

Music	Year 6	
Autumn Term	Spring Term	Summer Term
<p>Autumn 1 Unit: I'll Be There</p> <p>Style: Pop</p> <ul style="list-style-type: none"> • How to listen to music. • To sing the song. • To understand the geographical origin of the music and in which era it was composed. • To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. • To work together in a band/ensemble. • To develop creativity through improvising and composing within the song. • To recognise the style of the music and to understand its main style indicators. • To understand and use general musical vocabulary and specific vocabulary linked to the song 	<p>Spring 1 Unit: A New Year Carol</p> <p>Style: Traditional Folk</p> <ul style="list-style-type: none"> • How to listen to music • To sing the song. • To understand the geographical origin of the music and in which era it was composed • To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. • To work together in an ensemble. • To recognise the style of the music and to understand its main style indicators. • To understand and use general musical vocabulary and specific vocabulary linked to 	<p>Summer 1 Unit: You've Got a Friend</p> <ul style="list-style-type: none"> • How to listen to music. • To sing the song. • To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. • To work together in a band/ensemble. • To develop creativity through improvising and composing within the song. • To understand and use 1-3 notes (A, G, E) while improvising and composing. • To play instruments to the music

<p>Autumn 2</p> <p>Unit: Classroom Jazz 2 (Bachorach Anorak and Meet the Blues)</p> <ul style="list-style-type: none"> • How to listen to music. • To play various percussion instruments in a jazz style • To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. • To work together in a band/ensemble. • To develop creativity through improvising and composing within the song. • To recognise the style of the music and to understand its main style indicators. • To understand and use general musical vocabulary and specific vocabulary linked to the song <p>-children will learn the names and values of different musical notes</p> <p>-children will learn about staves and clefs</p>	<p>the song</p> <p>Spring 2</p> <p>Unit: Happy</p> <p>Style: Pop (with a Soul influence)</p> <ul style="list-style-type: none"> • How to listen to music. • To sing the song. • To understand the geographical origin of the music and in which era it was composed. • To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. • To work together in a band/ensemble. • To develop creativity through improvising and composing within the song. 	<p>with/without notation</p> <ul style="list-style-type: none"> • To recognise the style of the music and to understand its main style indicators. • To understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document). • To demonstrate their understanding independently <p>Summer 2</p> <p>Unit: Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> • to listen to and appraise Classical music • to continue to embed the foundations of the interrelated dimensions of music using voices and instruments
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<p>and how notes are arranged in music.</p>	<ul style="list-style-type: none"> • To understand and use 1-3 notes (A, B, G) while improvising and composing. • To play instruments to the music with/without notation • To recognise the style of the music and to understand its main style indicators. • To understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document). • To demonstrate their understanding independently 	<ul style="list-style-type: none"> • to sing • to play instruments within the song • To improvise using voices and instruments • To compose music • To share and perform the learning that has taken place
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Ongoing learning across year:

-listening and appraising, improvising and composing, understanding and creating layers of music with voices and instruments, performing.

Throughout the year children will learn to compare and contrast pieces of music of many different styles (Soul, Pop, Motown, Big Jazz Band, etc.) and from varying time periods, from hundreds of years ago to what we hear on the radio today. Children will learn about the influences and contributions of many different artists from across the history of Music.