LONGTON LANE PRIMARY SCHOOL SUBJECT: MUSIC YEAR 6

 *‘Believe and Achieve’*

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| National Curriculum Subject ContentPupils 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 5
* improvise and compose music for a range of purposes using the inter-related dimensions of music 6
* listen with attention to detail and recall sounds with increasing aural memory 7
* use and understand staff and other musical notations 8
* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 9
* develop an understanding of the history of music 10
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| UNIT | 1 | 2 | 3 | 4 | 5 | 6 |
| Title | Happy | Classroom Jazz 2 | A New Year Carol | You’ve Got A Friend | Create your own music inspired by your identity and women in the music industry | Reflect, Rewind & Replay |
| Style of main song | Pop / Neo Soul | Bacharach and Blues | Classical or Urban Gospel | 70s Ballad / Pop | Classical |
| Unit theme | Being happy! | Jazz, improvisation and composition | Benjamin Britten’s music and cover versions | The music of Carole King | The history of music, look back and consolidate your learning, learn some of the language of music |
| Instrumental parts |  |
| Key | D (mixolydian on A) | C and Blues in C | Eb major | C major | N/A | Revise existing |
| One Note | A  | N/A | N/A | C |
| Easy Part | A + G | N/A | N/A | G A + B |
| Medium Part | A G + B | N/A | N/A | C D E + F |
| Melody | G A B C D + E | N/A | Eb F G Ab Bb C + D | D E F G A B + C |

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| Listen and Appraise |  Singing | Playing | Improvisation | Composition | Performance |
| To choose 3 or 4 songs and be able to talk about the style indicators of the songsTo know 5 songs from memory and who sang them or wrote them, when they were written and whyKnow and talk about the fact that we each have a musical identityTalk about music and how it makes you feel, using musical language to describe the music | To know and confidently sing 5 songs and their parts from memory, and to sing them with a strong internal pulseTo know about the style of the songs so you can represent the feeling and context to your audienceTo sing in unison and to sing backing vocalsTo experience rapping and solo singing | To be able to talk about different ways of writing music down e.g. staff notation, symbolsTo know the notes C D E F G A B +C on the treble stavePlay a musical instrument with the correct technique within the context of the Unit songSelect an instrumental part that matches their musical challenge, using one of the differentiated partsTo rehearse and perform their part within the context of the Unit song and to lead a rehearsal session | To be able to sing, play, copy back and improvise to gold challenge from the scheme | To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structureCreate simple melodies using up to 5 different notes and simple rhythms that work musically with the style of the Unit song.Explain the keynote or home note and the structure of the melody.Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial) | To record the performance and compare it to a previous performanceTo discuss and talk musically about it – “What went well?” and “It would have been even better if...?" |