

# Year 6 Knowledge Organiser

## Model Music Curriculum



### Key Knowledge

Singing	<ul style="list-style-type: none"> <li>• Sing a broad range of songs, including those that involve <b>syncopated</b> rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style</li> <li>• Continue to sing <b>three- and four-part rounds</b> (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</li> <li>• Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> </ul>
Listening	See the two yearly St Monica's Recorded Music Schedule
Composing	<p><b>Improvise</b></p> <p>Extend improvisation skills through working in small groups to</p> <ul style="list-style-type: none"> <li>• Create music with multiple sections that include repetition and contrast</li> <li>• Use chord changes as part of an improvised sequence</li> <li>• Extend improvised melodies beyond 8 beats over a fixed <b>groove</b>, creating a satisfying melodic shape.</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>• Plan and compose an 8- or 16-beat melodic phrase using the <b>pentatonic</b> 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</li> <li>• Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen</li> <li>• Either of these melodies can be enhanced with rhythmic or chordal accompaniment</li> <li>• Compose a <b>ternary</b> piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</li> </ul>



## Performing

Instrumental Performance	<ul style="list-style-type: none"> <li>• Play a melody following <b>staff notation</b> written on one stave and using notes within an <b>octave range (do-do)</b>; make decisions about dynamic range, including very loud (<b>ff</b>), very quiet (<b>pp</b>), moderately loud (<b>mf</b>) and moderately quiet (<b>mp</b>)</li> <li>• Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, <b>tuned percussion</b> or tablets, or demonstrated at the board using an online keyboard</li> <li>• 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.</li> </ul>
Reading Notation	<ul style="list-style-type: none"> <li>• Further understand the differences between <b>semibreves</b>, <b>minims</b>, <b>crotchets</b>, <b>quavers</b> and <b>semiquavers</b>, and their equivalent <b>rests</b></li> <li>• Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do)</li> <li>• Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations</li> <li>• Read and play from notation a four-bar phrase, confidently identifying note names and durations.</li> </ul>
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.

