

Music

YEAR 6	
COMPONENT SKILL	
To be able to play or sing in an ensemble or as solo.	
To be able to perform a practised piece to an audience	Confidently lead and perform songs and pieces with convincing dynamics. This should include a mixture of solo and group work.
To play the correct notes on a pitched instrument.	Use instruments such as the glockenspiel to play tunes with more complex rhythms with an appropriate style. (Classroom Jazz 2)
To play a percussion instrument in time using the correct technique.	Children should select and maintain an appropriate tempo.
To sing in tune.	Children should sing in tune a majority of the time and follow the instructions of an adult if a tuning correction is needed.
To perform from memory and from a written representation.	Sing and perform songs from memory as a group or as a solo.
	Create a graphic score for a three-part piece of music and perform from it.
	Children should be able to identify all notes an octave above middle C and be able to play the corresponding correct note on a pitched percussion instrument.
COMPONENT SKILL	
To evaluate my own performance and that of others. (This will mostly be taught through the school's Mini Music programme)	
To critically analyse a performance and offer suggestions on what to improve.	Critically analyse a piece of music and decide what needs improving using technical language. This should be more fact than opinion eg, 'The tuba player is out of tune and there isn't a great range of dynamics.'
To analyse a performance and find positive features in it.	Describe in specific detail which elements of the piece they like and compare and contrast this to pieces they have already listened to.
To listen to and understand a range of live and high quality recorded music.	All year groups, listen to a new piece of music weekly following the school's Mini Music Programme. This will include music from a wide variety of styles, cultures and musical periods.
COMPONENT SKILL	
To be able to improvise and compose in a range of styles.	
To be able to improvise small sections of music.	Improvise a rhythm and note pattern to be played over a backing track on a pitched percussion instrument.

To compose small sections of music	Compose a two or three-part piece (as a group if necessary) for a set purpose with or without a backing track.
To use technology to compose music for a set purpose.	Use Garage Band to compose a piece in a similar style to a piece that is studied.
COMPONENT SKILL	
To begin to read written music (staff) and other music notations.	
To be able to create their own graphic scores.	Create a graphic score for a three-part piece of music and perform from it.
To identify and read the position of notes on a treble clef score.	Children should be able to identify all notes an octave above middle C and be able to play the corresponding correct note on a pitched percussion instrument.
To identify and read basic rhythms.	As above, and play these rhythms on an instrument.
COMPONENT SKILL	
Know meaning of the Interrelated dimension of music terms and use these to describe a piece of music.	
To know the meaning of key terms in music.	EYFS Children should know that music can be loud or quiet.
	Year 1 Children should know music can be fast or slow.
	Year 2 Children should know that there can be low notes and high notes.
	Year 3 Learn the meaning of pulse, rhythm and dynamics.
	Year 4 Learn the meaning of pitch and tempo.
	Year 5 Learn the meaning of texture and structure
	Year 6 Learn the meaning of timbre.
To identify features of music and use the correct technical language to describe this.	EYFS Children should listen to music and describe whether it is loud or quiet.
	Year 1 Children should listen to music and know whether it is fast or slow.
	Year 2 Children should listen to a particular note and decide whether it is high or low.
	Year 3 Children should listen to a piece of music and describe the pulse, rhythm and dynamics.
	Year 4 Children should listen to a piece of music and describe the pitch and tempo.
	Year 5 Children should listen to a piece of music and describe the texture and structure
	Year 6 Children should listen to a piece of music and describe the timbre. (and all other elements from previous year groups.)
COMPONENT SKILL	
Develop Aural Skills.	
To recreate an element of a song using an instrument.	Children should listen to a specific piece of music and draw influence from it eg the raindrops in Chopin's Raindrop Prelude.
COMPONENT SKILL	
To develop an understanding of Music History.	
To understand there are different eras of music.	To know what era key composers composed in.

To know some of the great composers.	Charles Mingus and Chopin – Raindrop Prelude – Antarctica Adventure
To understand the influences of particular pieces of music.	Look in depth at two pieces of music and learn about the influences behind them. (Chopin’s Raindrop Prelude).