

My Music Passport Year 6 Unit:

The Musical Spotlight in this unit is:

What have you learnt? Write three points:

.....

The Social Question in this unit is:

How did this unit help you to understand the Social Question? Write three points:

.....

Which songs have you been working on? 1. 2. 3.



Musicianship

- I can use body percussion, instruments and my voice confidently.
- I understand and respond to music using various time signatures.
- I can find and keep a steady beat/pulse.
- I can listen and copy back complex rhythmic patterns.
- I can understand formal, written notation and equivalent rests.
- I can copy back complex melodic patterns.
- I can listen with attention to detail and recall sounds.

My Next Steps:

Listening

- I can talk about the emotions I feel when I listen to a piece of music.
- I can justify a personal opinion about the music I listen to.
- I can find the pulse, identifying the first beat of the bar.
- I can confidently recognise and explore a range of musical styles and traditions.
- I can accurately identify most instruments and describe their timbres.
- I can sing or clap memorable rhythmic/melodic phrases.
- I can confidently recognise the difference between major and minor tonalities.
- I can identify and describe the sounds of various contrasting vocal/instrumental styles.

My Next Steps:

<p>Singing</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can rehearse a song and learn it from memory. <input type="checkbox"/> I can accurately sing a broad range of songs as part of a group or as a soloist. <input type="checkbox"/> I can sing in unison and in more parts. <input type="checkbox"/> I can demonstrate and maintain good posture and breath control when singing. <input type="checkbox"/> I can lead a singing rehearsal. <input type="checkbox"/> I can discuss in depth the style of the song and how it connects to the world and its relevant culture. 	<p>My Next Steps:</p>
<p>Instrumental Playing</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can rehearse and play a melody line with an understanding of notation and major/minor tonality. <input type="checkbox"/> I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard. I can perform this melody. <input type="checkbox"/> I can rehearse and play securely with a good level of accuracy. <input type="checkbox"/> I can follow musical directions. <input type="checkbox"/> I can demonstrate excellent posture when playing my instrument. <input type="checkbox"/> I can practise in a manner that will benefit my improvement over time. 	<p>My Next Steps:</p>
<p>Improvisation</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can improvise with increasing confidence. <input type="checkbox"/> I can improvise over a simple chord progression, moving in steps and leaps. <input type="checkbox"/> I can improvise using more complex rhythms, structured phrases and improved melodic shape. <input type="checkbox"/> When improvising, I have a clear vision of key structure and use a broad range of dynamics. <input type="checkbox"/> I can follow a steady beat, keeping in time with the pulse of the music. 	<p>My Next Steps:</p>
<p>Composition</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can compose and perform an eight to 16-bar melodic phrase using a pentatonic scale. <input type="checkbox"/> I can perform this melody on tuned percussion and/or melodic instruments. <input type="checkbox"/> I can enhance my melody with simple chord progressions. <input type="checkbox"/> I can compose a piece in ternary form. <input type="checkbox"/> I can use music software/technology to compose. <input type="checkbox"/> I can use a planned structure when composing, using a wide range of dynamics and tempos. <input type="checkbox"/> I can use various Charanga composition tools to compose structured melodies of varying lengths. 	<p>My Next Steps:</p>

Rehearse and Perform

- I can create, organise, rehearse and perform for an unknown audience.
- I can perform as part of a smaller group and within the whole class.
- I can perform as part of a mixed ensemble of acoustic instruments.
- I can perform from memory or visually, using notation.
- I understand the significance of movement and performing space.
- I can lead part (or all) of a rehearsal/performance.
- I can record, evaluate and discuss my performances using appropriate vocabulary.

My Next Steps:

Which song was your favourite, and why?

My favourite moments when performing were:

What new knowledge and skills have been learnt in this unit?