

Music Unit of Work
Year 6 Autumn

Unit	Prior learning (Retrieval)	Future learning	Prior key vocabulary	
We’ve Got Rhythm: Rhythmic Devices and Structure	<ul style="list-style-type: none">To be able to recognise key elements of music and to explain and rationalise them, especially dynamics, tempo, structure, melodyTo read and understand the notes on the staveTo understand jazz and blues music and its context	<ul style="list-style-type: none">Year 7	Breath control Staccato Legato Slur Octave Syncopation Tempo Time Signature Bar	Bar line Stave Semibreve Minim Crotchet Quaver
National Curriculum Subject Content:	<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 expressionImprovise and compose music for a range of purposes using the inter-related dimensions of musicListen with attention to detail and recall soundsUse and understand staff/stave and other musical notationsAppreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansDevelop an understanding of the history of music			
Knowledge:			Key Vocabulary	
Intended Knowledge	<ul style="list-style-type: none">Know how to explore time signatures and through songs and collaborative rhythm games, get a feel for 6/8 rhythms and learn to identify changes in time signature.Know how to perform rhythms expressively, experimenting with vocal and instruments effects by varying articulation, dynamics and timbre and learn to identify these features when listening to each other perform.Know how to listen to rhythms from around the worldKnow how to play polyrhythms and create different polyrhythmic textures.Know how to compose in a rhythmic structure from a choice of activities.		Pulse; time signature; quavers; rhythm; bar, compound time signature; bar; beat; quavers, strong beat; off beat; tempo; articulation; tango; samba; polyrhythms; call and response; style, accent, rhythm, Syncopated; straight rhythm; phrase; Latin American; guiros; cabasas; shakers; cow bells; woodblocks; son clave; verse; chorus; introduction; texture; dynamics; piano; forte; mezzo forte; crescendo; diminuendo, Samba, polyrhythmic, rap	
Assessment Outcomes	<p>Procedural Knowledge</p> <ul style="list-style-type: none">I can sing and play with a sense of ensemble, following performance directions, understanding how different parts fit togetherI can use my voice and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphereI can develop understanding of time signatures (3/4 and 4/4, 6/8)I can play rhythmic patterns accurately and expressively using instruments or body percussion in a range of time signaturesI can maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately and expressively.I can use song structures as a basis for a composition (e.g. composing lyrics)		<p>Declarative Knowledge</p> <ul style="list-style-type: none">I can listen, compare and evaluate music from a diverse range of genres, styles and musical periods.I can use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation.I can develop understanding of a particular musical style or genre, identifying key influences, shared characteristics and musical techniques used	
Significant music	<ul style="list-style-type: none">Sicilienne for cello and piano Op. 78 by FauréYou’ve Got To Hide Your Love Away by the BeatlesSir Eglamore by Kate RusbyLibertango by PiazzollaAfrican talking drum performed by Ayan Bisi AdelekeLa Salsa Nunca Se Acaba by Susie HansenPlanet Rock by Afrika Bambaataa & Soulsonic Force			

Music Unit of Work
Year 6 Spring

Unit	Prior learning (Retrieval)	Future learning	Prior key vocabulary	
Musical Effects and Moods	<ul style="list-style-type: none">To be able to recognise key elements of music and to explain and rationalise them, especially dynamics, tempo, structure, melodyTo read and understand the notes on the staveTo understand jazz and blues music and its context	<ul style="list-style-type: none">Year 7	Breath control Staccato Legato Slur Octave Syncopation Tempo Time Signature Bar	Bar line Stave Semibreve Minim Crotchet Quaver
National Curriculum Subject Content:	<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 expressionImprovise and compose music for a range of purposes using the inter-related dimensions of musicListen with attention to detail and recall soundsUse and understand staff/stave and other musical notationsAppreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansDevelop an understanding of the history of music			
Knowledge:			Key Vocabulary	
Intended Knowledge	<ul style="list-style-type: none">Know how to be creative with vocal and instrumental sounds, developing improvisation skillsKnow how to make subtle changes to vocal timbre as well as exploring dynamics, pitch, tempo and articulation to achieve effectsKnow about intervals through simple tuned percussion activitiesKnow how composers use music to communicate characters, settings and moods, identifying and exploring techniquesKnow about key features of musical theatre, identifying the role of actors, musicians, and audience!Know how to interpret and convey the lyrical meaning of a song effectively adding appropriate dynamics, vocal timbre, facial expression and movement.Know how to represent compositions using a combination of graphic and standard notations.		<ul style="list-style-type: none">Staccato, legato, articulation, sustained, intervals, consonant, dissonant, octave, harmony, melody, tempo, dynamics, solo, chorus, expression, forte, piano, fortissimo, pianissimo, crescendo, diminuendo, accelerando, rallentando, presto, largo	
Assessment Outcomes	<p>Procedural Knowledge</p> <ul style="list-style-type: none">I can sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate styleI can sing and play with a sense of ensemble, following performance directions, understanding how different parts fit togetherI can use my voice and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphereI can read and perform from graphic notation		<p>Declarative Knowledge</p> <ul style="list-style-type: none">I can understand how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant) and listen out for these featuresI can use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff,) and apply them to compositionsI can listen, compare and evaluate music from a diverse range of genres, styles and musical periods.I can use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation.	
Significant people/places				
Significant music	<ul style="list-style-type: none">Clarinet Concerto, second movement by MozartVillageoises, Staccato by Poulence‘Somewhere Over The Rainbow’ from The Wizard Of Oz by Harold ArlenTheme from Jaws by John Williams‘Consider Yourself’ from Oliver! by Lionel Bart‘If I Only Had A Brain’ from The Wizard Of Oz by Arlen and Harburg1812 Overture by Tchaikovsky			

Music Unit of Work
Year 6 Summer

Unit	Prior learning (Retrieval)	Future learning	Prior key vocabulary	
Celebrating Songs	<ul style="list-style-type: none">To be able to recognise key elements of music and to explain and rationalise them, especially dynamics, tempo, structure, melodyTo read and understand the notes on the staveTo understand jazz and blues music and its context	<ul style="list-style-type: none">Year 7	Breath control Staccato Legato Slur Octave Syncopation Tempo Time Signature Bar	Bar line Stave Semibreve Minim Crotchet Quaver
National Curriculum Subject Content:	<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 expressionImprovise and compose music for a range of purposes using the inter-related dimensions of musicListen with attention to detail and recall soundsUse and understand staff/stave and other musical notationsAppreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansDevelop an understanding of the history of music			
Knowledge:			Key Vocabulary	
Intended Knowledge	<ul style="list-style-type: none">Know what parts are needed to make a songKnow how composers uses the inter-related dimensions to communicate the message of a song as well as identifying structural features such as verse, chorus and bridge.Know how to identify and describe melodic patterns and sequences in songs, playing them by ear on melodic instruments.Know how to compose and notate simple melodiesKnow how to play as an ensemble and learn to play simple chord progressions and bass lines to accompany songsKnow how composers find their inspiration from specific events and situations in the world by listen to a range of musicKnow how to compose music for a specific occasion		Verse, chorus, bridge; middle 8; intro; outro; coda; fade; pop; technology, refrain; bridge; hook; rhythm; melody; lyrics; structure, melody; scale; chromatic; ascending; descending; higher; lower; semitones; Romantic period; opera; aria, chord; chord progression; triad; root; key; conductor; harmony; scale; tonic; pentatonic, chord sequence	
Assessment Outcomes	<p>Procedural Knowledge</p> <ul style="list-style-type: none">I can sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate styleI can use my voice and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphereI can play chord progressions, drones or bass lines and use them to accompany a songI can read and perform from pitch notationI can compose and perform music for a specific occasion, using a combination of lyrics, melody and harmonyI can notate melodies and chords using staff or informal notation		<p>Declarative Knowledge</p> <ul style="list-style-type: none">I can analyse songs, exploring lyrics and identifying structural features (e.g. verse, chorus, bridge)I can listen, compare and evaluate music from a diverse range of genres, styles and musical periods.I can use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation.I can identify, recall and describe melodic patterns in songs and music and perform using voice or tuned instruments	
Significant music	<ul style="list-style-type: none">Hey Jude and With A Little Help From My Friends by The BeatlesHound Dog by Elvis PresleyRespect by Aretha FranklinFlight of the Bumblebee by Rimsky-Korsakov‘Habenera’ from Carmen by BizetZadok The Priest by HandelHaffner Serenade by MozartThis Is The Day by John Rutter			