

Subject: Music Year 6

What are the aims and intentions:

That all the children:

- Key stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Term:	Topic:	Knowledge	Skills:	Key Questions
Autumn	Pulse Happy Rhythm Benjamin Britton – A New Years carol	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music Perform pieces which use off beat and syncopated in; 3 different time signatures, 3 different tempos		
	Key Vocabulary	rhythm, pulse, syllables, tempo, crotches, quavers.		
		Cultural Capital: Durham Big sing, Christmas carols		
Spring	Melody and notation. Classroom Jazz 2 Active Listening Fresh Prince of Bel-Air	Perform from and compose with 8 different notes; capture the work in different formats including staff notation so it can be recreated Talk about the key features of music including: tempo, metre, instrumentation, melody. Understand the key features of at least 4 different types/ genre of music	<u>Listening</u> <ul style="list-style-type: none"> • refine and improve their work • evaluate how the venue, occasion and purpose affects the way a piece of music is created • analyse features within different pieces of music • compare and contrast the impact that different composers from 	

			different times will have had on people of the time	
	Key Vocabulary	Stave, clef, pitch, melody, notation, higher, lower, quavers, crotchets.		
		Cultural Capital:		
Summer	<p>Composing and improvising. Make you feel my love.</p> <p>Performing. Reflect, Rewind and Replay</p>	<p>Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures</p> <p>Perform confidently and accurately, individually as well as part of a group</p>	<p>Composing</p> <ul style="list-style-type: none"> • use a variety of different musical devices in their composition? (incl melody, rhythms and chords) • recognise that different forms of notation serve different purposes? • use different forms of notation? • combine groups of beats? <p>Performing</p> <ul style="list-style-type: none"> • sing a harmony part confidently and accurately? • perform parts from memory? • perform using notations? • take the lead in a performance? • take on a solo part? • provide rhythmic support? 	
	Key Vocabulary	Notation, rhythmic, melody, accompaniment, static, bars, compose, improvise.		
		Cultural Capital:		