

Music Curriculum Overview - Year 6

| | Unit | Details |
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| Autumn One | Hey Mr Miller | Pupils compose a syncopated melody using the notes of the C major scale. Pupils sing a syncopated melody accurately. Pupils sing and perform their own arrangement of the song together in time. Pupils listen to historical recordings of big band swing and describe features of the music using music vocabulary. |
| Autumn Two | Shadows Touch The Sky | Pupils explore the influences on an artist and recognise and identify features of timbre/instrumentation and expression in listening to extracts of recorded music. Pupils use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. Pupils create their own shadow dance in response to different styles of music and perform to whole class. Pupils compose /improvise using the pentatonic scale and sing accurately in two parts, with dynamic contrast and expression. Pupils perform and play the melody, bass note, or chord for one verse of Skye boat song and listen to traditional Scottish music identifying influences on Touch the sky. |
| Spring One | Dona Nobis Pacem | Pupils compose an 8-bar piece in 3-time performing in a round in a legato style. Pupils listen to a piece of music identifying changes in texture and listen to music from a mass and talk about features of the music. |
| Spring Two | You To Me Are Everything Building a Groove | Pupils recognise and identify key musical features such as rhythm, tempo, timbre, structure, and instruments and use musical vocabulary and knowledge to discuss similarities and differences in pieces of music they have listened to. Pupils compose groove based pieces understanding how drum grooves and bass lines fit together and perform in a vocal percussion style playing drum patterns, basslines and riffs as part of a group. Pupils listen and copy drum patterns and riffs. |
| Summer One | Empress of the Pagodas Ame sau vala tara bal | Pupils compose a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo. Pupils notate ideas to form a simple score to play from and listen to and respond to music using drawings and words. Pupils recognise that music can describe feelings and tell a story. Pupils compose a rhythmic piece for drums and percussion instruments and sing a melody with attention to phrasing developing knowledge and understanding of a variety of musical styles from India and talk about them using music vocabulary. Pupils respond to the music and show the beat by dancing to bhangra music. |
| Summer Two | Nobody Knows (The Lumineers) | Pupils compose a short song on the theme of 'moving on' and sing with expression and accuracy of rhythm and pitch. Pupils perform chords to accompany the song and recognise the instruments used in the song and identify the way the texture develops. |

