

## Key Stage 2 YEAR 6 MUSIC

National Curriculum KS2 Programme of Study	Chris Quigley Essential Skills Milestone 3	
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>	<p><b>1. To perform</b></p>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (<i>voice</i>) and skillful playing (<i>instrument</i>).</li> </ul>
	<p><b>2. To compose</b></p>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>
	<p><b>3. To transcribe</b></p>	<ul style="list-style-type: none"> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create notes on the musical stave.</li> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>• Understand and use the # (sharp) and <math>\flat</math> (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> </ul>

	<b>4. To describe music</b>	<ul style="list-style-type: none"><li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</li><li>• pitch</li><li>• dynamics</li><li>• tempo</li><li>• timbre</li><li>• texture</li><li>• lyrics and melody</li><li>• sense of occasion</li><li>• expressive</li><li>• solo</li><li>• rounds</li><li>• harmonies</li><li>• accompaniments</li><li>• drones</li><li>• cyclic patterns</li><li>• combination of musical elements</li><li>• cultural context.</li><li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li></ul>
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