

National Curriculum links:

- 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

## • Music: Year 6



Sequence of learning:

<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Dynamics, pitch and texture: Fingals cave</u>	<u>Christmas Performance/Carol Concert</u>	<u>Film Music</u>	<u>Theme and variation: Pop Art</u>	<u>Baroque</u>	<u>Composing and performing an leavers song</u>
To appraise the work of a classical composer (Felix Mendelssohn).		To appraise different musical features in a variety of film contexts	To explore the musical concept of theme and variations	To understand the importance of Monteverdi in the history of opera.	To listen to and describe music
To improvise as a group, using dynamics and pitch.		To identify and understand some composing techniques in film music	To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'	To read and play a canon	To write lyrics for a song

To improvise as a group, using texture.		To use graphic scores to interpret different emotions in film music	To use complex rhythms to be able to perform a theme	To demonstrate an understanding of Baroque music features when composing.	To organise lyrics into a song structure
To use knowledge of dynamics, texture and pitch to create a group composition.		To create and notate musical ideas and relate them to film music	To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time	To combine knowledge of staff notation and aural awareness to play a fugue.	To use vocal improvisation and known melodies against a backing track
To use teamwork to create a group composition featuring changes in		To play a sequence of musical ideas to convey emotion	To use music notation to create visual	To apply their understanding of fugue	To compose a melody
texture, dynamics and pitch.			representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.	structure when performing with others.	
					To compose a verse melody

Key vocabulary:

Graphic score	Texture	phrases	variations
Dynamics	4/ 4 time	3 /4 time	Sequence