

Singleton Church of England Primary School

Progression of Skills and Knowledge

Music - Year 6



Inter-related dimensions of music:
Pitch
Duration
Dynamics
Tempo
Timbre
Texture
Structure
Appropriate musical notation



*KS2 only

YEAR 6 CYCLE A	Dynamics, pitch and tempo – Fingal’s Cave (Y6) PERFORMING & COMPOSING FOCUS	Composing and performing a Leaver’s song (Y6) PERFORMING & COMPOSING FOCUS	Musical Theatre LISTENING & PERFORMANCE FOCUS HISTORY OF MUSIC
KNOWLEDGE ORGANISERS			
KEY VOCAB	audio/video, depicting, texture, pitch, dynamics, conductor, improvisation, notation, graphic score, composition, practicing, group work, ensemble	Allegro, arrangement, backing track, Chorus, chord progression, compose, Crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical, features, notation, piano, poetic, structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, upbeat, verse	Major, minor, parts, ensemble, notation, duration, pitch, duration, dynamics, tempo, timbre, structure, verse, refrain, harmony, transposing a melody (changing key) Rubato/cantabile – Cantabile” means “in a singing style,” whereas “rubato” (literally “robbed”) means “using a very flexible rhythm for expressive purposes.” Action song, Backdrop, Character song, Choreographer, Composer, Costumes, Designer, Dialogue, Director, Ensemble, Musical director, Musical theatre, Performers, Props, Rock musical, Scene, Solo A ‘libretto’ (the spoken text). Lyrics (the words to the songs), the songs being action songs, which move the plot forward, or character songs, which help the audience understand the character’s feelings. Composer , who writes the music. Librettist , who writes the story. Lyricist , who writes the lyrics for the songs. Director , who is in charge of the dramatic performance. Musical director , who is in charge of the musical performance. Choreographer , who is in charge of the dancing. Designer , who creates the sets and costumes. Performers , who play the characters in the musical Ostinato – is a repeated rhythm or melody
SUBSTANTIVE KNOWLEDGE	<ul style="list-style-type: none"> To know that the conductor beats time to help the performers work well together. To understand that improvisation means making up music ‘on the spot’. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as ‘tone colour’ and can be described in many ways e.g. warm or cold, rich or bright. 	<ul style="list-style-type: none"> To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals. 	<p>Year 5</p> <ul style="list-style-type: none"> To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. To know that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. e.g. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To know that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that a vocal composition is a piece of music created only using voices. To know that a loop is a repeated rhythm or melody, and is another word for ostinato <p>Year 6</p> <ul style="list-style-type: none"> To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece.

			<ul style="list-style-type: none"> To know that a melody can be adapted by changing its pitch. To know that a melody can be adapted by changing its dynamics. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
MAKING CONNECTIONS	Year 5 - Composition notation (Ancient Egypt) <ul style="list-style-type: none"> To know that simple pictures can be used to represent the structure (organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. 	Year 5 – Musical Theatre <i>*Please note, this unit is not covered within the 'Condensed version' of this scheme, however, please use this substantive knowledge to support prior learning.</i> <ul style="list-style-type: none"> To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. 	Year 5 <ul style="list-style-type: none"> To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. To know that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. e.g. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To know that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that a vocal composition is a piece of music created only using voices. To know that a loop is a repeated rhythm or melody, and is another word for ostinato
KEY SKILLS	<ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Using musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology. Constructively critiquing their own and others' work, using musical vocabulary. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. 	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions 	Year 5 <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Comparing, discussing and evaluating music using detailed musical vocabulary Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation. Year 6 <ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance <ul style="list-style-type: none"> Performing by following a conductor's cues and directions.