, in various keys, with an understanding of accidental notation in various major and minor keys. 	Use and understand staff and other musical notations.
	Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To play a melody, following staff notation written on one stave and using notes within an octave range (do-do); to make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). To play a part on a tuned instrument, by ear or from notation: <ul style="list-style-type: none"> Playing the right notes with secure rhythms. Rehearsing and performing their parts within the context of the unit song. Playing together with everybody while keeping the beat. Listening to and following musical instructions from a leader. Treating instruments carefully and with respect. Playing their instruments with good posture. Understanding how to rehearse a piece of music in order to improve. Playing a more complex part. 	<ul style="list-style-type: none"> I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of one octave and paying attention to a broad dynamic range. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in the context of the unit song. I can play with accuracy as part of an ensemble, keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time. 	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

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		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Improvise with the Song	Improvising Listening Pulse Rhythm Pitch Tempo Dynamics Structure	To explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D	<ul style="list-style-type: none"> I can improvise with increasing confidence, using my own voice, rhythms and different pitches. 	Improvise and compose music for a range of purposes, using the interrelated dimensions of music.
		To improvise over a groove, responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation.	<ul style="list-style-type: none"> I can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps). I can improvise using more complex rhythms, including varying notes and their equivalent rests. I can improvise sections of music which include structured phrases and improved melodic shape. When improvising, I have a clear vision of key structure and relevant use of the home note. I can improvise using a wider range of dynamics, including pianissimo, mezzo piano, mezzo forte and fortissimo. 	
		To follow a steady beat and stay 'in time'.	When improvising, I can: <ul style="list-style-type: none"> Follow a steady beat, keeping in time with the pulse of the music. Use additional notes and rhythms to show progression. 	
		To become more skilled in improvising; perhaps trying more notes and rhythms. To include rests or silent beats. To think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. To challenge themselves to play for longer periods, both as a soloist and in response to others in a group.		

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		Children will learn:	Children's Statements I can/ I know/I understand and can demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Compose with the Song	Composing Notation Pulse Rhythm Pitch Tempo Dynamics Notation	To plan and compose an eight or 16-beat melodic phrase using the pentatonic scale (eg C, D, E, G, A) and incorporate rhythmic variety and interest. To play this melody on available tuned percussion and/or orchestral instruments. To notate this melody.	<ul style="list-style-type: none"> I can compose and perform an eight to 16-bar melodic phrase using a pentatonic scale in known key centres. I can perform this melody on tuned percussion and/or melodic instruments, following the notated score. 	Improve and compose music for a range of purposes, using the interrelated dimensions of music. Use and understand staff and other musical notations.
		Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. To create a simple chord progression.	<ul style="list-style-type: none"> I can enhance my melody with simple chord progressions. 	
		To compose a ternary (ABA form) piece; to use available music software/apps to create and record it, discussing how musical contrasts are achieved.	<ul style="list-style-type: none"> I can compose a ternary form piece, showing variation between my A and B sections, and discuss how these contrast. 	
		To use music technology, if available, to capture, change and combine sounds.	<ul style="list-style-type: none"> I can use music software/technology to capture, change, combine and record sounds. 	
		To create music in response to music and video stimuli.	<ul style="list-style-type: none"> I can create music in response to other music and/or video stimuli. 	
		Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form).	<ul style="list-style-type: none"> I can use a planned structure when composing. I know my composition has multiple sections and can be labelled as such. 	
		To use rhythmic variety.	<ul style="list-style-type: none"> I can compose using a variety of rhythms, including notes and their equivalent rests. 	
		To compose song accompaniments, perhaps using basic chords.	<ul style="list-style-type: none"> I can compose with chords to create an emotive/atmospheric mood. 	

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Compose with the Song (continued)		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
		To use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).	<ul style="list-style-type: none"> I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow. 	
		To use full scales in different keys.	<ul style="list-style-type: none"> I can compose using full one-octave scales in selected major and minor keys, as well as pentatonic scales. 	
		<p>To create a melody using crotchets, quavers, minims, perhaps semibreves and semiquavers, and all equivalent rests.</p> <p>To use a pentatonic and a full scale as well as major and minor tonalities.</p>	<ul style="list-style-type: none"> I can create a melody using varied stave notation and equivalent rests within an appropriate key centre. I can use and understand the pentatonic scale and full octave range of both major and minor scales. 	
		To understand the structure of the composition.	<ul style="list-style-type: none"> I understand and can explain the structure of my composition. 	
		To explain a composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).	<ul style="list-style-type: none"> I understand and can explain the musical shape that my composition moves in. 	
		To include a home note, providing a sense of an ending; coming home.	<ul style="list-style-type: none"> I can include a home note with my composition to give it cadential recognition. 	
		To perform their simple composition/s using their own choice of notes.	<ul style="list-style-type: none"> I can compose using my own choice of notes. 	
		To successfully create a melody in keeping with the style of the backing track and to describe how their melodies were created.	<ul style="list-style-type: none"> I can create a melody in line with the style and harmonic structure of the backing track and can describe in detail how it was created. 	
		To create their composition/s with an awareness of the basic/simple chords in the backing track.	<ul style="list-style-type: none"> I can create a composition with an awareness of basic harmonic structure. 	

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		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Music Notepad		To compose a 'stand-alone' piece of music which includes: <ul style="list-style-type: none"> ● A time signature. ● A treble clef. ● Four, six, eight or 12 bars. ● The right notes for the scale and key signature. ● Rhythmic combinations of semibreves, minims, crotchets, paired quavers, semiquavers and their rests. ● Expression/dynamics. ● Structured musical ideas (eg using echo or question-and-answer phrases) to create music that has a beginning, middle and end. ● A melody that starts and ends on note one. 	<ul style="list-style-type: none"> ● I can use various Charanga composition tools to compose a structured melody using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense. 	Use and understand staff and other musical notations.

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		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Perform the Song	Performing Listening Playing Singing Improvising Composing Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience.	<ul style="list-style-type: none"> I can create, organise, rehearse and perform for an unfamiliar audience. 	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		To perform a range of songs as a choir in school assemblies, school performance opportunities and for a wider audience.	<ul style="list-style-type: none"> I can perform as part of a smaller group as well as a whole class, in school or for a wider audience. 	
		To create, rehearse and present a holistic performance with a detailed understanding of the musical, cultural and historical contexts.	<ul style="list-style-type: none"> I can perform as part of a mixed ensemble of acoustic instruments which reflects an understanding of the cultural and historical context of the song/piece. 	
		To perform from memory or with notation.	<ul style="list-style-type: none"> I can perform from memory or visually, using staff notation with confidence and accuracy. 	
		To understand the value of choreographing any aspect of a performance. To understand the importance of a performing space and how to use it.	<ul style="list-style-type: none"> I understand the significance of movement and performing space within all aspects of my performance. 	
		A student or a group of students to rehearse and lead parts of the performance.	<ul style="list-style-type: none"> I can lead part (or all) of a rehearsal/performance, individually or as part of a group. 	
		To record the performance and compare it to a previous performance.	<ul style="list-style-type: none"> I can record performances to compare and evaluate. I can evaluate how well the performances communicated the mood of each piece. I can discuss in detail, using appropriate vocabulary, the strengths and weaknesses of my performance. 	
		To collect feedback from the audience and reflect on how the audience believed in the performance.	<ul style="list-style-type: none"> I can collect feedback and reflect to ensure progression within future performances. 	
To discuss how the performance might change if it was repeated in a larger/smaller performance space.	<ul style="list-style-type: none"> I can evaluate and discuss how my performance might change in different venues/spaces. 			

*Also known as interrelated dimensions of music