

Year 6 Knowledge Organiser

Model Music Curriculum



Key Knowledge	
Singing	<ul style="list-style-type: none"> Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) 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 Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
Listening	See the two yearly St Monica's Recorded Music Schedule
Composing	<p>Improvise</p> <p>Extend improvisation skills through working in small groups to</p> <ul style="list-style-type: none"> 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, creating a satisfying melodic shape. <p>Compose</p> <ul style="list-style-type: none"> Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and 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 Either of these melodies can be enhanced with rhythmic or chordal accompaniment Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.



Performing

Instrumental Performance	<ul style="list-style-type: none"> Play a melody following staff notation written on one stave and 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 Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.
Reading Notation	<ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do) Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations Read and play from notation a four-bar phrase, confidently identifying note names and durations.
Transition Project	The end of Year 6 transition project provides a way to bring together what the pupils have learnt about reading notation, playing an instrument, composing melodies and singing as a class.

