

Wilbury Primary School Music Year 6

	Autumn 1	Autumn 2 / Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Fingal's Cave	Mickey-Mousing	Songmaker	Ain't Gonna Let Nobody	Songwriter
Link to Programme of study	<p>Pupils 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.</p> <p>Pupils should be taught to:</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 interrelated 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 				
Composite knowledge	<p>How do we use musical vocabulary to describe music?</p> <p>Why are pitch, texture and dynamics important in musical compositions?</p>	<p>What are the key compositional ingredients of film music?</p> <p>Why is music important in films?</p> <p>How do we play the xylophone correctly?</p>	<p>How can we use technology to compose music?</p> <p>Why is texture important in music?</p>	<p>How do we sing in harmony?</p> <p>What is a song arrangement?</p>	<p>What are the structural features of a song?</p> <p>How do we write an effective melody?</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intentional knowledge they need to understand (Component knowledge)</p>	<p>Performance Performing with accuracy and fluency from graphic and staff notation and from own notation</p> <p>Listening Use musical vocabulary correctly when describing and evaluating the features of a piece of music</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts</p> <p>Composition Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</p> <p>Recording own compositions using appropriate forms of notation</p> <p>Music History Becoming familiar with orchestral music in the classical tradition</p>	<p>Performance Performing with accuracy and fluency from graphic and staff notation and from their own notation</p> <p>Working as a group to perform piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group</p> <p>Listening Evaluating how the venue, occasion and purpose affects the way a piece of music sounds</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary</p> <p>Composition Recording own composition using appropriate forms of notation and/or technology</p> <p>Improvising coherently and creatively within a given style incorporating given features</p> <p>Music History Becoming familiar with 20th and 21st century film music</p>	<p>Performance Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression</p> <p>Listening Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</p> <p>Composition Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments</p>	<p>Performance Singing songs in two or more secure parts from memory, with accuracy, control and expression</p> <p>Performing by following a conductor's cues and directions</p> <p>Performing a solo or taking a leadership role within a performance</p> <p>Listening Identifying the way that features of a song can complement one another to create a coherent overall effect</p> <p>Music History Becoming familiar with arrangements of American spiritual songs</p>	<p>Performance To perform a solo or take a leadership role within a performance</p> <p>To perform by following a conductor's cues and directions</p> <p>Listening Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</p> <p>Confidently using detailed musical vocabulary to discuss and evaluate their own and others' work</p> <p>Composition Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features</p> <p>Constructively critique their own and others' work, using musical vocabulary</p>
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vocabulary	Orchestra, composer, composition, conductor, texture, dynamics, pitch, notation, graphic score, ensemble	Mickey-mousing, soundtrack, crescendo, timpani, chromatics, major, minor, improvise, dynamics, film score, sound effect, chords	Loops, beats, tracks, instrumentation, cells, technology, electronic composition, texture, layers	Vocal, lyrics, improvisation, spiritual, protest song, harmony, melody	Backing track, verse, chorus, bridge, intro, rhyme, sequence, ritardando, poetic, repetitive, mood, lyrics, diminuendo, forte, largo, structure, musical features, chord progression, syllables
Links to prior knowledge	Key musical story-telling links to Y5 Inspired by Rivers	Key musical notation links to Y4 Film Music and Y6 Fingal's Cave	Key compositional links to Y5 Looping and Remixing	Stylistic links to Y5 Blues	Key melodic understanding links to Y6 Film Music. Key chord sequence links to Y5 Blues
Key knowledge for assessment	<p>To be able to use a range of musical vocabulary accurately and appropriately to describe music</p> <p>To be able to demonstrate through composition and performance the importance of pitch, texture and dynamics in music</p> <p>To be able to use forms of musical notation appropriately to represent a composition</p>	<p>To interpret a graphic score and perform a composition synchronised with visual actions</p> <p>To create sounds that relate to the scene of a film</p>	To be able to use technology fluently to compose music with multiple tracks (layers)	<p>To be able to sing in basic harmony</p> <p>To be able to explain how a song has been arranged</p>	<p>To create a melody that fits both the lyrics and the 4-chord backing track of a chorus using tuned percussion instruments</p> <p>To understand that a chord progression is a sequence of chords that repeats throughout a song</p>

Cross-curricular links				Links to PSHE – Civil rights and prejudice	
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