



Y6 music overview 2019-20 Blues; South American world music; Eastern & Middle Eastern world music

Musical Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through		
						Responding Exploring	Creating Notating	Talking
Singing	<ul style="list-style-type: none"> Sing audibly with appropriate pitch, tempo, melody Sing following a given manuscript (notation) Sing in two part harmony 	<ul style="list-style-type: none"> Class/group tuition with notation 	<ul style="list-style-type: none"> Understanding history/origins of Blues, World, Folk (other than British) music Understanding how music unites a community/culture Understand it keeps their traditions alive Understand when music in cultures is played (dance, spiritual, worship, rites of passage, wellbeing) 	<ul style="list-style-type: none"> Class teacher led presentations with children note-taking Group research on Blues, World, Folk origins etc and instruments Rehearsal in groups / as a class Performances to class/assemblies Class, then group opportunities to create compositions Chosen piece to present to class for listening with reasons why and a background to piece selected 	TERM1: <ul style="list-style-type: none"> Blues video clips Research websites for projects (zig-zag booklet storyboard) Sound recordings Instruments for group composition Notation cards TERM2: <ul style="list-style-type: none"> South American world music video clips Instruments for group composition (ukulele, percussion, recorder) Research websites for projects (posters) Notation cards TERM3: <ul style="list-style-type: none"> Eastern/Middle Eastern world music video clips Instruments for group composition (chimes, glockenspiel, recorder) Research websites for projects (hanging sphere) Notation cards 	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)
Playing	<ul style="list-style-type: none"> Play own composition with confidence Play given manuscript score with confidence Play a variety of instruments to a good level of expertise 	<ul style="list-style-type: none"> Class/group tuition with notation, pitch, rhythm, tempo, collaboration 						
Improvising	<ul style="list-style-type: none"> Improvise with a variety of instruments Improvise with voice Improvise with harmonising group 	<ul style="list-style-type: none"> Class/group improvisation games 						
Composing	<ul style="list-style-type: none"> Compose own composition following written score Compose after a world music style appropriate to each term Compose for more than one instrument (including tempo, pitch, rhythm) 	<ul style="list-style-type: none"> Class initial tutoring, then group opportunities for composition. 						
Listening	<ul style="list-style-type: none"> Listen to variety of world music identifying particular elements Listen to someone else's chosen recording Listen to and critique other compositions 	<ul style="list-style-type: none"> Listening element to be part of each lesson 						
SMSC	<ul style="list-style-type: none"> Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y6 music curriculum Resolve conflicts and differing opinions should these arise Enjoyment and relaxation music can offer Use of imagination and creativity Reflect on tasks Investigating and offering views on ethical issues in music topics studied Opportunities to and willingness to explore and understand music from a variety of cultural backgrounds 	<ul style="list-style-type: none"> Research using given websites and researching finding own 						