

Year6

Knowledge, skills and understanding breakdown

Performing	Planning opportunities	Composing	Planning	Appraising	Planning
<ul style="list-style-type: none"> -Sing a harmony part confidently and accurately. -Perform parts from memory. -Perform using notations. -Take the lead in a performance. -Take on a solo part. -Provide rhythmic support. 		<ul style="list-style-type: none"> -Use a variety of different musical devices in their composition. (melody, rhythms and chords) -Recognise that different forms of notations serve different purposes. -Use different forms of notations. -Combine groups of beats. 		<ul style="list-style-type: none"> -Refine and improve their work. -Evaluate how the venue, occasion and purpose affects the way a piece of music is created. -Analyse features within different pieces of music. -Compare and contrast the impact that different 	

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		.		composers from different times will have had on the people of the time.	
Challenge		Challenge		Challenge	
-Perform a piece of music which contains two distinct melodic or rhythmic parts, knowing how the parts will fit together		-Show how a small change of tempo can make a piece of music more effective. -Use the full range of chromatic pitches to build up chords, melodic lines and bass lines.		-Appraise the introductions, interludes and endings for songs and compositions they have created.	

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