Name: ­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Music – Year 6**

**Singing**

**Musicianship**

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|  | **Key Objectives:** |  |
| A yellow sign with black notes  Description automatically generatedA yellow square with a question mark and red dots  Description automatically generatedA yellow sign with red lines  Description automatically generatedA yellow and white square with a black and grey object  Description automatically generated with medium confidence | Can I use body percussion, instruments, and my voice confidently.  |  |
| Can I find and keep a steady beat and pulse.  |  |
| Can I listen and copy back complex rhythmic patterns.  |  |
| Can I understand formal, written notation and equivalent rests.  |  |
| Can I copy back complex melodic patterns.  |  |
| Can I listen with attention to details and recall sounds.  |  |
| Can I understand and respond to music using various time signatures.  |  |

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|  | **Key Objectives:** | **End of unit** |
| A yellow square with a question mark and red dots  Description automatically generatedA yellow and white square with a black and grey object  Description automatically generated with medium confidenceA yellow sign with red lines  Description automatically generatedA yellow sign with black notes  Description automatically generated | Can I rehearse a song and learn it from memory.  |  |
| Can I accurately sing a broad range of songs as part of a group or as a soloist. |  |
| Can I sing in unison and in more parts.  |  |
| Can I demonstrate and maintain good posture and breath control when singing.  |  |
| Can I discuss in depth the style of the song and how it connects to the world and its relevant culture.  |  |
| Can I lead a singing rehearsal.  |  |

**Listening**

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|  | **Key Objectives:** | **End of unit** |
| A yellow and white square with a black and grey object  Description automatically generated with medium confidenceA yellow sign with a drawing of a ear and a black arrow  Description automatically generatedA yellow sign with a drum and a trumpet  Description automatically generatedA yellow sign with black notes  Description automatically generatedA yellow sign with red lines  Description automatically generatedA yellow square with a question mark and red dots  Description automatically generatedA yellow sign with a clock and arrows  Description automatically generated | Can I talk about the emotions I feel when I listen to a piece of music.  |  |
| Can I justify a personal opinion about the music I listen to.  |  |
| Can I find the pulse, identifying the first beat of the bar.  |  |
| Can I confidently recognise and explore a range of musical styles and traditions.  |  |
| Can I accurately describe most instruments and describe their timbre.  |  |
| Can I sing or clap memorable rhythmic/melodic phrases.  |  |
| Can I confidently recognise the difference between major and minor tonalities.  |  |
|  Can I identify and describe the sounds of various contrasting vocal/instrument styles. **Composition**  |  |

**Improvisation**

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|  | **Key Objectives:** | **End of unit** |
| A yellow sign with black notes  Description automatically generatedA yellow sign with red lines  Description automatically generatedA yellow square with a question mark and red dots  Description automatically generatedA yellow and white square with a black and grey object  Description automatically generated with medium confidence | Can I improvise with increasing confidence.  |  |
| Can I improvise over a simple chord progression, moving in steps and leaps.  |  |
| Can I improvise using more complex rhythms, structured phrases, and improved melodic shape.  |  |
| Can I follow a steady beat, keeping in time with the pulse of the music.  |  |
|  | Can I have a clear vision of key structure and use a broad range of dynamics.  |  |

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|  | **Key Objectives:****Playing instruments**  | **End of unit** |
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| Can I play and perform a melody on a tuned percussion instrument, melodic instrument and/or keyboard.  |  |
| Can I rehearse and play securely with good levels of accuracy.  |  |
| Can I follow musical directions.  |  |
| Can I demonstrate excellent posture when playing my instrument.  |  |
| Can I practise in a manner that will benefit my improvement over time.  |  |

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|  | **Key Objectives:** | **End of unit** |
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| Can I perform this melody on tuned percussion or melodic instruments.  |  |
| Can I enhance my melody with simple chord progressions.  |  |
| Can I compose a ternary form piece.  |  |
| Can I use music software/technology to compose.  |
| Can I use a various charanga composition tool to compose structured melodies of carrying lengths with a wide range or dynamics and tempos.  |

**Rehearse and Perform**

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|  | **Key Objectives:** | **End of unit** |
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| Can I perform as part of a smaller group as well as within the whole class.  |  |
| Can I perform as part of a mixed ensemble of acoustic instruments.  |  |
| Can I perform from memory or visually, using notation.  |  |
| Can I understand the significance of movement and performing space.  |  |
| Can I lead part or all a rehearsal/ performance.  |  |
| Can I record, evaluate and discuss my performances using appropriate vocabulary.  |  |