

## MfBB Project Learning Objectives: Y6 Steel Pans

<b>National Curriculum Statements</b> <b>Upper KS2 year 5 and 6 (9-11 year old)</b>		
1. Play and perform in a) solo and b) ensembles contexts, using voices and instruments. 2. Improvise and compose. 3. Use and understand a) staff and b) other notations. 4. Listen to and appreciate a wide range of music from a) different traditions and from b) great composers and c) musicians. 5. Have an understanding of the history of music.		
	<b>Y6 Progression Map Statements</b> <i>The objectives in BLUE will be covered in this project</i>	<b>Project Learning Objectives - Children will...</b>
<b>Singing (S)</b>	1. Maintain good intonation through whole song 2. Have access to follow music using simple traditional notation 3. Sing with confidence and good communication as a soloist or in a small group 4. Convey the meaning and the context of the song with dramatic interpretation 5. Show and understanding of the etiquette of performance and communicate with confidence to an audience	sing songs appropriate to the project that will support their learning
<b>Playing (P)</b>	1. <b>Play from more complex notations including pitch, dynamic, rhythm and expressive contexts</b>	read and play from graphic and traditional notation depicting pitch, rhythm including some simple syncopation, dynamics, tempo and phrasing
	2. <b>Play more complex rhythms</b>	
	3. <b>Play a melody with 'step by step' movement, larger leaps, repetition and appropriate phrasing/articulation</b>	play a variety of melodies using small and larger intervals and a variety of techniques
	4. <b>Play a chord sequence</b>	play a simple chord sequence as a group
	5. <b>Make choices about appropriate blending in an ensemble</b>	develop awareness of how loud they are playing, blending with the ensemble where appropriate
	6. <b>Show and understand the etiquette of performance and communicate with confidence to an audience</b>	perform to their school community, demonstrating good stage behaviour and musicianship
<b>Creating (C)</b>  <b>Improvising and Composing</b>	1. <b>Improvise freely using given notes within a structure e.g. drone, 12 bar blues, beatbox</b>	improvise with given notes over a vamp or simple chord sequence
	2. Compose a simple chord sequence and suitable melody	
	3. <b>Compose an ostinato/riff for an accompaniment</b>	compose a short phrase as a group that can be played as an ostinato to a known song
	4. Collaborate, compose and notate a song with more than one section	
<b>Listening and Understanding (L)</b>	1. <b>Identify structures within music (e.g. verse, chorus, intro, bridge, repeat etc.)</b>	Play pieces of two or more sections using musical terms to describe these
	2. <b>Discuss the differences in texture and music group (e.g. string quartet, orchestra, duet)</b>	listen to some different ensemble examples of steel pan ensembles
	3. <b>Use appropriate musical vocabulary to describe particular characteristics (e.g. chords, staccato, forte, riff, bassline)</b>	learn and use musical terms such as beat, rhythm, tempo, dynamic, ensemble, in time, phrase, riff, repeat
	4. <b>Demonstrate an awareness of the historical development of music</b>	learn about the historical development of pans as part of this area of learning

	<b>5. Critique own and others' work, offering specific comments and justifying these</b>	use musical vocabulary to give positive feedback to friends in class
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