

Year 6 Autumn	NC Objective: 	Key Skills (Disciplinary Knowledge): 	Key Substantive Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Autumn 1 Topic: Location, Location, Location - WW2 Enquiry: <i>Can I play chords alongside a known melody?</i>	<u>Pupils should be taught to:</u> play musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Accompany melodies using block chords: making decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.	Key Learning: Historical introduction to 'Military Polonaise' by Chopin. Listen to the original version performed on piano and discuss the elements of melody, beat, texture and dynamics. https://www.youtube.com/watch?v=xsl8QSLgB0Y Listen to the Concert band version, discuss against the same musical elements. What similarities and differences do they notice? Which version do they prefer? Reminded how to find notes on a keyboard and reminded how to construct a major/ minor chord/triad.	Subject knowledge vocabulary: Dynamics: fortissimo, pianissimo mezzo forte, mezzo piano Timbre _(tone colour) pizzicato, tremolo Texture how the <i>melody, rhythm</i> and <i>harmony</i> (intervals, chords) are combined to create the overall quality of a piece of music. Syncopation, triads diatonic scale, sharp, major, minor Structure and Appropriate Musical Notations semiquavers ternary form verse chorus	Pre-requisite learning: In Year 5 children used major and minor chords to compose music to evoke a specific atmosphere. New Learning: Accompanying known melodies using block chords. Vehicles for learning: enriching the class topic on WW2. Also adding chords to a school Harvest song.

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			Play the chords of G and D to accompany the played melody from the song 'Come to the harvest table'.	simple time compound time	
Autumn 2 Topic: Pharaohs, Pyramids and Papyrus Enquiry: <i>Can I compose and perform a 16 beat melody based on the pentatonic scale?</i> Enquiry: <i>Can I sing different Christmas songs with a sense of performance?</i>	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices 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 Develop an understanding of the history of music.	Extend improvisation and compositional skills through working in small groups to: Create music with multiple sections that include repetition and contrast (8- or 16-beat melodic phrase) Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Sing a broad range of songs, including syncopated rhythms, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.	Children learn about the pentatonic scale and listen to and study the notation of the hymn, Amazing Grace by John Newton. ▶ Amazing grace late... They listen to short melodies and attempt to play them back from aural memory. They compose and perform their own 16 beat melodies using the black notes on the keyboard and notate this on a score using rhythm cards to support. Children listen to a traditional version of Silent Night by Gruber, https://www.youtube.com/watch?v=vqUw4PgvytU. identifying syncopated rhythms and phrases. Learn a range of traditional and modern Christmas carols. Use of warm ups - vocal and physical to prepare for singing.	Subject knowledge vocabulary: Pitch is the sound which is based on the frequency of vibration. Dynamics means the volume at which the performance is to be delivered. fortissimo pianissimo mezzo forte mezzo piano Texture is how the <i>melody</i> (pitch, note, tone, scale), <i>rhythm</i> and <i>harmony</i> (intervals, chords) are combined to create the overall quality of a piece of music. Syncopation metre pentatonic scale 16 beat Structure and Appropriate Musical Notations. semiquavers, ternary form, verse, chorus simple time, compound time, solo	Pre-requisite learning: Use of a warm up before singing- used across the school and knowledge of verse and chorus in Year 5. New Learning: Composing a melody based on the pentatonic scale Sing a broad range of songs, focusing on syncopated rhythms, with a greater sense of ensemble and performance. Vehicles for learning: Performance of the Year 6 Christmas Carol service to parents.

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			Reading of new words and understanding how words are changed/manipulated to fit the rhythm of songs e.g. Beth'lem for Bethlehem. Singing songs in different parts - solo, small groups, whole class/year group, 2 parts at once (Adore and Silent Night). Learning to sing in a different language (German in Silent Night). Developing ensemble and performance skills - listening to each other, keeping good time, starting and ending together, actions and movements where appropriate, when to stand and sit. Children develop an understanding of the history and meaning of selected traditional carols.		
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Year 6 Spring	NC Objective: 	Key Skills: 	Key Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
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Spring 1 Topic: A Pollution Solution Enquiry: Can I compose lyrics for a pollution song using different note values?	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices 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 appreciate and understand high-quality recorded music drawn from different traditions and from great composers and musicians	Sing a range of songs, including syncopated rhythms, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style Extend improvisation and compositional skills through working in small groups to: Create music with multiple sections that include repetition and contrast (8- or 16-beat melodic phrase) Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Engage with others through ensemble playing with pupils taking on melody roles.	Children listen to and discuss the meaning behind lyrics for a pollution song. Children understand the key note values that link to the lyrics. In small groups children compose their own pollution lyrics to a given rhythm. Groups perform to each other with control and expression.	Subject knowledge vocabulary: Pitch is the sound which is based on the frequency of vibration. Dynamics: fortissimo, pianissimo mezzo forte, mezzo piano Timbre different musical instruments playing at the same time. pizzicato, tremolo Texture is how the <i>melody, rhythm</i> and <i>harmony</i> are combined to create the overall quality of a piece of music. Syncopation, triads diatonic scale Structure and Appropriate Musical Notations: semiquavers, ternary form, verse, chorus simple time compound time	Pre-requisite learning: In Year 5 children would have been taught the differences between semibreves (minims, crotchets and crotchet rests, paired quavers) and semiquavers. New Learning: In small groups children compose appropriate lyrics, thinking about note values for the topic of pollution. Vehicles for learning: Enriching the class topic on pollution.
Spring 2 Topic: All Roads Lead to Baghdad					

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Year 6 Summer	NC Objective: 	Key Skills: 	Key Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Summer 1 Topic: All Roads Lead to Baghdad					
Summer 2 Topic: Changes - All About Me! <i>Enquiry: Can I perform group/solo songs with a sense of performance in front of a large audience?</i>	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory	Sing a melody following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. Sing a broad range of songs, including syncopated rhythms, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three- and four-part rounds or partner songs, and experiment with	Children listen and watch the performance of a 'Hard Knock Life' song composed by Charles Strouse https://www.youtube.com/watch?v=1BCxhDa1St4 identifying syncopated rhythms and performance elements. Whole class/ small groups and soloists study their songs on staff written notation. Use of warm ups - vocal and physical to prepare for singing. Children practise their songs using dynamics and by	Subject knowledge vocabulary: <u>Dynamics</u> fortissimo pianissimo mezzo forte mezzo piano <u>Texture</u> Syncopation unison solo <u>Structure</u> (arrangement and order of the parts or sections of the music) and Appropriate Musical Notations (any system used to visually represent music played with instruments or sung)	Pre-requisite learning: Year 6 performed singing a range of songs during their Christmas production to the school and their parents. New Learning: Soloists/ whole class have understood their melody on staff written notation. Experiment with positioning singers randomly within the group. Vehicles for learning: Year 6 end of year production to be performed in front of the school and parents.

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		positioning singers randomly within the group. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.	listening in detail to their other singers. Children develop further their ensemble and performance skills - listening to each other, keeping good time, starting and ending together, actions and movements where appropriate, when to stand and sit.	semiquavers verse chorus partner songs rounds	
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