

Year: 5/6		Subject: Music		Topic Question/Title: Rainforest Rhythms		Term – Autumn 1		Curriculum - B		
<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> body percussion Tempo rhythm Structure texture Contrast higher Lower compose Loop melody			<u>Outcome</u> To build and improve a composition	
<u>Future Learning</u> Children will progress through to KS3 learning of music in high school.						<u>Stimulus</u> Rainforests <u>First hand experiences (enrichment)</u> Explore a 3D rainforest			<u>World of Work</u> Conservationists Instrumentalist	
<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>Key Knowledge</u> To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call ‘texture’. To know that a ‘loop’ in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.				<u>Possible evidence</u> Vocabulary displayed around the class room to remind with description. Labelling the layers of the rainforest				
		<u>Application of Key Skills</u>				<u>Possible evidence</u>				
		<u>Strands of Music</u> Performance Listening Composing The history of Music Inter-related dimensions of Music Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others’ work. Composing a coherent piece of music in a given style with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others work, using musical vocabulary. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style.				Listen and Appraise activities – work in books identifying vocabulary and language Mind Map Recording of performance in small groups Recordings (Audio) of the children playing melodies/instruments Draw notations/graphic scores in books Recording of conductors Evaluation of pieces				

Year: 5/6 PoS: Blues		Subject: Music		Topic Question/Title: Singin’ the Blues		Term – Autumn 2		Curriculum - B			
Prior Knowledge 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.				Key Vocabulary Blues 12-bar Blues Scale bent notes descending scale				chord bar Blues scale ascending scale improvisation		Outcome To improvise with notes from the Blues scales	
Future Learning Children will progress through to KS3 learning of music in high school.				Stimulus History of the Blues – Blues Brothers ‘Moanin’ Lisa Blues’ First hand experiences (enrichment) Blues Musician				World of Work Blues Musician Composer Guitarist			
National Curriculum PoS 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				Key Knowledge				Possible evidence			
				To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.				Vocabulary displayed around the class room to remind with description. Identifying the key features of the blues Play a chord on the piano Play a 12-bar blues Improvise a piece of blues music			
				Application of Key Skills				Possible evidence			
				Strands of Music Performance Listening Composing The history of Music Inter-related dimensions of Music Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. 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. Improvising coherently within a given style. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others’ work. 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. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies.				Listen and Appraise activities – work in books identifying vocabulary and language Mind Map Recording of performance in small groups Recordings (Audio) of the children playing melodies/instruments Draw notations/graphic scores in books Recording of conductors Evaluation of pieces			

Year: 5/6 Subject: Music		Topic Question/Title: We will remember the beat		Term – Spring 1	Curriculum - B	
Prior Knowledge 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.		Key Vocabulary Music morale Britain troops Frontline Vera Lynn Contract tempo Higher and lower diaphragm Melody phrase Graphic score pitch Do Re Mi Fa So La Ti counter-melody Harmony solfa		Outcome To notate a melody using pitches up to an octave		
Future Learning Children will progress through to KS3 learning of music in high school.		Stimulus History topic- World War Two First Hand Experience (enrichment)		World of Work Armed Forces		
National Curriculum PoS 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		Key Knowledge To know that ‘Pack up your troubles in your old kit bag’ and ‘We’ll meet again’ are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. A ‘counter-subject’ or ‘counter-melody’ provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.		Possible evidence Comparisons of songs Contrasting songs and song cards Singing in tune Recordings of singing and melodies Graphic scores Notated scores Recordings of harmonies		
		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. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • 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 Recording of performance in small groups Recordings (Audio) of the children playing melodies/instruments Draw notations/graphic scores in books Recording of conductors Evaluation of pieces Vocabulary walls World war II history links		

Year: 5/6		Subject: Music		Topic Question/Title: Film Fanatics		Term - Spring 2		Curriculum - B	
PoS: Film Music									
<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> Accelerando Brass Chords Clashing Convey Descending Emotion Improvise Interval Melodic Modulate Pitch Solo Symbol		body percussion characteristics chromatics composition crescendo dynamics imagery interpret major minor orchestral sequence soundtrack timpani		<u>Outcome</u> Create sounds that relate to the scene of a film.	
<u>Future Learning</u> Children will progress through to KS3 learning of music in high school.				<u>Stimulus</u> Wallace and Gromit First hand experiences (enrichment)		<u>World of Work</u> Film Musician Film Composer Film Maker			
<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>Key Knowledge</u> To know that a film soundtrack includes the background music and any songs in a film. To understand that ‘major’ key signatures use note pitches that sound cheerful and upbeat. To understand that ‘minor’ key signatures use note pitches that can suggest sadness and tension. To know that ‘graphic notation’ means writing music down using your choice of pictures or symbols but ‘staff notation’ means music written more formally on the special lines called ‘staves’.			<u>Possible evidence</u> Comparisons of songs Contrasting songs and song cards Singing in tune Recordings of singing and melodies Graphic scores Notated scores Recordings of harmonies				
		<u>Application of Key Skills</u>			<u>Possible evidence</u>				
		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. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. 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. Recording own composition using appropriate forms of notation and/or technology. 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 with accuracy and fluency from graphic and staff notation and from their own notation.			Listen and Appraise activities – work in books identifying vocabulary and language Mind Map Recording of performance in small groups Recordings (Audio) of the children playing melodies/instruments Draw notations/graphic scores in books Recording of conductors Evaluation of pieces Vocabulary walls World war II history links				

Year: 5/6 Subject: Music PoS: Advanced Rhythms		Topic Question/Title: Feel the Rhythm, Feel the Rhyme! https://www.kapowprimary.com/subjects/archive/music/upper-key-stage-2/units/advanced-rhythms/		Term - Summer 1	Curriculum - B 
<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> kodaly rhythm TA, TITI, TWO, SH syllables crotchets quavers notation pulse chant melody unison rhythmic elements music critic compose		<u>Outcome</u> Use knowledge of rhythmic notation to notate own composition	
<u>Future Learning</u> Children will progress through to KS3 learning of music in high school.		<u>Stimulus</u> Zoltan Kodaly First hand experiences (enrichment)		<u>World of Work</u> Performer/Composer	
<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		Key Knowledge To know that ‘graphic notation’ means writing music down using your choice of pictures or symbols but ‘staff notation’ means music written more formally on the special lines called ‘staves’. To know that Steve Reich is a composer who wrote the minimalist piece ‘Clapping Music’ in 1972. To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To know that a quaver is worth half a beat.		Possible evidence Comparisons of songs Contrasting songs and song cards Singing in tune Recordings of singing and melodies Graphic scores Notated scores Recordings of harmonies	
		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. 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. Recording own composition using appropriate forms of notation and/or technology. 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.		Possible evidence Listen and Appraise activities – work in books identifying vocabulary and language Mind Map Recording of performance in small groups Recordings (Audio) of the children playing melodies/instruments Draw notations/graphic scores in books Recording of conductors Evaluation of pieces Vocabulary walls World war II history links	

	Performing by following a conductor’s cues and directions.	
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Year: 5/6 Subject: Music PoS: Composing and Performing a song		Topic Question/Title: Artists’ Anthems https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/leavers-song/	Term - Summer 2	Curriculum - B 
<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> rock and roll hand jive 1950's tempo dynamic notation style	<u>Outcome</u> Compose Perform and RECORD a Song	
<u>Future Learning</u> Children will progress through to KS3 learning of music in high school.		<u>Stimulus</u> End of Year celebrations First hand experiences (enrichment)	<u>World of Work</u> Lyricist and Composer	
<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	Key Knowledge		Possible evidence	
	To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that playing in time means all performers playing together at the same speed. To know that playing ‘in time’ requires playing the notes for the correct duration as well as at the correct speed.		Comparisons of songs Contrasting songs and song cards Singing in tune Recordings of singing and melodies Graphic scores Notated scores Recordings of harmonies	
	Application of Key Skills		Possible evidence	
	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others’ work. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.		Listen and Appraise activities – work in books identifying vocabulary and language Mind Map Recording of performance in small groups Recordings (Audio) of the children playing melodies/instruments Draw notations/graphic scores in books Recording of conductors Evaluation of pieces Vocabulary walls World war II history links	

Year: 6 Subject: Music PoS: Composing and Performing a leavers’ song.		Topic Question/Title: So long, farewell!		Term – Summer 2	Curriculum - B	
<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			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		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	

Inter-related dimensions of Music		
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