

## Music Skills Year 6: Through singing and learning the keyboard

### Performing



Sing or play from memory **with** confidence.

Perform **solos** or **as part of an ensemble**.

Sing in tune **or** play expressively.













Hold **a** part **within a** round.

Sing **a** harmony **part** confidently **and** accurately.

Sustain **a** drone **or** **a** melodic ostinato **to** accompany singing.

Perform **with** controlled breathing (**voice**) and skilful playing (**instrument**).

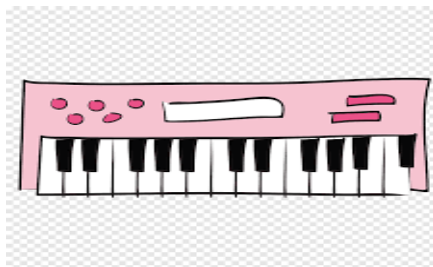


Symbol	Name	Number per measure (4/4)	Rest
	whole note	 1 per measure	
	half note	 2 per measure	
	quarter note	 4 per measure	
	eighth note	 8 per measure	

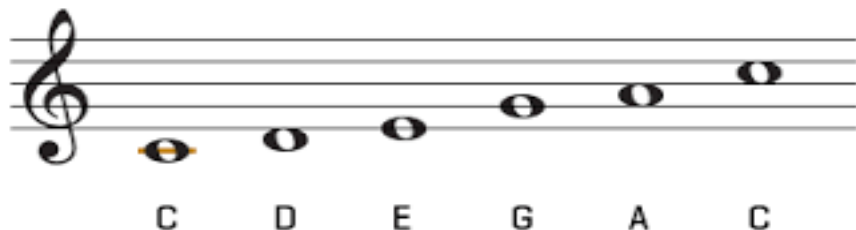
Recognise the **notes** EGBDF and FACE on the **musical** stave.

Recognise the symbols for a **minim**, **crotchet** and **semibreve** and **quaver** and **say** how many **beats** they represent.

## Composing



### **C major pentatonic scale**



Create songs with verses and a chorus.

Create rhythmic patterns with an awareness of timbre and duration.

Combine a variety of musical devices, including melody, rhythm and chords.

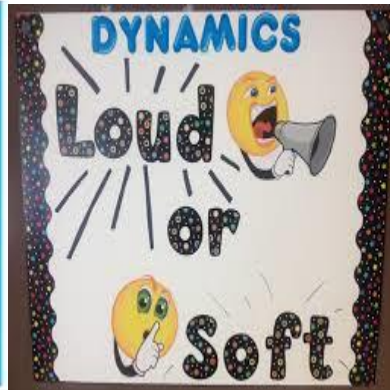
Thoughtfully select elements for a piece in order to gain a defined effect.

Use drones and melodic ostinati (based on the pentatonic scale).

Convey the relationship between the lyrics and the melody.

Use digital technologies to compose, edit and refine pieces of music.

## Listening



Describe how lyrics often reflect the cultural context of music and have social meaning.

Choose from a wide range of musical vocabulary to accurately describe and appraise music including:

combination of musical elements  
dynamics  
tempo  
timbre  
texture  
pitch

solo  
rounds  
harmonies  
accompaniments  
lyrics and melody  
drones  
cyclic patterns

Expressively  
Accurate rhythm and pitch  
Legato: Smooth  
Staccato: Spiky  
Sense of beat  
Good team work

cultural context.  
Sense of occasion  
Who composed the music?  
When was it written?  
Do you like it? Why?

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