

Year 6 Music		
Autumn 1 – Happy Autumn 2 – Classroom Jazz 2	Spring 1 – A New Year Carol Spring 2 – You’ve Got a Friend	Summer 1 – Music and Me Summer 2 – Reflect, Rewind and Replay
<p>Key Skills:</p> <ul style="list-style-type: none"> * Identify a song’s structure, style, instrumentation and musical dimensions * Copy rhythmic and melodic patterns and create question-and-answer patterns * Sing in two parts * Play in Blues styles * Play by ear and from notation * Contribute to a performance by singing, playing, improvising and composing * Evaluate performances and discuss how they were approached 	<p>Key Skills</p> <ul style="list-style-type: none"> * Identify a song’s structure, style, instrumentation and musical dimensions * Describe a song’s mood and narrative * Copy rhythmic and melodic patterns and create question-and-answer patterns * Sing in two parts in different styles * Play instrumental parts with a compass of up to a whole octave, by ear and from notation * Improvise and compose using up to six notes * Evaluate performances and discuss how they were approached 	<p>Key Skills</p> <ul style="list-style-type: none"> * Learn about the role of women in the music industry * Identify a song’s structure, style, instrumentation and musical dimensions * Identify how music can express identity * Create music expressing our own identity drawing on various aspects of previous learning * Learn about classical music * Place pieces in their historical context
<p>Key questions:</p> <ul style="list-style-type: none"> * How can identify a song’s style? * What are the dimensions of a piece of music? 	<p>Key questions:</p> <ul style="list-style-type: none"> * How can a song tell a story? * How can the same piece be performed in different styles? 	<p>Key questions:</p> <ul style="list-style-type: none"> * What is the role of women in the music industry? * How do pieces that we know fit into the history of music?
<p>Learning and Activities</p> <p><u>Focus pieces:</u> - <i>Happy</i> by Pharrell Williams - <i>Bacharach Anorak</i> and <i>Meet The Blues</i> by Ian Gray</p> <p><u>Focus styles:</u> Pop/Neo Soul, Jazz, Latin, Blues</p> <ul style="list-style-type: none"> * Identifying a song’s structure and features that indicate its style * Discussing the musical dimensions of a song * Recognising instruments by ear 	<p>Learning and Activities</p> <p><u>Focus pieces:</u> - <i>A New Year Carol</i> by Benjamin Britten - <i>You’ve Got a Friend</i> by Carole King</p> <p><u>Focus styles:</u> Classical, Gospel, Pop Ballad</p> <ul style="list-style-type: none"> * Identifying a song’s structure and features that indicate its style * Discussing the musical dimensions of a song 	<p>Learning and Activities</p> <p><u>Focus pieces/styles:</u> Various pieces and styles celebrating the role of women in the music industry</p> <ul style="list-style-type: none"> * Identifying a song’s structure and features that indicate its style * Discussing the musical dimensions of a song * Learning about the role of women in the music industry through the example of various artists: how they go about creating

<ul style="list-style-type: none"> * Copying rhythmic and melodic patterns and creating question-and-answer patterns * Singing in two parts * Learning to play instrumental parts on the glockenspiel in Blues styles * Learning to play by ear and from notation * Contributing to a performance by singing, playing an instrumental part, improvising and composing * Evaluating a recorded performance and discussing their approach 	<ul style="list-style-type: none"> * Describing a song's mood and the story it tells * Recognising instruments by ear * Learning to clap rhythms and play musical phrases on the glockenspiel * Copying rhythmic and melodic patterns and creating question-and-answer patterns * Singing in unison in different styles * Playing instrumental parts with a compass of up to a whole octave * Learning to play the glockenspiel by ear and from notation * Improvising in time using up to three notes * Composing a melody using simple rhythms and up to five notes * Evaluating a recorded performance and discussing their approach 	<p>their music and how music enriches their lives</p> <ul style="list-style-type: none"> * Learning how music can express identity * Creating a group piece of music drawing on various aspects of previous learning and expressing children's own identity * Consolidating this year's learning by revisiting songs and musical activities * Placing this year's pieces in the context of the history of music
Extension and Enrichment Opportunities		
<ul style="list-style-type: none"> * Upper Key Stage 2 Production * World War 2 themed Tea Dance with period music * Junior Carol Service * Junior Choir rehearsals and performance in Carol Service 	<ul style="list-style-type: none"> * Junior Choir rehearsals and performance in Spring Music Concert 	<ul style="list-style-type: none"> * Junior Choir rehearsals and performance in Summer Music Concert * Leavers' Ceremony at Lancing College