



## Y6 Expectations for Music

Autumn term	Spring Term	Summer Term
<b>Britain At War</b>	<b>Brazil</b>	<b>Natural Disasters</b>
<b>Knowledge</b> To understand and use music language to confidently describe pieces of music (pulse, rhythm, pitch, dynamics, tempo, timbre, structure and texture).	<b>Knowledge</b> To recognise the basic style indicators for Michael Jackson's.  To begin to know and research the basic history Michael Jackson.	<b>Knowledge</b> To understand and use music language to confidently describe pieces of music (pulse, rhythm, pitch, dynamics, tempo, timbre, structure and texture).
<b>Skills</b>  <b>Performing (singing/playing):</b> To find and internalise the pulse and rhythm by themselves and with confidence.  To perform in an ensemble or even begin to take solo part.  <b>Improvising and composing:</b> To compose and improvise by using one to five note melodies and through simple rhythms based around crochets, minims, semibreves, and quavers and dotted minims.  To read crochets, minims, semibreves, quavers and dotted minims on a treble clef staff.  <b>Listening, developing knowledge and understanding:</b> To be able to listen to other people's performances and explain what stylistic features they have used successfully to match the style and artist they are learning.	<b>Skills</b>  <b>Performing (singing/playing):</b> To perform and interpret a song stylistically and musically as they can through singing and playing instruments.  To perform in an ensemble or even begin to take solo part.  <b>Improvising and composing:</b> To compose and improvise a piece based on an artist (Michael Jackson) and use its stylistic features to consider what dynamics, rhythms, tempo and timbre they should use.  <b>Listening, developing knowledge and understanding:</b> To realise, understand and explain how tempo, dynamics, timbre, texture and structure fit together and how they differ for artists (Michael Jackson).	<b>Skills</b>  <b>Performing (singing/playing):</b> To find and internalise the pulse and rhythm by themselves and with confidence.  To perform and interpret a song stylistically and musically as they can through singing and playing instruments.  <b>Improvising and composing:</b> To compose and improvise a piece based on a style (Jazz) and use its stylistic features to consider what dynamics, rhythms, tempo and timbre they should use.  To be able to record crochets, minims, semibreves and quavers of a treble clef staff.  <b>Listening, developing knowledge and understanding:</b> To realise, understand and explain how tempo, dynamics, timbre, texture and structure fit together and how they differ for a style of music (Jazz).
<b>Song</b> Happy (Pop) <i>Ukulele</i>	<b>Song</b> I'll be there (Michael Jackson)	<b>Song</b> Classroom Jazz 2