

## Progression of skills in Year 6

	<b>LEARNING OBJECTIVES: Children will learn that...</b>	<b>LEARNING OUTCOMES: Children will be able to...</b>
DYNAMICS	<ul style="list-style-type: none"> <li>Dynamics are expressive elements in music that are used to achieve particular effects and moods.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of dynamic contrast expressively in performances and composition (vocal and instrumental) with good control and awareness of their effect.</li> <li>Identify aurally and using simple notation how and why dynamics have been used in compositions, using appropriate musical and descriptive vocabulary</li> <li>Describe and compare different kinds of music using appropriate musical and descriptive vocabulary.</li> <li>Create and perform music that meets intentions and combines sounds imaginatively with awareness and understanding.</li> </ul>
DURATION (Rhythm)	<ul style="list-style-type: none"> <li>Note lengths and silences can be represented by rhythmic syllables.</li> <li>Rhythm can be represented using written notation of different kinds.</li> <li>Rhythms can be divided into small sections – bars - according to the ‘metre’ – the grouping of pulse beats e.g. in 2s, 3s, 4s , 5s etc</li> <li>Rhythms can be added to songs to provide effective accompaniments</li> <li>In Western ‘stave’ notation, notes of different lengths are called: Semi-breve: 4 beats (<i>4 crotchet beats are joined together to make a longer sound</i>) Dotted Minim: 3 beats (<i>3 crotchet beats are joined together to make a longer sound</i>) Minim: 2 beats (<i>2 crotchet beats are joined together to make a longer sound</i>) Crotchet:1 beat (<i>corresponds with the pulse</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose more complex rhythmic patterns and combine these to make longer phrases and rhythm pieces.</li> <li>Identify aurally metres of 2,3 and 4 beats in a bar.</li> <li>Compose, read and perform rhythmic patterns e.g. using simple combinations of SOLFA written rhythmic symbols for: 4, 3, 2, 1, ½ and ¼ beat notes.</li> <li>Begin to combine rhythm / pitch notation using a simplified stave (4-5 lines) to compose and perform short melodies using a limited range of pitches e.g. Steps 1-5 of the Major or Minor scale or the Pentatonic scale (<i>vocal and instrumental and using appropriate Music Technology</i>)</li> </ul>

	<p>Quaver: <math>\frac{1}{2}</math> beat (<i>the crotchet pulse beat is divided into 2 even halves</i>)</p> <p>Semi-quaver: <math>\frac{1}{4}</math> beats (the crotchet pulse beat is Divided into 4 even quarters)</p> <ul style="list-style-type: none"> <li>• Rhythm can be combined with pitch to make melody and provide harmonic accompaniments</li> </ul>	
PULSE	<ul style="list-style-type: none"> <li>• Pulse can be organised into strong and weak beats and this can help characterise a musical genre and style e.g. to create the feel of a march ( <math>2/4</math> or <math>4/4</math> ) or a waltz ( <math>3/4</math> )</li> <li>• Pulse can be grouped in different ways (metre)</li> <li>• The pulse beat can be sub-divided into 3s – Compound Time</li> </ul>	<ul style="list-style-type: none"> <li>• Feel and mark the strong beats e.g. as part of an instrumental accompaniment to a known song.</li> <li>• Maintain the pulse accurately in vocal and instrumental performances and compositions.</li> <li>• Identify aurally how the pulse has been grouped ( metre) e.g. in 2s, 3s or 4s.</li> <li>• Identify aurally well-known musical ‘styles’ which are partly defined by how the pulse is grouped and marked e.g. march, waltz, lullaby, reggae.</li> <li>• Begin to identify aurally between examples of Simple Time (<math>2/4</math> ; <math>3/4</math> ; <math>4/4</math> ) and Compound Time ( <math>6/8</math>; <math>9/8</math>; <math>12/8</math> )</li> </ul>
TEMPO	<ul style="list-style-type: none"> <li>• Tempo is an expressive element in music that is used to achieve particular effects and moods and communicate meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Use tempo expressively in performances and composition with control and awareness of its effect.</li> <li>• Describe and compare different kinds of music using appropriate musical vocabulary.</li> <li>• Create and perform music that meets intentions and combines sounds imaginatively with awareness and understanding.</li> </ul>
PITCH	<ul style="list-style-type: none"> <li>• Pitch can be represented using SOLFA pitch names and hand signs.</li> <li>• Pitch can be represented using stave notation.</li> <li>• There are many different forms of scale including major, several types of minor, pentatonic, ‘blues’ and each has its own distinct sound and musical characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and perform more complex melodic phrases (vocal and instrumental)</li> <li>• Sing and play songs which use major, minor, pentatonic and ‘blues’ scales and identify them aurally.</li> <li>• Demonstrate a growing understanding of how chords are constructed and used in common harmonic sequences e.g. <i>Chord 1 to Chord 4 to Chord 5 then back to Chord 1.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Pitches can be raised or lowered using sharps (#) and flats (<i>b</i>)</li> <li>• Harmony is produced using many different techniques and devices.</li> <li>• Pitched sounds can be layered in different ways to make different styles of harmony and create a particular mood or effect.</li> <li>• Groups of notes played simultaneously – ‘chords’ - can be used to harmonise a melody.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify aurally where chords change within a harmonic framework and describe the effect of simple cadences e.g. as ‘finished’ (<i>Chord 5 to Chord 1</i>) or ‘unfinished’ (<i>Chord 5 to Chord 6</i>).</li> <li>• Play simple accompaniments to songs using devices like ostinato, drone, sequence and simple chords and arpeggio patterns.</li> </ul>
TIMBRE	<ul style="list-style-type: none"> <li>• Timbre is an expressive element in music that is used to achieve particular effects and moods and communicate meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and perform music that meets intentions and combines sounds imaginatively with awareness and understanding.</li> <li>• Distinguish specifically between different sounds (vocal and instrumental) using appropriate descriptive and musical vocabulary.</li> <li>• Use percussion (and other) instruments ( including IT) in different ways with good control.</li> <li>• Use voice expressively in songs with awareness of effect created.</li> <li>• Describe and compare different kinds of music using appropriate musical vocabulary.</li> </ul>
TEXTURE	<ul style="list-style-type: none"> <li>• Harmony is produced using many different techniques and devices.</li> <li>• Pitched sounds can be layered in different ways to make different styles of harmony and create a particular mood or effect.</li> <li>• Groups of notes played simultaneously – ‘chords’ - can be used in different ways to harmonise a melody.</li> <li>• Rhythms can be layered to create effective accompaniments and compositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain own melodic line with confidence and control in 2 and 3- part harmony, with awareness of the different harmonies produced.</li> <li>• Demonstrate a growing understanding of how chords are constructed and used in common harmonic <i>sequences e.g. Chord 1 to Chord 4 to Chord 5 then back to Chord 1.</i></li> <li>• Begin to identify aurally where chords change within a harmonic framework and describe the effect of simple cadences e.g. as ‘finished’ (<i>Chord 5 to Chord 1</i>) or ‘unfinished’ (<i>Chord 5 to Chord 6.</i>)</li> <li>• Play simple accompaniments to songs and pieces using devices like ostinato, drone, sequence and simple chords and arpeggio patterns.</li> </ul>

<p>STRUCTURE</p>	<ul style="list-style-type: none"> <li>• Musical ideas can be improvised, fixed and organised in different ways – the process of composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse aurally the melodic and rhythmic structure of a simple song or instrumental piece, noting use of repetition or changes and devices like drone, ostinato, and sequence.</li> <li>• Recognise aurally simple musical structures e.g. canon, round, verse and chorus, rondo, AABA, theme and variations</li> <li>• Continue to recognise aurally the use of different scales – major, minor and pentatonic and note the effect created.</li> <li>• Improvise and compose pieces and accompaniments using given structures and devices.</li> <li>• Use notation as a support for creative work and performance.</li> </ul>
<p>SINGING</p>	<ul style="list-style-type: none"> <li>• Good vocal technique involves awareness of: correct posture; good breath control; accurate intonation and an even tone quality across a wide pitch range; clear diction (articulation); appropriate changes in tone quality (timbre) and texture.</li> <li>• The voice is an expressive instrument and can convey a range of emotions to support and communicate the text</li> <li>• An understanding of the text is an integral part of communicating the meaning of a song</li> <li>• Specific vocal techniques can be used to capture different elements of a particular musical genre or style</li> </ul>	<ul style="list-style-type: none"> <li>• Place the voice with accuracy over a wider pitch range of 12 or 13 pitches.</li> <li>• Sing songs which contain wider jumps (intervals) in pitch and more complex pitch patterns e.g. use of ‘chromatic’ notes</li> <li>• Explore different parts of the voice – ‘head’ and ‘chest’ – with growing control and awareness.</li> <li>• Use an ‘unbroken’ singing tone, using one breath per melodic phrase.</li> <li>• Sing rounds, canons and simple harmonic two / three part arrangements, maintaining own part accurately with confidence and awareness of how the different parts fit together.</li> <li>• Show an understanding of how lyrics can reflect cultural and social meaning and use this to enhance their performances.</li> <li>• Sing songs , including their own simple compositions, from a wide range of musical genres and styles.</li> </ul>