



Music Curriculum: Year 6

What are the aims and intentions of this curriculum?

That by the end of KS2, pupils will:

- 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 inter-related 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

Term	Topic	Key Learning	Vocabulary
Autumn	Advanced rhythms	<p>Know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'</p> <p>Know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972</p> <p>Understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms</p> <p>Know that a quaver is worth half a beat</p> <p>Recognise and confidently discussing the stylistic features of music and relating it to other aspects of the Arts</p> <p>Identify the way that features of a song can complement one another to create a coherent overall effect</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music sounds</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work</p> <p>Improvise coherently and creatively within a given style, incorporating given features</p> <p>Record own composition using appropriate forms of notation and/or technology and incorporating</p> <p>Constructively critique their own and others' work, using musical vocabulary</p> <p>Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression</p> <p>Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>Perform with accuracy and fluency from graphic and staff notation and from their own notation</p> <p>Perform by following a conductor's cues and directions</p>	Zoltan Kodaly, rhythm, syllables, crotchets, quavers, notation, pulse, chant, melody, unison, rhythmic elements, music critic, compose, beat



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Spring	Dynamics, pitch and texture	<p>Know that the conductor beats time to help the performers work well together</p> <p>Understand that improvisation means making up music 'on the spot'</p> <p>Understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change</p> <p>Know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright</p> <p>Discuss 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>Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work</p> <p>Improvise coherently and creatively within a given style, incorporating given features</p> <p>Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments</p> <p>Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</p> <p>Record own composition using appropriate forms of notation and/or technology and incorporating</p> <p>Constructively critique their own and others' work, using musical vocabulary</p> <p>Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>Perform a solo or taking a leadership role within a performance</p> <p>Perform with accuracy and fluency from graphic and staff notation and from their own notation</p> <p>Perform by following a conductor's cues and directions</p>	audio, video, depicting, texture, pitch, dynamics, conductor, improvisation, notation, graphic score, composition, ensemble
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<p>Spring/ Summer</p>	<p>Theme and variations</p>	<p>Know that a 'theme' is a main melody in a piece of music Know that 'variations' in music are when a main melody is changed in some way throughout the piece Know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten Understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles Recognise and confidently discussing the stylistic features of music and relating it to other aspects of the Arts Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary Identify the way that features of a song can complement one another to create a coherent overall effect Use musical vocabulary correctly when describing and evaluating the features of a piece of music Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work Improvise coherently and creatively within a given style, incorporating given features Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture Constructively critique their own and others' work, using musical vocabulary Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group Perform with accuracy and fluency from graphic and staff notation and from their own notation</p>	<p>pop art, themes, variations, orchestra, instrument, sections, powerful, energetic, relaxing, pizzicato, ensemble, diaphragm, melody, phrase, rhythms, body percussion, rhythmic elements</p>
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<p>Summer</p>	<p>Composing and performing a leavers' song</p>	<p>Know that a chord progression is a sequence of chords that repeats throughout a song Know that a melody can be adapted by changing its dynamics, pitch or tempo Know that chord progressions are represented in music by Roman numerals Recognise and confidently discussing the stylistic features of music and relating it to other aspects of the Arts Identify the way that features of a song can complement one another to create a coherent overall effect Use musical vocabulary correctly when describing and evaluating the features of a piece of music Evaluate how the venue, occasion and purpose affects the way a piece of music sounds Improvise coherently and creatively within a given style, incorporating given features Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure Record own composition using appropriate forms of notation and/or technology and incorporating Constructively critique their own and others' work, using musical vocabulary Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group Perform a solo or taking a leadership role within a performance Perform with accuracy and fluency from graphic and staff notation and from their own notation Perform by following a conductor's cues and directions</p>	<p>lyrics, tempo, presto, allegro, largo, accelerando, ritardando, melody, dynamics, forte, piano, crescendo, diminuendo, verse, chorus, rhyme, poetic structure, chords, chord progression, improvisation, staff notation, four-chord progression,</p>
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