
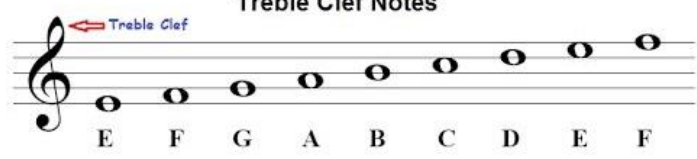
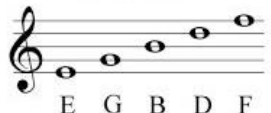
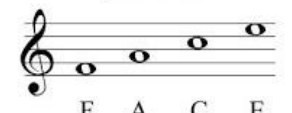




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|---|--|--|--|---|
| Area: Performing | | Year: 6 | Subject: Music | |
| What should I already know? | | How will I use this learning in the future? In KS3, I will develop my vocal and instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. | What vocabulary should I learn? | |
| <ul style="list-style-type: none"> → how to use vibrato when singing → how to perform one part while others are performing a different part when singing → flat notes are pitched too low and sharp notes are pitched too high | | | accent | where a note is stressed or emphasised |
| What should I be able to do by the end? | | <p>I can use my voice to perform in ensemble contexts, with overall accuracy, control and expression showing an awareness of occasion and meaning.</p> <ul style="list-style-type: none"> → I can consider the placement of my voice when performing. → I can maintain correct posture when performing. → I can project my voice appropriately. → I can begin to use phrasing and develop my breathing techniques further. → I can use diction and expression to convey my message appropriately. → I can use the full vocal range of notes and understand when a note is sharp or flat. → I can use vibrato when performing. → I can build up my repertoire of songs. | crescendo | getting louder |
| | | | ff | fortissimo very loud |
| | | <p>I can perform significant parts from memory and from notation.</p> <ul style="list-style-type: none"> → I can look at the relationship of notes on a staff and practise the rhythm and melodies. → I can use an accent. → I can play using a range of dynamics. | f | forte loud |
| | | | mf | mezzo forte medium loud |
| | | <p>I can play tuned and untuned instruments in solo and ensemble contexts, to perform simple melodic and rhythmic parts with increasing accuracy, expression, fluency and control.</p> <ul style="list-style-type: none"> → I can aurally memorise the sequence of notes to repeat and perform. | mp | mezzo piano medium quiet |
| | | | p | piano quiet |
| | | <p>I can listen with increasing attention to detail and recall sounds with increasing aural memory.</p> <ul style="list-style-type: none"> → I can improve the fluency of my melodic and rhythmic parts by practising alone and as part of an ensemble. → I can recall longer musical phrases over a longer period of time. | pp | pianissimo very quiet |
| | | | > | diminuendo getting quieter |
| | |  | What vocabulary do I already know? | |
| | | | flat | when the pitch is lower than it should be |
| | | | meaning | the mood or message to be conveyed in a piece of music |
| | | | occasion | the particular event or audience |
| | | | phrasing | the parts sung between each breath |
| | | | placement | the direction in which a singer intentionally directs their voice |
| | | | range | the highest and lowest notes we are able to sing |
| | | | repertoire | collection of songs that can be sung from memory |
| | | | sharp | when the pitch is higher than it should be |
| | | | vibrato | the fluctuation of pitch within a vocal tone |
| | | | What should I know by the end? | |
| | | | There is a relationship between the pitch of notes according to their positioning on the staff. | |
| | | | <p>Treble Clef Notes</p>  | |
| | | | <p>Line Notes Space Notes</p>   | |