

Model Music Curriculum Year 6 Knowledge Organiser

Singing

- Sing a broad range of songs, including those that have **syncopated** rhythms; as part of a choir, with a sense of **ensemble** and performance to a wider audience.
- Perform to a wider audience.
- Observe **rhythm**, **phrasing**, accurate **pitching** and appropriate style.
- Sing **three-** and **four-part rounds** or **partner songs**, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts and vocal independence.

Composing

Develop **improvisation** skills

- Create music with multiple sections that include repetition and contrast.
- Use **chord** changes as part of an **improvised sequence**.
- Extend **improvised** melodies beyond 8 beats over a fixed groove

Plan and compose an 8- or 16-beat melodic phrase using the **pentatonic scale** (e.g. C, D, E, G, A)

- Incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. **Notate** this melody.
- Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.
- Compose a **ternary** piece (A-B-A); use available music software/apps to create and record it, discussing how musical contrasts are achieved.

Listening

- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are **listening to**, **singing** and **playing**.
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.
- At the end of Year 6, pupils should be able to **identify** some of the focused listening pieces of music and their **characteristics**

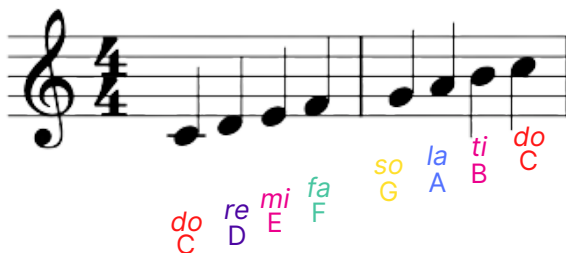
Performing

- Play a melody following **staff notation** using notes within an **octave** range (**do-do**); make decisions about **dynamic** range, including very loud (**ff**), very quiet (**pp**), moderately loud (**mf**) and moderately quiet (**mp**).
- Accompany this same melody, and others, using block **chords** or a **bass line**. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.
- Perform a part within an ensemble
- Transition project!



Notation

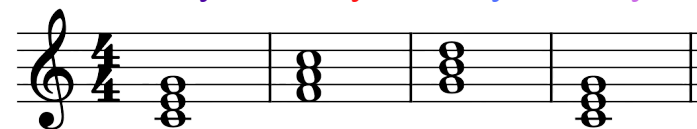
Staff notation - music written on a STAVE (5 lines and 4 spaces)



4 bar melody using notes within an **octave** range



C major F major G major C major



Suggested **chords** to accompany the melody