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|  | ***Music Year Six – Acting as a Musician. Singing, playing and Performing. C:\Users\a.kay\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\8FSU0WPK\Music[1].jpg*** | |
| **Key vocabulary** | **Explanation/ definition** | **Key skills and knowledge** |
| Pitch | How high or low a sound is. | Sing within an appropriate vocal range with clear diction, accurate tuning, control of  breathing and communicating an awareness of style. |
| Pulse | The underlying steady beat of music. (This is what we may tap our foot or clap along with.) | Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered  ensemble piece. |
| Rhythm | Combinations of long and short sounds that convey movement. | Maintain a strong sense of pulse and recognise when going out of time. |
| Unison | Everyone performs together. | Maintain an independent part when singing or playing, showing an awareness of how parts fit together.  Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.  Conform to the etiquette of performance situations as a musician and as an audience member. |
| Crescendo | Getting louder. | Play and perform in solo and ensemble contexts, playing and singing with increasing  accuracy, fluency, control and expression. |
| Diminuendo | Getting quieter. | Conform to the etiquette of performance situations as a musician and as an audience  member. |
| Accelerando | Getting faster. |  |
| Rallentando | Getting slower. |
| Stop | Come to an end. |
| Go | Start |
| Loud | Producing much noise. | Refine use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.) |
| Quiet | Make little noise | Refine use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.) |

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|  | ***Music Year Six – Thinking as a Musician - Transcribing*** | |
| **Key vocabulary** | **Explanation/ definition** | **Key skills and knowledge** |
| Pitch | How high or low a sound is. | Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and  crotchet rests.  Use notation on the stave with increasing confidence. |
| Pulse | The underlying steady beat of music. (This is what we may tap our foot or clap along with.) | Follow notated rhythms and melody lines as an aid to performance.  Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and  crotchet rests. |
| Rhythm | Combinations of long and short sounds that convey movement. | Experience notation for dotted rhythms.  Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and  crotchet rests. |
| Unison | Everyone performs together. | Combine layers of sound using Music Technology software e.g. Garage Band, Audacity. |
| Crescendo | Getting louder. |  |
| Diminuendo | Getting quieter. |  |
| Accelerando | Getting faster. |  |
| Rallentando | Getting slower. |
| Stop | Come to an end. |
| Go | Start |
| Loud | Producing much noise. |  |
| Quiet | Make little noise |  |
| Dimensions | The variation in loudness between notes or phrases. |  |
| Symbol | A picture that can represent a sound. |  |
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|  | ***Music Year Six – Acting as a Musician. Exploring and Composing.*** | |
| **Key vocabulary** | **Explanation/ definition** | **Key skills and knowledge** |
| Pitch | How high or low a sound is. | Improvise and compose music for a range of purposes, refining the use of the interrelated dimensions of music to create specific effects, moods, atmospheres and ideas. |
| Pulse | The underlying steady beat of music. (This is what we may tap our foot or clap along with.) | Improvise and compose rhythmic patterns and melodic patterns within given parameters  e.g; structures, using particular notes. |
| Rhythm | Combinations of long and short sounds that convey movement. | Improvise and compose rhythmic patterns and melodic patterns within given parameters  e.g; structures, using particular notes. |
| Unison | Everyone performs together. | Suggest improvements to my own and others’ work using appropriate musical vocabulary. |
| Crescendo | Getting louder. |  |
| Diminuendo | Getting quieter. |  |
| Accelerando | Getting faster. |  |
| Rallentando | Getting slower. |
| Stop | Come to an end. |
| Go | Start |
| Loud | Producing much noise. |  |
| Quiet | Make little noise |  |
| Dimensions | The variation in loudness between notes or phrases. |  |

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|  | ***Music Year Six – Thinking as a Musician. Describing.*** | |
| **Key vocabulary** | **Explanation/ definition** | **Key skills and knowledge** |
| Pitch | How high or low a sound is. | Listen with attention to detail and recall sounds with increasing aural memory. |
| Pulse | The underlying steady beat of music. (This is what we may tap our foot or clap along with.) | Understand, recognise and describe how the inter-related dimensions of music can be  used to create different moods and effects using appropriate musical vocabulary. |
| Rhythm | Combinations of long and short sounds that convey movement. | Recognise and name a growing number of individual instruments within instrumental  families. |
| Unison | Everyone performs together. | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. |
| Crescendo | Getting louder. | Begin to relate music across time to other factors such as world events and to develop a  basic idea of a musical timeline. |
| Diminuendo | Getting quieter. | Describe, compare and evaluate different kinds of music using appropriate vocabulary. |
| Accelerando | Getting faster. |  |
| Rallentando | Getting slower. |
| Stop | Come to an end. |
| Go | Start |
| Loud | Producing much noise. |  |
| Quiet | Make little noise |  |
| Dynamics | The variation in loudness between notes or phrases. |  |
| Tempo | The speed of the music |  |
| Timbre | The particular tone that distinguishes a sound or a combination of sounds. |  |