



St Mary's Catholic Junior School

Year 6

Music Long Term Planner



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Happy	Glockenspiels Stage 2	A New Year carol	You've got a friend	Music and me	Reflect, Rewind and Replay

Listen and Appraise	Musical Activities: Games and singing	Musical Activities: Playing instruments	Musical Activities: Improvisation	Musical Activities: Composition	Performance
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to. To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends. <p><u>Skills:</u></p> <ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know

<p>in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</p> <ul style="list-style-type: none"> Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity. <p><u>Skills:</u></p> <ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. 	<ul style="list-style-type: none"> To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice. <p><u>Skills:</u></p> <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. <p>To sing with awareness of being 'in tune'.</p>	<ul style="list-style-type: none"> Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. <p>To lead a rehearsal session.</p>	<ul style="list-style-type: none"> To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians. <p><u>Skills:</u></p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> Create simple melodies using up to five 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 notation). 	<ul style="list-style-type: none"> It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music <p><u>Skills:</u></p> <ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"
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<ul style="list-style-type: none"> • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music. 					
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CURRICULUM ENTITLEMENT

	Key Skills and Knowledge	Vocabulary	Assessment Criteria – ‘Can I...? statements’
Happy	<p>Describe the style indicators of the song/music.</p> <p>Describe the structure of the song.</p> <p>Identify the instruments/voices they can hear.</p> <p>Talk about the musical dimensions used in the song.</p> <p>Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: A. Silver Challenge: A + G and reading notes.</p> <p>Singing in two parts.</p> <p>Play instrumental parts accurately and in time as part of the performance. The easy part: A + G by ear. The medium part: A, G + B by ear.</p>	<p>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.</p>	<ul style="list-style-type: none"> • Can I describe the style indicators of a song? • Can I describe the structure of a song? • Can I identify instruments and voices? • Can I talk about musical dimensions in a song? • Can I sing in two parts? • Can I play accurately by reading the notes A and G? • Can I take part in a performance? • Can I improvise using A and G? • Can I compose a melody using A, G and B?

	<p>Improvise in the lessons and as part of the performance. Bronze Challenge: A. Silver Challenge: A + G.</p> <p>Compose a melody using simple rhythms and use as part of the performance. Using the notes: A, G + B.</p>		
Glockenspiels Stage Two	<p>The child can learn more complex rhythm patterns. Revise, play and read the notes C, D, E, F + G.</p> <p>Compose using the notes C, D, E, F + G.</p>	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.	<ul style="list-style-type: none"> • Can I play and read notes? • Can I compose and perform using C, D, E, F and G?
A New Year Carol	<p>Describe the style indicators of the song/music.</p> <p>Describe the structure of the song.</p> <p>Identify the instruments/voices they can hear.</p> <p>Talk about the musical dimensions used in the song.</p> <p>Warm-up Games Pulse, rhythm and pitch games:</p> <ul style="list-style-type: none"> • Learn to clap some of the rhythms used in the song. • Learn some musical phrases that you will sing in the song. 	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.	<ul style="list-style-type: none"> • Can I describe the style indicators of a song? • Can I describe the structure of a song? • Can I identify instruments and voices? • Can I talk about musical dimensions in a song? • Can I sing in unison? • Can I compare two versions of the same song?

	<p>Singing in unison. Sing the song in its original style and the Urban Gospel version.</p> <p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards.</p>		
<p>You've Got a Friend</p>	<p>Describe the style indicators of the song/music.</p> <p>Describe the structure of the song.</p> <p>Identify the instruments/voices they can hear.</p> <p>Talk about the musical dimensions used in the song.</p> <p>Warm-up games Rhythm and Pitch Copy Back, and Question and Answer.</p> <p>Bronze Challenge: A. Silver Challenge: A + G and reading notes.</p> <p>Singing in unison.</p> <p>Play instrumental parts accurately and in time as part of the performance.</p>	<p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.</p>	<ul style="list-style-type: none"> • Can I describe the style indicators of a song? • Can I describe the structure of a song? • Can I identify instruments and voices? • Can I talk about musical dimensions in a song? • Can I sing in unison? • Can I play accurately by reading the notes G, A and B? • Can I take part in a performance? • Can I improvise using A and G? • Can I compose a melody using A, G and E?

	<p>The easy part: G, A + B by ear. Medium part: C, D, E + F by ear and by notation.</p> <p>Improvise in the lessons and as part of the performance.</p> <p>Bronze Challenge: A. Silver Challenge: A + G.</p> <p>Compose a melody using simple rhythms and use as part of the performance using the notes: A, G + E.</p>		
<p>Music and Me</p>	<p>Talk about the music of featured artists.</p> <p>Talk about any musical connection with previous knowledge and understanding.</p> <p>Talk about why four female artists were chosen for this unit.</p> <p>Talk about any of the key words or themes from the videos.</p> <p>Compose and talk about which options they chose and why.</p> <p>The key themes in their lyrics.</p> <p>The tools they used.</p> <p>The sections they particularly like and dislike and say why.</p>	<p>Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music, culture, identity, inspirational.</p>	<ul style="list-style-type: none"> • Can I talk about featured artists and express an opinion? • Can I discuss key themes from videos? • Can I compose my own lyrics? • Can I use key themes in my own music? • Can I perform in an interesting way? • Can I reflect on strengths and weaknesses?

	<p>Present the performance in an interesting and engaging way.</p> <p>Reflect on strengths and weaknesses.</p> <p>Talk about their identity in the music and the performance.</p>		
Reflect, Rewind, Replay			