

Year: 5/6 Subject: Music PoS: South and West African		Topic Question/Title: Drum to the beat of Africa		Term – Autumn 1	Curriculum - A 
<u>Prior Knowledge</u> Children will understand that music from different parts of the world has different features, can describe timbre, dynamic and textural pieces. They will compose pieces of music with a given style using instruments and voices and create multi-layered pieces of music by combining rhythm and melodies. They will perform with awareness and accuracy in group performances.		<u>Key Vocabulary</u> a cappella call and response dynamics performance chord improvisation ostinato break poly-rhythms master drummer syncopation metronome		<u>Outcome</u> Create an eight-beat break and play this in the correct place. Perform to an audience. Record as evidence.	
<u>Future Learning</u> Children will progress through to KS3 learning of music in high school.		<u>Stimulus</u> Shoshloza <u>First hand experiences (enrichment)</u>		<u>World of Work</u> Composer Musician Singer Teacher Writer	
<u>National Curriculum PoS</u> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught 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 interrelated 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 <u>Strands of Music</u> Performance Listening Composing The history of Music Inter-related dimensions of Music		<u>Key Knowledge</u> To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that ‘The Click Song’ is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.		<u>Possible evidence</u> Display with information about The Click Song / Xhosa language / Africa Children will be singing using the correct pronunciation and with increasing confidence. Children will be playing a chord with two notes, remaining in time. Children will gain in confidence in maintaining their part in a performance with increasing accuracy. RECORD children playing an eight-beat break and in the correct place. A CD case cover for their recording with information about the music.	
		<u>Application of Key Skills</u> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Using staff notation to record rhythms and melodies.			

Year: 5/6 Subject: Music PoS: Themes and Variations		Topic Question/Title: Tiki Tiki Rhythms		Term – Autumn 2 Curriculum - A	
<u>Prior Knowledge</u> Children will understand that music from different parts of the world has different features, can describe timbre, dynamic and textural pieces. They will compose pieces of music with a given style using instruments and voices and create multi-layered pieces of music by combining rhythm and melodies. They will perform with awareness and accuracy in group performances.		<u>Key Vocabulary</u> 3/4 time,4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra percussion phrases pitch pizzicato pulse quaver rhythm rhythmic elements section semi-quaver staccato tempo theme translate variations vocal line woodwind		<u>Outcome</u> Perform rhythms	
<u>Future Learning</u> Children will progress through to KS3 learning of music in high school.		<u>Stimulus</u> Pop art <u>First hand experiences (enrichment)</u>		<u>World of Work</u> Composer Musician Singer Teacher Writer	
<u>National Curriculum PoS</u> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught 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 interrelated 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 <u>Strands of Music</u> Performance Listening Composing The history of Music Inter-related dimensions of Music		Key Knowledge To know that a ‘theme’ is a main melody in a piece of music. To know that ‘variations’ in music are when a main melody is changed in some way throughout the piece. To know that ‘The Young Person’s Guide to the Orchestra’ was written in 1945 by Benjamin Britten. To understand that representing beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly.		Possible evidence Classroom display of staff notation Activities in books that show staff notation values are understood eg using notation in maths to represent number or a clockface with notation instead of numbers. A record of the notation they write for their own rhythms. Mind Map of process of composition. A recording of their performance Children can explain what an orchestra is and some of the instruments / sections. Children can talk about A Young Person’s Guide to the Orchestra and its composer. Perform and RECORD rhythms either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make auditory / visual comparisons. Recall the names of several instruments according to their orchestra sections. Name three rhythms correctly and copy the rhythms accurately with a good sense of pulse. Use notation to draw the rhythms accurately.	
		Application of Key Skills - 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 - Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Identifying the way that features of a song can complement one another to create a coherent overall effect. - Use musical vocabulary correctly when describing and evaluating the features of a piece of music. - Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. - Improvising coherently and creatively within a given style, incorporating given features. - Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. - Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - Constructively critique their own and others’ work, using musical vocabulary. - Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. - 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. - Performing with accuracy and fluency from graphic and staff notation and from their own notation.			

Year: 5/6		Subject: Music		PoS: Developing singing technique		Topic Question/Title: War Cries		Term - Spring 1		Curriculum - A			
<u>Prior Knowledge</u>						<u>Key Vocabulary</u>				<u>Outcome</u>			
Children will understand that music from different parts of the world has different features, can describe timbre, dynamic and textural pieces. They will compose pieces of music with a given style using instruments and voices and create multi-layered pieces of music by combining rhythm and melodies. They will perform with awareness and accuracy in group performances.						Composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined				To sing together with increasing confident and accuracy.			
<u>Future Learning</u>						<u>Stimulus</u>				<u>World of Work</u>			
Children will progress through to KS3 learning of music in high school.						Vikings				Composer Musician Singer Teacher Writer			
<u>First hand experiences (enrichment)</u>													
<u>National Curriculum PoS</u>						Key Knowledge				Possible evidence			
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.						To know that the group of pitches in a song is called its ‘key’ and that a key decides whether a song sounds happy or sad. To know that different notes have different durations, and that crotchets are worth one whole beat. To understand that ‘reading’ music means using how the written note symbols look and their position to know what notes to play. To know that written music tells you how long to play a note for.				Classroom display of staff notation Activities in books that show staff notation values are understood eg using notation in maths to represent number or a clockface with notation instead of numbers. A record of the notation they write for their own rhythms. Mind Map of process of composition. Children can explain what timbre means and use it to describe different types of singing. A recording of their performance Children can explain what vocal technique means and give examples. To understand and use basic rhythmic notation. To compose and RECORD a song To become aware of vocal technique.			
Pupils should be taught to:						Application of Key Skills							
- 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 interrelated 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						- Understanding that music from different parts of the world, and different times, has different features. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Beginning to show an awareness of metre. - Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. - Composing a piece of music in a given style with voices and instruments. - Combining melodies and rhythms to compose a multi-layered composition in a given style. - Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. - Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. - Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.							
<u>Strands of Music</u>													
Performance													
Listening													
Composing													
The history of Music													
Inter-related dimensions of Music													

Year: 5/6 Subject: Music PoS: Composition for the festival of colour		Topic Question/Title: Rainbow Rhythms	Term - Spring 2	Curriculum - A
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<u>Prior Knowledge</u> Children will understand that music from different parts of the world has different features, can describe timbre, dynamic and textural pieces. They will compose pieces of music with a given style using instruments and voices and create multi-layered pieces of music by combining rhythm and melodies. They will perform with awareness and accuracy in group performances.		<u>Key Vocabulary</u> synesthesia dynamics Holi graphic score vocal composition performance	<u>Outcome</u> Record composition.
<u>Future Learning</u> Children will progress through to KS3 learning of music in high school.		<u>Stimulus</u> <u>Holi</u> <u>First hand experiences (enrichment)</u>	<u>World of Work</u> Composer Musician Singer Teacher Writer
<u>National Curriculum PoS</u> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught 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 interrelated 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 <u>Strands of Music</u> Performance Listening Composing The history of Music Inter-related dimensions of Music	Key Knowledge		Possible evidence
	To know that a vocal composition is a piece of music created only using voices. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.		Classroom display of staff notation Activities in books that show staff notation values are understood eg using notation in maths to represent number or a clockface with notation instead of numbers. Mind Map of process of composition. A record of the notation they write for their own rhythms. Children can explain that varying effects can be created with their voices. A recording of their performance Children can explain what vocal technique means and give examples. Graphic scores with symbols representing duration of sound. Graphic scores that depict the general structure of a piece of music. Vocal composition in response to a picture. Vocal composition in response to a colour. RECORDING of their compositions in written and auditory form.
	Application of Key Skills		
	Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others’ work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest.		

Year: 5/6 Subject: Music PoS: Looping and Remixing		Topic Question/Title: Mix it up!	Term – Summer 1	Curriculum - A 
<u>Prior Knowledge</u> Children will understand that music from different parts of the world has different features, can describe timbre, dynamic and textural pieces. They will compose pieces of music with a given style using instruments and voices and create multi-layered pieces of music by combining rhythm and melodies. They will perform with awareness and accuracy in group performances.		<u>Key Vocabulary</u> Accuracy backbeat body percussion fragment layers loop looped rhythm melody melody line notation ostinato remix rhythm riff structure		<u>Outcome</u> Perform a looped body percussion rhythm
<u>Future Learning</u> Children will progress through to KS3 learning of music in high school.		<u>Stimulus</u> Dance Music <u>First hand experiences (enrichment)</u>		<u>World of Work</u> Composer Musician Singer Teacher Writer DJ Dancer
<u>National Curriculum PoS</u> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught 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 interrelated 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 <u>Strands of Music</u> Performance Listening Composing The history of Music Inter-related dimensions of Music	Key Knowledge		Possible evidence	
	To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that remix is music that has been changed, usually so it is suitable for dancing to.		Recordings of body percussion loops. Recordings of repeated sections of tunes (loops) performed on an instrument or with the voice. Children can describe or write down features of dance music using the interrelated dimensions of music. Children understand and can explain the role of the DJ. Children working together to create a performance.	
	Application of Key Skills		Perform a looped body percussion rhythm or a piece with some structure and two different loop, keeping in time with their group.	
		• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Performing with accuracy and fluency from graphic and simple staff notation.		

Year: 5 Subject: Music PoS: Dynamics, pitch and Texture		Topic Question/Title: Making Waves	Term - Summer 2	Curriculum - A
<u>Prior Knowledge</u> Children will understand that music from different parts of the world has different features, can describe timbre, dynamic and textural pieces. They will compose pieces of music with a given style using instruments and voices and create multi-layered pieces of music by combining rhythm and melodies. They will perform with awareness and accuracy in group performances.		<u>Key Vocabulary</u> Audio Notation Depicting Graphic Score Texture Composition Pitch Dynamics Conductor Improvisation	<u>Outcome</u> Compose and RECORD a piece of music with attention to dynamics, texture, pitch.	
<u>Future Learning</u> Children will progress through to KS3 learning of music in high school.		<u>Stimulus</u> Coasts <u>First hand experiences (enrichment)</u>	<u>World of Work</u> Composer Musician Singer Teacher Writer Marine Biologists Oceanography	
<u>National Curriculum PoS</u> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught 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 interrelated 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 <u>Strands of Music</u> Performance Listening Composing The history of Music Inter-related dimensions of Music		Key Knowledge To know that the conductor beats time to help the performers work well together. To understand that improvisation means making up music 'on the spot'. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright. Application of Key Skills 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 Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating Constructively critique their own and others’ work, using musical vocabulary. 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. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor’s cues and directions	Possible evidence Vocabulary displayed around the class room to remind with description. Research into the history of music and the ‘Romantic’ movement or into the Hebrides / Overture / Mendelsohn Annotated notation from the score of the Hebrides Overture. Mind Map of process of composition. Recordings of performances. Listen and Appraise activities in books.	

Year: 6 Subject: Music		Topic Question/Title: So long, farewell!		Term – Summer 2	Curriculum - A		
PoS: Composing and Performing a leavers’ song.							
<u>Prior Knowledge</u> Children will understand that music from different parts of the world has different features, can describe timbre, dynamic and textural pieces. They will compose pieces of music with a given style using instruments and voices and create multi-layered pieces of music by combining rhythm and melodies. They will perform with awareness and accuracy in group performances.		<u>Key Vocabulary</u> Allegro, arrangement, backing track, chorus, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic, structure, repetitive, rhyme, tempo, sequence stave notation,verse			<u>Outcome</u> Compose Perform and RECORD a Leavers’ Song		
<u>Future Learning</u> Children will progress through to KS3 learning of music in high school.		<u>Stimulus</u> The end of Primary School <u>First hand experiences (enrichment)</u> End of Year Leavers performance of the song			<u>World of Work</u> Composer Musician Singer Teacher Writer		
<u>National Curriculum PoS</u> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught 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 interrelated 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 <u>Strands of Music</u> Performance Listening Composing The history of Music Inter-related dimensions of Music		Key Knowledge To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals Application of Key Skills Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. 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 and incorporating. Constructively critique their own and others’ work, using musical vocabulary Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. 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. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor’s cues and directions.			Possible evidence Listen and Appraise activities – work In books identifying vocabulary and language Mind Map of composing process. Recording of performance/ Draw notations/graphic scores in books Evaluation of pieces Lyrics recorded in books Year descriptions in books		