



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 | 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 | 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"> Research in pairs or individually according to given briefs wider knowledge of music Y6 curriculum Enjoyment and relaxation music can offer | <ul style="list-style-type: none"> Research using given websites and researching finding own | | | | | | |
| | | | | <ul style="list-style-type: none"> Rehearsal in groups / as a class Performances to class/assemblies Class, then group opportunities to create compositions | 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 | | | |
| | | | | <ul style="list-style-type: none"> Chosen piece to present to class for listening with reasons why and a background to piece selected | 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 | | | |