



## Y6 music overview 2023-24

| Musical Activity              | Building Skills and Disciplinary Knowledge   | Approaches to Developing Skills  | Building Substantive Knowledge and Understanding   | Approaches to Developing Substantive Knowledge and Understanding   | Curricula Materials                     | Assessed through (T1 T2 T3)                   |  |  |
|-------------------------------|--|--|--|--|---|---|--|--|
|                               |  |  |  |  |   | Responding                                    | Creating Notating  | Talking Exploring                                    |
| <b>Singing</b>                | <ul style="list-style-type: none"> <li>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</li> <li>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience</li> </ul>  | <ul style="list-style-type: none"> <li>Class/group tuition with notation</li> </ul>                                      | <ul style="list-style-type: none"> <li>Understanding history/origins of Blues, World, Folk (other than British) music</li> <li>Understanding how music unites a community/ culture</li> </ul>              | <ul style="list-style-type: none"> <li>Class teacher led presentations with children note-taking</li> <li>Group research on Blues, World, Folk origins etc and instruments</li> </ul>        | <b>TERM1:</b><br><br>Blues Compositions | Most children will be able to... (working at) | Some children will not yet be able to... (working towards) | Some children are confidently able to... (exceeding) |
| <b>Playing and performing</b> | <ul style="list-style-type: none"> <li>Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud ( ), very quiet ( ), moderately loud ( ) and moderately quiet ( ).</li> <li>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</li> <li>Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line</li> </ul> <b>Reading notation</b> <ul style="list-style-type: none"> <li>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</li> <li>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</li> <li>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</li> <li>Read and play from notation a four-bar phrase, confidently identifying note names and durations</li> </ul> | <ul style="list-style-type: none"> <li>Class/group tuition with notation, pitch, rhythm, tempo, collaboration</li> </ul> | <ul style="list-style-type: none"> <li>Understand it keeps their traditions alive</li> <li>Understand when music in cultures is played (dance, spiritual, worship, rites of passage, wellbeing)</li> </ul> | <ul style="list-style-type: none"> <li>Rehearsal in groups / as a class</li> <li>Performances to class/assemblies</li> <li>Class, then group opportunities to create compositions</li> </ul> |   |   |  |  |
| <b>Improvising</b>            | <ul style="list-style-type: none"> <li>Extend improvisation skills through working in small groups to:</li> <li>Create music with multiple sections that include repetition and contrast.</li> <li>Use chord changes as part of an improvised sequence.</li> <li>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape</li> </ul>   | <ul style="list-style-type: none"> <li>Class/group improvisation games</li> </ul>  |  |  |   |   |  |  |
| <b>Composing</b>              | <ul style="list-style-type: none"> <li>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</li> <li>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</li> </ul>   | <ul style="list-style-type: none"> <li>Class initial tutoring, then group opportunities for composition.</li> </ul>      |  |  |   |   |  |  |

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|------------------|---|---|--|--|--|--|--|--|
|                  | <ul style="list-style-type: none"> <li>• Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>• Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved</li> </ul>   |   |  |  |  |  |  |  |
| <b>Listening</b> | <ul style="list-style-type: none"> <li>• Listen to variety of world music identifying particular elements using technical musical vocabulary</li> <li>• Listen to someone else's chosen recording</li> <li>• Listen to and critique other compositions using technical musical vocabulary</li> </ul>  | <ul style="list-style-type: none"> <li>• Listening element to be part of each lesson</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Chosen piece to present to class for listening with reasons why and a background to piece selected</li> </ul> | <b>TERM3:</b><br><b>Music from the Middle East</b> |  |  |  |
| <b>SMSC</b>      | <ul style="list-style-type: none"> <li>• Work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y6 music curriculum</li> <li>• Resolve conflicts and differing opinions should these arise</li> <li>• Develop an enjoyment of music</li> <li>• Use of imagination and creativity</li> <li>• Reflect on tasks</li> <li>• Investigate and offer views on ethical issues in music topics studied</li> <li>• Develop a willingness to explore and understand music from a variety of cultural backgrounds</li> </ul> | <ul style="list-style-type: none"> <li>• Research using given websites and researching finding own</li> <li>• Planned for opportunities to enable pupils to work with those of differing backgrounds</li> </ul> |  |  |  |  |  |  |

September 2023