

| **AUTUMN** | **SPRING** | **SUMMER** |
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| **AUTUMN 1**Ongoing (listening activities): *I can listen to longer extracts and describe using knowledge of interrelated dimensions of music I can listen for small details within a dense structure I can compare music of contrasting styles and genres using appropriate vocabulary I can identify or suggest purposes for musical extracts***Pulse and rhythm activities**:‘Let’s all Play my Drum’- watching and listening activity.Revision of the meaning of Pulse and Rhythm. *I can differentiate between pulse and rhythm*Start to look at syncopation (sh-Ti), using a basic pattern to copy. ] Perform Bubble Gum with Claves, as a canon.Timki Ti-ti Ti-ti Ta’Activity with Greengage Summer’ by Richard Addinsell. *I can perform and compose more complicated rhythms, aurally and from notations***Listen and appraise**: Sugarhill Gang ‘Rapper’s Delight’ and compare to ‘Me, Myself and I’ by De la Soul.‘You Can’t touch this’ by MC Hammer (Hip hop pop rap). Compare to other pieces we have listened to (how much more ‘pop’ is it/what instruments can you hear?).‘It’s Like that’ by Run DMC. Compare to previous pieces of music we have appraised this term.*I can listen to short extracts commentating on aspects of the music, e.g. the genre*Using recorder and chime bars, perform the instrumental sections of ‘The Fresh Prince’ along with a backing track*I can lead a group by counting in, beating time etc I can recover from mistakes in a performance***Learn** to sing ‘Let’s See What the Earth has to say’ for the Harvest Festival**AUTUMN 2**Watch/ listen to ‘In the mood’ by Glenn Miller, noticing the instruments and how they are played.Practise looking at and finding information on a score.Learn the first two sections of the song Hey, Mr Miller.*I can demonstrate control of vocal techniques - breathing, posture, good tuning and diction*Learn Section 3 and introduce the term ‘chromatic’.Learn about the cultural, social, and historical context of swing music.*I can listen and comment on music from different historical periods, displaying increasing understanding of the factors that have influenced the development of different genres over time e.g. role of the Great Depression in influencing Swing music*Embody the rhythms of swing music by dancing to audio examples. Learn the terms ‘arpeggio’ and ‘syncopation’ in preparation for a composing activity.*I can understand the music is given character by the use of metre and rhythm patterns*Listen to Ella Fitzgerald and Duke Ellington, learn about scat singing and have a go themselves.*I can demonstrate control of vocal techniques* Invent a rhythmic ostinato using word rhythms from the song and layer them up, directed by a conductor.Using the rhythm pattern improvise using a selection of notes from the C major scale.Listen and appraise the song ‘Singing Swinging Star’. Compare it to ‘Hey Mr Miller’. *I can compare two pieces of music using appropriate vocabulary* | **SPRING 1**Ongoing (listening activities): *I can listen to longer extracts and describe using knowledge of interrelated dimensions of music I can listen for small details within a dense structure I can compare music of contrasting styles and genres using appropriate vocabulary I can identify or suggest purposes for musical extracts*Introduce the term ‘film composer’ and discuss what it might mean. Talk about John Williams, who they may have heard of and give examples of some film music he has written that they may recognise*I can listen to short extracts commentating on aspects of the music, e.g. the genre*Point out that the music (soundtrack) is different from the sound effects.*I can identify or suggest purposes for musical extracts*Look at scenes from the film ‘Close Shave’ (Wallace and Gromit), discussing the emotions evoked by the music, instrumentation and composition style.*I can identify or suggest purposes for musical extracts*Look at pictures of graphic scores. Children match the sounds to the graphic score which best illustrate the music they hear. Children work in groups to produce their own music to accompany one of the graphic scores.*I can interpret a graphic score.* In pairs or groups, children compose music to illustrate a selection of descriptions, e.g.tension.*I can plan a composition, alone or in a group, and monitor its development*Lunar New Year work: Children make up their own pentatonic tune, using CDEGA notes. see ‘Dragon Scales’ from Music Express, Bk 3*I can plan a composition, alone or in a group, and monitor its development***SPRING 2** |  |

**KNOWLEDGE TO BE LEARNED BY THE END OF EACH UNIT (WHAT DO WE WANT THE CHILDREN TO KNOW AND REMEMBER?)**

| **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM** |
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| **AUTUMN 1** Know syncopation displaces the beats within a piece of musicKnow what the terms listen and appraise means. Be able to listen to a piece of music and make valid comments or raise valid questions about it.Know that rap is a type of music that originally stemmed from West Africa where historians told stories over the beat of a drum.**AUTUMN 2**Know what a musical score is and begin to identify features of it – notation, speed directions and volume instructions.Know the term chromatic, arpeggio and syncopation.Be able to identify ‘swing’ music from a known piece. Know and explain what scat singing is. Know what improvisation is and be able to attempt this.  | **SPRING 1**Give examples of films with a score written by John Williams.Explain the difference between a soundtrack and sound effects in a film.Describe what a graphic score is and be able to interpret a simple example of one, imagining how the music might sound.**SPRING 2** |  |

| **Children working at below Age Related Expectations in HISTORY at the end of Year 6:** |
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