

# Pudsey Bolton Royd Primary School Music Long-Term Plan

## Year 6

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
<b>Enquiry Questions</b>		
How does music bring us together?	How does music connect us with our past?	How does music improve our world?
<b>Outcomes</b>		
<p>Understand the structure of the composition.</p> <ul style="list-style-type: none"> <li>Explaining its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</li> <li>Including a home note, to give a sense of an ending; coming home.</li> <li>Performing their simple composition/s using their own choice of notes.</li> <li>Describing how their melodies were created.</li> <li>Successfully creating a melody in keeping with the style of the backing track.</li> </ul> <p>Can make an informed decision as to which notes and expression to use when composing and improvising with the song.</p> <p>Theory quiz</p>	<p>Listen and Respond – Why? Work through the Listen and Respond activity (Step 6) on the screen. Please use the Unit 2 Listen and Respond Guide for specific answers. The children may use their Listen and Respond Worksheets, where they can record their comments, responses and answers, whether written or drawn. In addition/alternatively, you can record their responses in a separate document.</p> <ul style="list-style-type: none"> <li>Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</li> <li>Identify and describe feelings as they relate to music.</li> <li>Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.</li> </ul> <p>Theory quiz</p>	<p>Singing as part of a choir and in unison.</p> <ul style="list-style-type: none"> <li>Demonstrating good singing posture.</li> <li>Singing the unit songs from memory or notation.</li> <li>Listening for being ‘in time’ or ‘out of time’, with an awareness of following the beat and correcting themselves.</li> <li>Listening for being ‘in tune’ or ‘out of tune’.</li> <li>Singing with attention to clear diction.</li> <li>Rejoining the group with help if they get lost or out of time.</li> <li>Singing expressively, with attention to breathing and phrasing.</li> <li>Developing confidence as a soloist.</li> <li>Connecting with and trying to understand the meaning, emotion and intent of the song.</li> <li>Discussing together what the song or piece of music might be about.</li> <li>Performing actions confidently and in time.</li> <li>Making suggestions on how to sing expressively, with attention to the meaning of the words.</li> <li>Following and understanding the leader or conductor.</li> <li>Singing expressively, with attention to staccato and legato.</li> <li>Making suggestions on how to sing expressively, with attention to dynamics.</li> <li>Leading a singing session.</li> <li>Responding to a leader or conductor.</li> </ul> <p>Theory quiz</p>
<b>Linked Texts</b>		
N/A	N/A	N/A
<b>Linked Experiences</b>		
N/A	N/A	N/A
<b>Overview</b>		
In this unit, the Musical Spotlight is ‘Developing Melodic Phrases’. You will continue to learn about all the Foundational Elements of Music with a focus on melodic	In this unit, the Musical Spotlight is ‘Understanding Structure and Form’. You will continue to learn about all the Foundational Elements of Music with a focus on	In this unit, the Musical Spotlight is ‘Gaining Confidence Through Performance’. You will continue to learn about all the Foundational Elements of Music with a focus on

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<p>development, while working implicitly with all the other elements of music as you go through the steps of the unit.</p> <p>In this unit, we ask 'How Does Music Bring Us Together?' as an entry point for the broad Social Theme of 'Music Is a Peacebuilder and Friendmaker'. Aside from peace and friendship, this theme is relevant to learning topics such as kindness, responsibility, charity, diplomacy and other topics as you, the teacher, see fit.</p>	<p>structure and form, while working implicitly with all the other elements of music as you go through the steps of the unit.</p> <p>In this unit, we ask 'How Does Music Connect Us with Our Past?' as an entry point for the broad Social Theme of 'Music Is a Storyteller and Time Traveller'. Aside from considering how music relates to history, stories, our past (and our future!), this theme is relevant to learning topics such as cultural identity, changing ideas and inventions over time, creativity, film, TV, communication and other topics as you, the teacher, see fit.</p>	<p>confidence through performing, while working implicitly with all the other elements of music as you go through the steps of the unit.</p> <p>In this unit, we ask 'How Does Music Improve Our World?' as an entry point for the broad Social Theme of 'Music Is a Changemaker'. Aside from social justice and political issues, this is relevant to learning topics such as psychology, feelings, emotions and other topics as you, the teacher, see fit.</p>
<b>Knowledge and/or Skills Covered</b>		
<p><b>Composing</b></p> <p>Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest.</p> <p>Play this melody on available tuned percussion and/or orchestral instruments.</p> <p>Notate this melody.</p> <p>Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.</p> <p>Create a simple chord progression.</p> <p>Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Create music in response to music and video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use simple dynamics.</p> <p>Use rhythmic variety. Compose song accompaniments, perhaps using basic chords.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Use full scales in different keys. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests.</p>	<p><b>Listening and responding</b></p> <p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements. Identify 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</p> <p>Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction and outro is, and its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&amp;B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>	<p><b>Performing</b></p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance.</p> <p>This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.</p> <p>Sing with and without an accompaniment. Sing syncopated melodic patterns.</p> <p>Demonstrate and maintain good posture and breath control whilst singing.</p> <p>Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation.</p> <p>Lead a singing rehearsal.</p> <p>Talk about the different styles of singing used for the different styles of songs sung in this year.</p> <p>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p>

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Use a pentatonic and a full scale. Use major and minor tonality:		
<b>National Curriculum Attainment Targets</b>		
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>
<b>Important Vocabulary</b>		
<p>Structures</p> <p>compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). dynamics. including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet), rhythmic variety, accompaniments, basic chords, Use full scales in different keys, melody, crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. pentatonic and a full scale.</p>	<p>Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups, 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&amp;B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>	<p>Posture, Breath, Phrases, Diction, Pitch, Rhythm.</p>

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<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Enquiry Questions</b>		
How does music teach us about our community?	How does music shape our way of life?	How does music connect us with the environment?
<b>Outcomes</b>		
Understand the structure of the composition. <ul style="list-style-type: none"> <li>Explaining its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</li> <li>Including a home note, to give a sense of an ending; coming home.</li> <li>Performing their simple composition/s using their own choice of notes.</li> <li>Describing how their melodies were created.</li> <li>Successfully creating a melody in keeping with the style of the backing track.</li> </ul> Theory quiz	Listening and Responding to Music: Listen and Respond – We Shall Overcome Work through the Listen and Respond activity (Step 6) on the screen. Please use the Unit 5 Listen and Respond Guide for specific answers. The children may use their Listen and Respond Worksheets, where they can record their comments, responses and answers, whether written or drawn. In addition/alternatively, you can record their responses in a separate document. <ul style="list-style-type: none"> <li>Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</li> <li>Identify and describe feelings as they relate to music.</li> <li>Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.</li> </ul> Theory quiz	Theory quiz
<b>Linked Texts</b>		
N/A	N/A	N/A
<b>Linked Experiences</b>		
N/A	N/A	N/A
<b>Overview</b>		
In this unit, the Musical Spotlight is 'Exploring Notation Further'. You will continue to learn about all the Foundational Elements of Music with a focus on notation, while working implicitly with all the other elements of music as you go through the steps of the unit.  In this unit, we ask 'How Does Music Teach Us About Our Community?' as an entry point for the broad Social Theme of 'Music Is a Builder of Community and Guardian of Cultural Identity'. Aside from culture and identity, this is relevant to learning topics such as community, nationality, where we come from, team building, sport and other topics, as you, the teacher, see fit.	In this unit, the Musical Spotlight is 'Using Chords and Structure'. You will continue to learn about all the Foundational Elements of Music with a focus on chords and structure, while working implicitly with all the other elements of music as you go through the steps of the unit.  In this unit, we ask 'How Does Music Shape Our Way of Life?' as an entry point for the broad Social Theme of 'Music Is a Friend, Guide and Support'. This is relevant to learning topics such as identity, motivation, sports, courage, comfort, feelings, psychology, values, loneliness, friendship and other topics as you, the teacher, see fit.	In this unit, the Musical Spotlight is 'Respecting Each Other Through Composition'. You will continue to learn about all the Foundational Elements of Music with a focus on composition and respect/identity, while working implicitly with all the other elements of music as you go through the steps of the unit.  In this unit, we ask 'How Does Music Connect Us with the Environment?' as an entry point for the broad Social Theme of 'Music Is a Nature Lover and Guardian of the Earth'. This is relevant to learning topics such as nature, environment, animals, geography, biology, art, outdoor education, the Forest School, climate change,

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		environmental justice and other topics as you, the teacher, see fit.
Knowledge and/or Skills Covered		
<p>Composing – notation</p> <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B</p> <p>F, G, A, B<math>\flat</math>, C, D, E</p> <p>F, G, A<math>\flat</math>, B<math>\flat</math>, C, D, E<math>\flat</math></p> <p>G, A, B<math>\flat</math>, C, D, E, F</p> <p>G, A, B, C, D, E, F<math>\sharp</math></p> <p>D, E, F, G, A</p> <p>D, E, F<math>\sharp</math>, A, B, C<math>\sharp</math></p> <p>E, F<math>\sharp</math>, G, G<math>\sharp</math>, A, B, C, C<math>\sharp</math></p> <p>E<math>\flat</math>, F, G, A<math>\flat</math>, B<math>\flat</math>, C, D</p> <p>Identify: • Stave • Treble clef • Time signature</p> <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>Recognise how notes are grouped when notated.</p> <p>Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p>	<p>Listen and respond</p> <p>Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements.</p> <p>Identify 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</p> <p>Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction and outro is, and its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&amp;B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>	
National Curriculum Attainment Targets		
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	

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Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		
<b>Important Vocabulary</b>		
Stave, Treble clef, Time signature, Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers, barlines, a flat sign and a sharp sign.	Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups, 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.	