

MUSIC

Year 6 - Typical Expectations for each level

<p>I can sing confidently, in tune with awareness of others.</p> <p>I can sing songs in parts, including rounds and 3 part harmonies.</p> <p>I can play, read and write rhythms with accuracy, including, quavers, semiquavers and some dotted or syncopated rhythms.</p> <p>I can improvise and perform rhythms in time, and can read and write rhythm patterns</p> <p>I can play melodies in time with an accompaniment.</p> <p>I can use a number of musical devices including ostinato, layering, and canon and rounds within musical compositions and explain my choices.</p> <p>I can record my ideas using graphic scores and can accurately read and write music on the staff.</p> <p>I can appraise and discuss music using a range of musical vocabulary.</p> <p>I can identify and use in my own music, musical dimensions and playing techniques that can be used to effectively create themes and motifs, and music to represent characters, moods and emotions.</p> <p>I can choose instruments for sound effects, making careful choices about how they are used and explain my choices.</p> <p>I can compose in a range of styles, alone and as part of a group.</p> <p>I can play and improvise a blues melody.</p> <p>I can play the ukulele whilst singing, playing a range of chords and changing efficiently between them.</p>	1a
<p>I can sing in tune with awareness of others.</p> <p>I can sing songs in parts, including rounds and simple harmonies.</p> <p>I can perform rhythms in time, and can improvise, read and write rhythm patterns.</p> <p>I can record my ideas using graphic scores and can read and write notes on the staff.</p> <p>I can appraise and discuss music using musical vocabulary.</p> <p>I can identify musical dimensions that can be used to create themes and motifs, and represent characters, moods and emotions.</p> <p>I can compose in a range of styles, alone and as part of a group.</p> <p>I can choose appropriate instruments for sound effects.</p> <p>I can play the 12 Bar Blues chord sequence using different rhythms and as simple chords or broken chords.</p> <p>I can play a melody in time with an accompaniment</p> <p>I can play ukulele chords and perform simple songs.</p> <p>I can use musical devices including call and response, ostinato, layering and rounds within musical compositions.</p>	1b
<p>I can sing a range of songs, following the shape of the melody.</p> <p>I can join in with songs in parts, including rounds and some simple harmonies.</p> <p>I can perform and improvise simple rhythms in time, and read and write rhythm patterns using ta, taa and rests.</p> <p>I can record my ideas using simple graphic scores and can identify some notes on the staff.</p> <p>I can play the main notes of 12 Bar Blues chord sequence.</p> <p>I can use some musical vocabulary to describe what I hear and my choices when composing.</p> <p>I can identify and choose sounds to represent characters, moods and emotions.</p> <p>I recognise some instruments by sound and can choose appropriate instruments for sound effects.</p> <p>I can play some individual ukulele chords and strum and pick simple melodies on the ukulele.</p>	1c