



ESF Progression in Music / Knowledge - Year 6

	Year 6
Musicianship: Understanding Music	I can use body percussion, instruments and voices in the key centres of: C major, F major, D major , A minor in the time signatures of: 2/4, 3/4, 4/4, 5/4, 6/8 with confidence
	I can find and keep a steady beat
	I can listen and copy rhythmic patterns made of minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation
	I can copy back melodic patterns using the notes DEFGA, CDEFGABC, FGAB $\flat$ CDE, GAB $\flat$ CDEF $\sharp$, DEF $\sharp$ GABC $\sharp$, ABCDEFG
Listening: Responding/Analyse	I can talk about feelings created by a song with confidence
	I can justify a personal opinion with reference to musical concepts
	I can identify 2/4, 4/4, 3/4, 6/8 and 5/4
	I can identify the musical style of a song using some musical vocabulary to discuss its musical concepts
	I can identify the following instruments by ear and through a range of media: bass, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers and vocal techniques such as cackles
	I can discuss the structure of the music with reference to verse, chorus, bridge, call and an instrumental break
	I can explain a bridge passage and its position in a song with confidence
	I can recall by ear memorable phrases heard in the music
	I can identify major and minor tonality, triads I, IV and V, and intervals within a major scale
	I can explain the role of a main theme in musical structure
Singing	I know and understand what a musical introduction and outro is and its purpose
	I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups
	I can rehearse and learn songs from Year 6 Unit memory and/or with notation
	I can sing in 2/4, 4/4, 3/4, 5/4 and 6/8
	I can sing with and without an accompaniment
	I can sing syncopated melodic patterns
	I can demonstrate and maintain good posture and breath control whilst singing
	I can sing expressively, with attention to breathing and phrasing
	I can sing expressively, with attention to dynamics and articulation
	I can lead a singing rehearsal
Notation	I can talk about the different styles of singing used for the different styles of songs sung in this year
	I can discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world
	I can explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation
	I can understand standard notation using dotted crotchets, crotchets, semiquavers, quavers, dotted minims and minims, and simple combinations of: C D E F G A B F G A B $\flat$ C D E F G A $\flat$ B $\flat$ C D E $\flat$ G A B $\flat$ C D E F G A B C D E F $\sharp$ D E F G A D E F $\sharp$ A B C $\sharp$ E F $\sharp$ G G $\sharp$ A B C C $\sharp$ E $\flat$ F G A $\flat$ B $\flat$ C D
	I can identify: Stave Treble clef Time signature
	I can read and respond to minims, crotchets, quavers, dotted quavers, and semiquavers
	I can recognise how notes are grouped when notated
	I can identify the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign

Playing Instruments	I can rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, E $\flat$ major, D minor, F minor by ear or from notation
Playing the Recorder	I can rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, E $\flat$ major, D minor, F minor by ear or from notation
Creating: Improvising	I can explore improvisation within a major scale using the notes C D E F G, G A B $\flat$ C D, G A B C D, F G A C D
Creating: Composing	Create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major)
	I can create a simple melody using crotchets and minims: G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G)
	I can create a simple melody using crotchets and minims: D E D E F D E F G D E F G A Start and ending on the note D (D minor)
	I can create a simple melody using crotchets and minims: F G F G A F G A C F G A C D Start and ending on the note F (Pentatonic on F)
	I can create a simple melody using crotchets and minims: F G F G A $\flat$ F G A $\flat$ B $\flat$ F G A $\flat$ B $\flat$ C Start and ending on the note F (F minor)
Performing	I can create, rehearse and present a holistic performance for a specific event, for an unknown audience
	I can create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts
	I can perform from memory or with notation
	I can understand the value of choreographing any aspect of a performance
	I can rehearse and lead parts of the performance
	I can record the performance and compare it to a previous performance.
	I can collect feedback from the audience and reflect how future performances might be different