St Paul's C of E VA Primary and Nursery School

Year Six

Subject: Music

Progression of Skills - Listening

- Discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles.
- Recognise and confidently discuss the stylistic features of music and relate it to other aspects of the Arts (Pop art, Film music).
- Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Identify 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.
- Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.
- Confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.

Progression of Skills - Composing

- Improvise coherently and creatively within a given style, incorporating given features.
- Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
- Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
- Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- Record own composition using appropriate forms of notation and/or technology and incorporating.
- Constructively critique their own and others' work, using musical vocabulary.

Progression of Skills - Performing

- Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Work 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.
- Perform a solo or take a leadership role within a performance.
- Perform with accuracy and fluency from graphic and staff notation and from their own notation.
- Perform by following a conductor's cues and directions.









Inter-Related Dimensions of Music

Pitch : To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.

Duration: To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat.

Dynamics: To know that a melody can be adapted by changing its dynamics

Tempo: To know that a melody can be adapted by changing its dynamics, pitch or tempo.

Timbre: To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.

Texture: 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 a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.

Structure: To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.

Notation: To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.