

Mersey Park Primary School Music Long Term Overview – Year 6



Target Tracker Assessment Focus	Weaving Knowledge, Skills and Understanding
Performing	
<ul style="list-style-type: none"> • Sing as part of an ensemble with full confidence and precision • Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets 	<ul style="list-style-type: none"> • Can they sing a harmony part confidently and accurately? • Can they perform parts from memory? • Can they perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? <p><u>Challenge</u></p> <ul style="list-style-type: none"> • Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?
Composing (including notation)	
<ul style="list-style-type: none"> • Create a simple composition and record using formal notation • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets 	<ul style="list-style-type: none"> • Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords) • Do they recognise that different forms of notation serve different purposes? • Can they use different forms of notation? • Can they combine groups of beats? <p><u>Challenge</u></p> <ul style="list-style-type: none"> • Can they show how a small change of tempo can make a piece of music more effective? • Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?
Appraising	
<ul style="list-style-type: none"> • Develop a deeper understanding of the history and context of music • Appropriately discuss the dimensions of music and recognise them in music heard • Listen with attention to detail and recall sounds with increasing aural memory and accuracy • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> • Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they analyse features within different pieces of music? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time? <p><u>Challenge</u></p> <ul style="list-style-type: none"> • Can they appraise the introductions, interludes and endings for songs and compositions they have created?

