

Progression of I will knows: Music

Year 6	Listening	Composing	Performing	Key knowledge from the unit - end points
<p>Dynamics, pitch and texture</p>	<p><i>I will know how to discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</i></p> <p><i>I will know how to represent changes in pitch, dynamics and texture using graphic notation, justifying my choices with reference to musical vocabulary</i></p> <p><i>I will know how to use musical vocabulary correctly when describing and evaluating the features of a piece of music</i></p> <p><i>I will know how to confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate music won and others work</i></p>	<p><i>I will know how to improvise coherently and creatively within a given style, incorporating given features</i></p> <p><i>I will know how to compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments</i></p> <p><i>I will know how to develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</i></p> <p><i>I will know how to record my own composition using appropriate forms of notation and/or technology and incorporating</i></p> <p><i>I will know how to constructively critique my own and others' work, using musical vocabulary</i></p>	<p><i>I will know how to work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</i></p> <p><i>I will know how to perform a solo or take a leadership role within a performance</i></p> <p><i>I will know how to perform with accuracy and fluency from graphic and staff notation and from my own notation</i></p> <p><i>I will know how to perform by following a conductor's cues and directions</i></p>	<p><i>I will know that the conductor beats time to help the performers work well together</i></p> <p><i>I will know that improvisation means making up music 'on the spot'</i></p> <p><i>I will know that the texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change</i></p> <p><i>I will know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright</i></p>

<p>Songs of World War 2</p>	<p><i>I will know how to discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</i></p> <p><i>I will know how to recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts</i></p> <p><i>I will know how to represent changes in pitch, dynamics and texture using graphic notation, justifying my choices with reference to musical vocabulary</i></p> <p><i>I will know how to identify the way that features of a song can complement one another to create a coherent overall effect</i></p> <p><i>I will know how to evaluate how the venue, occasion and purpose affects the way a piece of music sounds</i></p>	<p><i>I will know how to develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</i></p>	<p><i>I will know how to sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression</i></p> <p><i>I will know how to work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</i></p> <p><i>I will know how to perform with accuracy and fluency from graphic and staff notation and from my own notation</i></p> <p><i>I will know how to perform by following a conductor's cues and directions</i></p>	<p><i>I will know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2</i></p> <p><i>I will know that the Solfa syllables represent the pitches in an octave</i></p> <p><i>I will know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody</i></p> <p><i>I will know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes</i></p>
<p>Film music</p>	<p><i>I will know how to recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts</i></p> <p><i>I will know how to represent changes in pitch, dynamics and texture using graphic notation, justifying my choices with reference to musical vocabulary</i></p> <p><i>I will know how to identify the way that features of a song can</i></p>	<p><i>I will know how to improvise coherently and creatively within a given style, incorporating given features</i></p> <p><i>I will know how to record my own composition using appropriate forms of notation and/or technology and incorporating</i></p> <p><i>I will know how to constructively critique my own and others' work, using musical vocabulary</i></p>	<p><i>I will know how to work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</i></p> <p><i>I will know how to perform with accuracy and fluency from graphic and staff notation and from my own notation</i></p>	<p><i>I will know that a film soundtrack includes the background music and any songs in a film</i></p> <p><i>I will know that 'major' key signatures use note pitches that sound cheerful and upbeat</i></p> <p><i>I will know that 'minor' key signatures use note pitches that can suggest sadness and tension</i></p> <p><i>I will know that 'graphic notation'</i></p>

	<p><i>complement one another to create a coherent overall effect</i></p> <p><i>I will know how to use musical vocabulary correctly when describing and evaluating the features of a piece of music</i></p> <p><i>I will know how to evaluate how the venue, occasion and purpose affects the way a piece of music sounds</i></p> <p><i>I will know how to confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others work</i></p>			<p><i>means writing music down using my choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'</i></p>
<p>Theme and variations</p>	<p><i>I will know how to discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</i></p> <p><i>I will know how to recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts</i></p> <p><i>I will know how to represent changes in pitch, dynamics and texture using graphic notation, justifying my choices with reference to musical vocabulary</i></p> <p><i>I will know how to identify the way that features of a song can complement one another to create a coherent overall effect</i></p>	<p><i>I will know how to improvise coherently and creatively within a given style, incorporating given features</i></p> <p><i>I will know how to compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments</i></p> <p><i>I will know how to develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</i></p> <p><i>I will know how to constructively critique my own and others' work, using musical vocabulary</i></p>	<p><i>I will know how to sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression</i></p> <p><i>I will know how to work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</i></p> <p><i>I will know how to perform with accuracy and fluency from graphic and staff notation and from my own notation</i></p>	<p><i>I will know that a 'theme' is a main melody in a piece of music</i></p> <p><i>I will know that 'variations' in music are when a main melody is changed in some way throughout the piece</i></p> <p><i>I will know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten</i></p> <p><i>I will know that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly</i></p>

	<p><i>I will know how to use musical vocabulary correctly when describing and evaluating the features of a piece of music</i></p> <p><i>I will know how to confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate music and others work</i></p>			
<p>Baroque</p>	<p><i>I will know how to discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</i></p> <p><i>I will know how to recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts</i></p> <p><i>I will know how to identify the way that features of a song can complement one another to create a coherent overall effect</i></p> <p><i>I will know how to use musical vocabulary correctly when describing and evaluating the features of a piece of music</i></p> <p><i>I will know how to evaluate how the venue, occasion and purpose affects the way a piece of music sounds</i></p> <p><i>I will know how to confidently use detailed musical vocabulary (related</i></p>	<p><i>I will know how to improvise coherently and creatively within a given style, incorporating given features</i></p> <p><i>I will know how to compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments</i></p> <p><i>I will know how to develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</i></p> <p><i>I will know how to record my own composition using appropriate forms of notation and/or technology and incorporating</i></p> <p><i>I will know how to constructively critique my own and others' work, using musical vocabulary</i></p>	<p><i>I will know how to work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</i></p> <p><i>I will know how to perform with accuracy and fluency from graphic and staff notation and from my own notation</i></p>	<p><i>I will know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon</i></p> <p><i>I will know that music in which very similar parts are introduced one by one to overlap is called a canon</i></p> <p><i>I will know that ground bass is a repeating melody played on a bass instrument in Baroque music</i></p> <p><i>I will know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody</i></p> <p><i>I will know that a counter-melody is different to harmony because it uses a different rhythm as well as complimentary notes</i></p> <p><i>I will know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one</i></p>

	<p><i>to the inter-related dimensions of music) to discuss and evaluate mu won and others work</i></p>			
<p>Composing and performing a Leavers' song</p>	<p><i>I will know how to recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts</i></p> <p><i>I will know how to identify the way that features of a song can complement one another to create a coherent overall effect</i></p> <p><i>I will know how to use musical vocabulary correctly when describing and evaluating the features of a piece of music</i></p> <p><i>I will know how to evaluate how the venue, occasion and purpose affects the way a piece of music sounds</i></p>	<p><i>I will know how to improvise coherently and creatively within a given style, incorporating given features</i></p> <p><i>I will know how to compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments</i></p> <p><i>I will know how to compose an original song. Incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure</i></p> <p><i>I will know how to record my own composition using appropriate forms of notation and/or technology and incorporating</i></p> <p><i>I will know how to constructively critique my own and others' work, using musical vocabulary</i></p>	<p><i>I will know how to sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression</i></p> <p><i>I will know how to work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</i></p> <p><i>I will know how to perform a solo or take a leadership role within a performance</i></p> <p><i>I will know how to perform with accuracy and fluency from graphic and staff notation and from my own notation</i></p> <p><i>I will know how to perform by following a conductor's cues and directions</i></p>	<p><i>I will know that a chord progression is a sequence of chords that repeats throughout a song</i></p> <p><i>I will know that a melody can be adapted by changing its dynamics, pitch or tempo</i></p> <p><i>I will know that chord progressions are represented in music by Roman numerals</i></p> <p><i>I will know that all types of music notation show note duration</i></p>