



Year 6 Music Subject Map



Recorder (Stage 2)	Recorder (Stage 2)	Ukulele	Film Music	Composing and Performing	Songs of WW2
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DRIVER WORDS

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore Listen Respond Engage Sing	Play	Experiment Describe	Follow	Improvise	Compare Perform Compose	Use notation

MUSIC AGE RELATED EXPECTATIONS

LISTENING

1. Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
2. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).
3. *Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary
4. Identifying the way that features of a song can complement one another to create a coherent overall effect
5. *Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
6. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
7. *Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work

COMPOSING

8. Improvising coherently and creatively within a given style, incorporating given features
9. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
10. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
11. *Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
12. Recording own composition using appropriate forms of notation and/or technology and incorporating.

PERFORMING

14. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression
15. *Working 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
16. Performing a solo or taking a leadership role within a performance
17. Performing with accuracy and fluency from graphic and staff notation and from their own notation.
18. Performing by following a conductor's cues and directions.

HISTORY OF MUSIC

19. *Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

MUSIC VOCABULARY

pulse, beat, rhythm, pitch, texture, tempo, dynamics, timbre, structure, notation. Instrumental families, instrument, wind, string, percussion, brass, musical language, inter-related dimensions, ensemble, soloist, stylistically, musically, diction, tuning, Play, perform, solo, ensemble, voices, musical instruments, accuracy, fluency, control, expression, improvise, compose, listen, recall sounds, aural memory, nota-

INTER-RELATED DIMENSIONS OF MUSIC

PITCH

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

DURATION

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

DYNAMICS

27. To know that a melody can be adapted by changing its dynamics.

TEMPO

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

TIMBRE

29. 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

30. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.
31. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes

STRUCTURE

32. To know that a chord progression is a sequence of chords that repeats throughout a song
33. 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

34. 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'
35. To know that chord progressions are represented in music by Roman numerals