



**St James C of E Primary School**  
**Year 6 - Music Learning Passport**  
**Opening doors to our future.**

Musical Elements	Key Knowledge	Key Skills
	<b>I know that:</b>	<b>I can:</b>
<b>Tempo</b>	Some music has a fast tempo (beat), some has a steady beat and some has a slow tempo. The tempo can change during a piece of music	Control the speed of a steady beat, moving from fast to slow and slow to fast Recognise the connection between the tempo and musical style
<b>Dynamics</b>	Some music is played loud and some is quiet. A change in dynamics can change the mood of the music	Play or sing loudly or quietly including crescendo (getting louder) and diminuendo (getting quieter).
<b>Pulse</b>	Music has a regular beat	Play in time with a steady beat Respond to the 'offbeat'
<b>Rhythm</b>	Music has a pattern made with long and short notes	Repeat a rhythmic pattern using body percussion Recall memorable rhythms in a song or piece of music
<b>Pitch</b>	Music has high and low notes	Repeat a melodic pattern using high, low and medium pitches.
<b>Timbre</b>	All instruments including voices have a certain sound quality.	Recognise the sound different ensembles make eg rock band, symphony orchestra, gospel choir Identify a wide variety of instruments by ear
<b>Texture</b>	Music has layers of sound that work together to make music interesting.	Identify when more than when one instrument or voice is playing. Talk about solos and backing voices Talk about the different textures created by intervals and chords
<b>Structure</b>	Music has a structure for example verse and chorus.	I can describe the structure of a piece of music Identify an instrumental break and its purpose in a song Recognise phrases and repeated sections in a song or piece of music

**Key Person:**

Aaron Copland  
 1900 - 1990 was an American composer, composition teacher, writer, and later a conductor of his own and other American music. Copland was referred to by his peers and critics as the "Dean of American Composers".



**Key Vocabulary:**

Sharp, flat, chord, staccato, accent, dotted rhythm and quavers.



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**Key Areas**

**Listening**

- Give an opinion on a piece of music with reference to the musical elements
- Identify a wide range of instruments played through different media
- Identify the musical style of a song using some musical vocabulary to discuss its musical elements.

**Singing**

- Show good posture and breath control when singing
- Sing expressively with attention to breathing and phrasing
- Sing expressively with attention to and articulation
- Talk about how the different styles of singing for the different styles of songs
- Discuss with others how connected you are to a piece of music and a song, and how the music and style is connected to the world

**Notation**

- Use symbols to represent high and low, long and short sounds.
- Recognise the staff of five lines, the treble clef and time signature, and the sharp sign and flat sign on a piece of written music
- Read and respond to different length notes on a staff
- Recognise how notes are grouped when notated
- Read and perform pitch notation within a range of notes

**Key Areas**

**Playing Instruments**

- Rehearse and play an independent part on a glockenspiel by ear or from notation
- Play a melody by following staff notation
- Learn to play rhythms on a Djembe with varied timbres using open and closed techniques.
- Play with a range of dynamics and textures.

**Improvising & Composing**

- Explore improvising musical patterns using up to five notes on a glockenspiel, recorder or djembe Include varied dynamics and articulation.
- Compose a simple melody (tune) with up to five notes and write it down using note names or other notation as appropriate.
- Compose song accompaniments using a wide range of dynamics.

**Performing**

- Create and rehearse a performance for a specific event, with an understanding of the musical, historical and cultural contexts.
- Perform a song for an audience to enjoy. Explain why the song was chosen, including its composer and the historical and cultural context
- Record a performance and compare it to previous performances
- Collect feedback on a performance and reflect on how much the audience believed the performance
- Discuss how a performance might be changed or improved