

Musical Outcomes (Year 6 Musicianship)

	Autumn Term	Spring Term	Summer Term
Singing	Sing with expression using a variety of dynamics and dynamic changes, contributing to collective decisions about how to shape a performance	Sing songs in unison and in multiple parts with greater independence and good diction	Sing songs in a variety of keys with a range of an octave or more, maintaining accurate tuning and good tone quality throughout more challenging repertoire
Playing	Continue to develop appropriate technique on a wide range of classroom percussion instruments Perform melodies and accompaniments, increasing their fluency in notation reading	Copy back melodic patterns in a variety of keys and time signatures performed by the teacher or another student, matching dynamics and phrasing	Demonstrate an awareness of others when playing in an ensemble, watching and following the leader or conductor and leading the group or a part within the ensemble themselves where appropriate Evaluate and learn from their performances to an audience
Musical terminology and understanding	Develop fluency in reading rhythmic patterns from notation using more complicated time signatures such as 6/8 and 5/4	Develop fluency in reading rhythmic patterns from notation using more complicated time signatures such as 6/8 and 5/4	Perform more complex melodies and accompaniments from staff notation
Rhythm and pulse	Layer more complex rhythms in two parts in 2/4, 3/4 and 4/4 by clapping/performing with body percussion/playing untuned percussion instruments or body percussion while others perform a different part, including syncopation	Layer more complex rhythms in two parts in 2/4, 3/4 and 4/4 by clapping/performing with body percussion/playing untuned percussion instruments or body percussion while others perform a different part, including syncopation	Layer more complex rhythms in two parts in 2/4, 3/4 and 4/4 by clapping/performing with body percussion/playing untuned percussion instruments or body percussion while others perform a different part, including syncopation
Improvising and composing	Use music technology for composition as appropriate, e.g. making audio recordings of their work, using score writing software to notate their compositions, or using a Digital Audio Workstation to create a backing track	Improvise in a variety of styles taken from pieces they are learning, using appropriate scales/modes/rhythms/musical devices from that genre	Compose pieces for a specific purpose, e.g. for a celebration or ceremony, manipulating the elements/interrelated dimensions of music to create their intended effect

Listening and reflecting	Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary	Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary	Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary
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Non-musical Outcomes (all year groups)

Does the student...	Possible behaviours
Enjoy music?	Are they happy to come to their music lessons? Do they appear to enjoy taking part in activities within the lesson? Do they talk about music with enthusiasm?
Feel proud of their achievements in music?	Do they talk about their successes? Do they appear pleased when they do something well in their music lessons? Are they confident to share their skills with other students?
Show resilience?	Is the student motivated to work at things they find difficult? Do they persevere when they experience setbacks and learn from mistakes?
Appreciate a diverse range of music and musicians?	Do they respond to music from a range of styles, cultures and traditions? Are they open to learning about unfamiliar music and the people who create and perform it?
Enjoy making music in a group?	Do they appear to enjoy singing/playing with others? Do they work collaboratively with their peers?