Subject Area – Music Year Group – Six (6S & 6L)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	**Advanced Rhythms**	**Film Music**	**Songs of World War II**	**Baroque Music**	**Composing and performing a Leavers' song**	
Link to Programme of study	Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	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.	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 Use and understand staff and other musical notations
Composite Knowledge	**What is the Kodaly method?** **How does the Kodaly method show note duration?** **How does it represent rhythm?** **What is minimalist music?** **What is the structure of Steve Reich's Clapping Music?**	**How do different styles of music contribute to the feel of a film?** **What is major and minor key?** **How do major and minor chords evoke different emotions?** **What other techniques do composers use to create mood or tension in film music?** **What is a graphic score?**	**What are some examples of songs popular in WWII?** **What are some features of the music popular in WWII?** **What is harmony?** **What is counter-melody?** **What are Solfa syllables?**	**What are the key features of Baroque music?** **What is a fugue?** **What is a ground bass pattern?** **How is a fugue and a ground bass pattern recorded as staff notation?** **What do the terms recitative and canon mean?** **What do the terms recitative and canon mean?**	**What are chords?** **What is a chord progression?** **How are chord progressions represented in music?**	**What is melody?** **How can a melody be changed or adapted?** **How can an original composition be recorded using notation?** **How can a composition be recorded using technology?**
Component knowledge	To understand that all types of music notation	To understand how composers use major and	To know that 'Pack up	To understand and be able to discuss the key	To know that a chord progression is a	To know that a melody can be adapted by

	show note duration, including the Kodaly method which uses syllables to indicate rhythms. **Key skills:** Improvising coherently and creatively within a given style, incorporating given features. Performing with accuracy and fluency from graphic and staff notation, and from their own notation.	minor chords and other techniques to create music for film, and how these can contribute to the mood and feel of a film scene. **Key skills:** Using and understand staff and other musical notations Improvising and composing music for a range of purposes using the inter-related dimensions of music	your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. **Key skills:** Learning about the history of a style or movement in music. Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.	features of Baroque music, including the way it is recorded and the meaning of key vocabulary. **Key skills:** Learning about the history of a style or movement in music. Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	sequence of chords that repeats throughout a song. To know that chord progressions are represented in music by Roman numerals. **Key skills:** Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.	changing its dynamics, pitch or tempo. **Key skills:** Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Recording own composition using appropriate forms of notation and/or technology.
National Curriculum KS2 (skills)	Pupils should be able to: • 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.					
Vocabulary	**rhythm, pulse, tempo, dynamics, timbre, notation, Kodaly, minimalism**	**pitch, pulse, tempo, dynamics, timbre, notation, major, minor**	**pitch, texture, rhythm, timbre, harmony, counter-melody, Solfa**	**pitch, texture, notation, structure, fugue, ground bass, recitative, canon**	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, chord progression**	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, melody**
Links to prior knowledge	-	-	-	-	-	-

Key knowledge for assessment	Children can use the terms **rhythm, pulse, tempo** and **notation** correctly. Children can describe Steve Reich's 'Clapping Music' using musical vocabulary. Children can perform with accuracy and fluency from graphic and staff notation, and from their own notation.	Children can use the terms **dynamics, timbre, major** and **minor** correctly. Children can sing and play in time with peers with accuracy and awareness of their part in the group performance.	Children can use the terms **pitch, texture, harmony** and **counter-melody** correctly. Children can discuss the history of music popular in WWII using musical vocabulary (related to the inter-related dimensions of music).	Children can use the terms **fugue, ground bass, recitative and canon** correctly. Children can discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.	Children can use the terms **texture, structure** and **chord progression** correctly. Children can work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.	Children can compose original music, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Children can record their own composition using appropriate forms of notation and/or technology.

Key Vocabulary Progression					
Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**	**Year Six**
pulse, rhythm, pitch, tempo, dynamics, timbre, notation	**pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation,** soundscape	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** ensemble, syncopation, drone, rag, tal, scale, pentatonic, crescendo, lyrics, stanza, verse, chorus, duration	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation,** body percussion, motif, transpose, harmony, ostinato, walking bassline, hand jive, haiku, glissando, syncopation, rhythmic break	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** stave notation, graphic score, vocal composition, 12-bar blues, call and response, eight-beat break, character song, action song, loop, ostinato, remix	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** Kodaly, minimalism, major, minor, harmony, counter-melody, Solfa, fugue, ground bass, recitative, canon, chord progression, melody