

Music

Throughout the year the children will cover a variety of aspects of the music curriculum to ensure all children:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

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| Autumn 1 | <p>I'll Be There – Y6</p> <ul style="list-style-type: none"> ▪ 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. |
| Autumn 2 | <p>Classroom Jazz 2 – Y6 Charanga</p> <ul style="list-style-type: none"> ▪ 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. |
| Spring 1 | <ul style="list-style-type: none"> ▪ Spring into Harmony - LMS ▪ Pupils will: Explore and create harmony through listening, singing and playing ▪ Create words to fit a melody ▪ Sing a traditional Japanese song with a tuned percussion/recorder accompaniment ▪ Develop better breath control in order to manage longer phrases |

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| | <ul style="list-style-type: none"> ▪ Compose an accompaniment with tuned percussion ▪ Explore the minor pentatonic scale ABC EF (Order as CEF AB) ▪ Record using technology, layering separate tracks and cropping ▪ Listen to a well-known song from a film/musical and learn to sing it in harmony ▪ Discuss and apply effective dynamics ▪ Explore 3/4 time signature ▪ Sing around in 4 parts with a tuned percussion accompaniment |
| <p>Spring 2</p> | <ul style="list-style-type: none"> ▪ Stars - LMS ▪ Pupils will: Learn a song focusing on blend and balance ▪ Listen to and analyse a modern choral piece with unusual instrumentation ▪ Plan a composition focusing on timbre and texture Create a graphic score ▪ Refine a composition focusing on timbre and texture ▪ Analyse, revise and develop their own compositions ▪ Learn a two-part song in a pop ballad style. |
| <p>Summer 1 Summer 2</p> | <p>Untuned Percussion – Samba</p> <p>Working towards</p> <p>Keep a steady beat on an instrument in a group and/ or individually. • Maintain a rhythmic ostinato • Recognise and respond to a leader • Perform to a friendly audience</p> <p>Expected</p> <p>Confidently play music in different metres with understanding of time signatures • Confidently perform music in 2 or more parts • Follow a leader with accuracy to control the music; stopping and starting, • playing faster/ slower, louder/ quieter • Perform to a friendly audience with awareness of others and developing a sense of occasion.</p> <p>Secure</p> <p>Confidently play music in different metres with understanding of time signatures • Confidently perform music in 2 or more parts • Follow a leader with accuracy to control the music; stopping and starting, • playing faster/ slower, louder/ quieter • Perform to a friendly audience with awareness of others and developing a sense of occasion</p> |