












Key Areas of Learning

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Gershwin – Rhapsody in Blue</p> <p>Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, describing and evaluating musical features using appropriate musical vocabulary.</p> <p>Begin to recognise the characteristics of different styles of music and place them within a historical timeline.</p> <p>Maintain an independent part in a group, or as a soloist, with control, fluency and expression, showing awareness of other performers.</p>	<p>Pop – Happy</p> <p>Sing in tune with accuracy and confidence, maintaining a wider pitch range, correct posture, clear diction and breath control.</p> <p>Recognise the sounds of an increasing number of instruments from different instrumental families.</p>	<p>Vivaldi – Winter</p> <p>Maintain an independent part in an ensemble, showing awareness of how parts fit together</p> <p>Compose music using a range of devices and/or for different purposes demonstrating an increased understanding of how the interrelated dimensions of music have been used to achieve intended effects.</p> <p>Recognise and understand symbols for</p> <p style="text-align: center;">  Crotchet  Quavers Crotchet rest Z Minim  Semibreve (4 beats)  Semiquavers  </p>	<p>Songs by Carole King – You've got a Friend</p> <p>Sing with confidence and expression, showing a clear sense of style, confidently controlling dynamics, tempo, and other expressive features of the music</p> <p>Communicate expressively to an audience, showing an awareness of place and occasion.</p>	<p>Inspirational Women - Music and Me</p> <p>Maintain an independent part with good control, accuracy and expression, showing awareness of how parts fit together</p>	<p>Stravinsky – Firebird</p> <p>Aurally identify rhythm patterns using</p> <p>walk/ta </p> <p>jogging/te-te </p> <p>stride (2  beat)</p> <p>one-beat rests Z or </p> <p>wade (4  beats)</p> <p>Caterpillar </p> <p>Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.</p> <p>Play confidently with fluency and expression, demonstrating increased understanding of musical features when I play to achieve a musical outcome.</p> <p>Improvise longer melodic and rhythmic phrases using the interrelated dimensions of music with confidence and control.</p>