

Knowledge understanding and skills breakdown for Music  
Year 6

<b>Performing</b>	<b>Composing (<i>including</i> notation)</b>	<b>Appraising</b>
<ul style="list-style-type: none"> <li>• Can they sing in harmony part confidently and accurately?</li> <li>• Can they perform parts from memory?</li> <li>• Can they perform using notations?</li> <li>• Can they take the lead in a performance?</li> <li>• Can they take on a solo part?</li> <li>• Can they provide rhythmic support?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a variety of different musical devices in their composition? (including melody, rhythms and chords)</li> <li>• Do they recognise that different forms of notations serve different purposes?</li> <li>• Can they use different forms of notation?</li> <li>• Can they combine groups of beats?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they refine and improve their work?</li> <li>• Can they evaluate how the venue, occasion and purpose affects the way a piece of music is create?</li> <li>• Can they analyse features within different pieces of music?</li> <li>• Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</li> <li>•</li> </ul>
<b>Year 6 (Challenging)</b>		
<ul style="list-style-type: none"> <li>• Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they show how a small change of tempo can make a piece of music more effective?</li> <li>• Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they appraise the introductions, interludes and endings for songs and compositions they have created?</li> </ul>