

Sticky Knowledge	Key Vocabulary
• To know the melody can be described as the tune. • To know which instrument is playing the melody in a piece of music. • To know the four chords. • To know singing in harmony is when singers sing different notes at the same time. • To know whether vocalists are singing in harmony or in unison. • To know a chord sequence is the order that chords are played. • To know the chorus of a song usually has the most energy. •	Breath control, build-up, create, lyrics, non-verbal cue, pop, rehearse, stage awareness, tempo (♩4), unison
Skills	Knowledge
<u>Listening and evaluating</u> • Listening and noticing relevant details with increasing independence and focusing on a range of musical features. • Explaining their responses to music, using a range of musical features and personal experiences. • Considering how the composer uses rhythm and pitch to create a mood. • Using musical vocabulary when describing music and its effect on the listener. • Developing an understanding of the history and social context of a diverse range of music, (e.g. samba, rap, the music of some African countries). • Using knowledge of genre and style when talking about music they hear.	• The names of a range of instruments and understand the roles they play within a piece of music. • That different styles of music follow different structures. • That music is shaped by historical and social influences (e.g. rap, samba). • Rhythm: To know that rhythms can be organised into bars and different time signatures. • Structure: To know that musical styles often follow particular structures (e.g. verse-chorus, theme and variation). • Melody: To know that melodic ideas can be repeated, developed or varied. • Harmony: To know that chords and harmony support melody and add depth to music.



Creating sound

- Competently singing songs with an octave pitch range.
- Maintaining an independent singing part within an ensemble.
- Singing songs that include leaps (e.g. jumping between notes rather than moving by step).
- Singing melodies following a verse-chorus structure.
- Singing in harmony, maintaining an independent part with accuracy.
- Developing technique to project their voice clearly and confidently (e.g. open mouth, tall posture, facing the audience).
- Accurately pitching their voice to sing a broad range of songs with varied pitch ranges.
- Demonstrating the correct posture when singing.
- Singing with consistent clarity and control, articulating words accurately.
- Controlling breath to sustain phrases and support tone quality.
- Recognising how different playing actions change the way an instrument sounds (e.g. bouncing the beater on the glockenspiel creates a longer sound).
- Maintaining the beat on their instrument whilst being aware of other musicians.
- Beginning to play a simple pattern of chords.



Performing

- Offering constructive thoughts and opinions of peer performances, using musical vocabulary and reasoning.
- Evaluating their performance by identifying strengths and suggesting next steps for improvement.
- Giving balanced feedback relating to specific elements of the performance (e.g. 'I liked how you used a crescendo to build excitement but next time you could get faster too').
- Performing confidently and independently in time with a backing track or ensemble.
- Applying simple techniques to improve rehearsal and performance (e.g. making eye contact during a rehearsal; looking at the audience during a performance).
- Performing with stage awareness, showing confidence, focus and engagement with the audience.
- Recovering smoothly from mistakes while maintaining the flow of the performance.
- Maintaining an individual part (e.g. bass, chords, melody) within a group.
- Recognising and responding to cues within a performance to enter, stop or change sections.
- Using non-verbal communication confidently to coordinate ensemble performance, such as signalling entries, endings or changes.

Brookfield Community Primary School
Music

Year 6

Four chord pop: Playing in a band

