

## YEAR 6 – Term 2

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Performing	<p>The three <b>Prime ELGS</b> of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></p> <p>Being Imaginative and Expressive ELG</p>	Use <b>tuned and untuned instruments</b> to perform and choose sounds to represent different things.	Perform simple patterns and accompaniments keeping a <b>steady pulse/beat</b> .	Play clear notes on <b>tuned instruments</b> and use different <b>elements in composition</b> . ( <b>rhythm, pulse, pitch, tempo</b> ). Play <b>untuned instruments</b> with a <b>steady rhythm</b> . Sing in <b>tune</b> with <b>expression</b> and <b>control</b> . Perform actions in time with a song. Play and perform in <b>solo</b> and <b>ensemble</b> contexts.	Sing songs from memory with <b>accurate pitch</b> . Copy short <b>melodic phrases</b> on a tuned instrument. Sing in different <b>time signatures</b> .	Maintain own part whilst others are performing their part. Play <b>melodies</b> on tuned percussion.	Sing in <b>harmony</b> confidently and accurately Perform parts from memory Take the lead in a performance. Perform using <b>notation</b> . Perform in an <b>ensemble</b> .
Composing	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	Make a <b>sequence</b> of sounds and respond to different moods in music. Show sounds by using <b>pictures (graphic notation)</b> .	Order sounds to create a beginning, middle and an end. Create music in response to different starting points. Choose sounds which create an <b>effect</b> . Use <b>symbols</b> to represent sounds.	Combine different sounds to create a specific mood or feeling. Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music ( <b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b> ). Compose <b>melodies and songs</b> .	Use <b>notation</b> to record compositions in a small group or individually. Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music ( <b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b> ).	Compose music which meets specific criteria Choose the most appropriate <b>tempo</b> for a piece of music Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music ( <b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b> ). Compose a <b>short ternary piece</b> (3 elements).	Use a variety of different devices in composition (including melody, rhythms and chords) Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music ( <b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b> ). Compose a <b>melodic phrase</b> using the <b>pentatonic scale</b> .
Listening		Listen for <b>elements</b> of music, such as, <b>pulse/beat, rhythm and pitch</b> . Identify <b>changes</b> in sounds, such as <b>rhythm and pitch</b> . Recognise <b>repeated patterns</b> .	Make connections between <b>notations and musical sounds</b> . Listen for <b>elements</b> of music, such as, <b>pulse/beat, rhythm and pitch</b> .	Identify repetition, contrasts and variations.	Explain why silence is often needed in music and explain what effect it has. Identify <b>major and minor</b> chords. Identify the stories, origins, traditions, history and social context of the music they are listening to.	Repeat a phrase from the music after listening intently.	Identify a variety of pieces of music and their characteristics.
Using and Understanding		Make different <b>sounds</b> with <b>voice and instruments</b> . Follow <b>instructions</b> about when to <b>play and sing</b> . Sing familiar songs in <b>high and low</b> voices. Copy sounds at the same <b>pitch</b>	<b>Sing or clap</b> increasing and decreasing <b>tempo</b> . Sing following a <b>melody</b> at a given <b>pitch</b> . Play simple <b>rhythmic</b> patterns on <b>tuned and untuned instruments</b> .	Create repeated patterns with different instruments. Move to a <b>steady beat</b> , changing with the <b>tempo</b> of the music.	Use notation to record and interpret sequences of pitches	Use a music diary to record aspects of the <b>composition process</b> . Suggest improvements to their own or others work.	Analyse features within different pieces of music. Refine and improve their own work. Recognise different forms of notation serve

		Clap and repeat short rhythmic and <b>melodic patterns</b> .		Use and understand <b>staff and other musical notations</b> . Improve work; explaining how it has been improved.		Use notation to record groups of <b>pitches (chords)</b> . Recognise and use basic structural forms, such as <b>rounds, variation, rondo form</b> .	different purposes and use appropriately.
Appreciating		Say whether they like or dislike a piece of music and how it makes them feel.	Say whether they like or dislike a piece of music and how it makes them feel.	Use musical words to describe a piece of music and <b>compositions</b> . Use musical words to describe what they like and do not like about a piece of music.	Identify and describe the different purposes of music	Describe, compare and evaluate music using musical vocabulary Explain why they think music is successful or unsuccessful.	<b>Evaluate</b> how the venue, occasion and purpose affects the way a piece of music is created
History of Music	<p>The three <b>Prime ELGS</b> of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></p> <p><b>Being Imaginative and Expressive ELG</b></p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p> <p><b>Past and Present ELG</b></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings,</p>			Recognise the work of at least one <b>famous composer</b> .	Begin to identify the style of work of Beethoven, Mozart and Elgar	Contrast the work of a famous composer with another and explain preferences	Compare and contrast the impact that different composers from different times have had on people of that time

characters and events encountered in books read in class and storytelling.

### COMPOSITES

- 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 musician develop an understanding of the history of music

### COMPONENTS

	1	2	3	End Point
	LQ: Can I describe the structure and form of a piece of music?	LQ: Can I follow the rhythm of a song using a percussion instrument?	LQ: Can I compose a short piece of music to add to a song?	Children will be able to describe the structure and form of a piece of music, follow the rhythm of a song using a percussion instrument and compose a short piece of music to add to a song.
<b>CONCEPTS</b> <a href="#">Link to concept map</a>	Critical Thinking			Children will be able to listen for elements of music and discuss what they have heard and how the music made them feel.
	Technique	Technique	Technique	Children will be able to play simple rhythmic patterns on tuned and untuned instruments.
		Composition	Composition	Children will be able to compose a piece of music using the knowledge they have learnt.
			Expression	Children will be able to perform simple patterns and accompaniments keeping a steady pulse/beat.
<b>SKILLS</b>	Identify a variety of pieces of music and their characteristics. Analyse features within different pieces of music.	Recognise different forms of notation serve different purposes and use appropriately. Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music ( <b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b> )	Take the lead in a performance. Perform in an <b>ensemble</b> . Use a variety of different devices in composition (including melody, rhythms and chords)	Children will be able to: Identify a variety of pieces of music and their characteristics. Analyse features within different pieces of music. Recognise different forms of notation serve different purposes and use appropriately. Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music ( <b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b> ) Take the lead in a performance. Perform in an <b>ensemble</b> . Use a variety of different devices in composition (including melody, rhythms and chords)

<b>KNOWLEDGE</b> <a href="#">Year 6 Knowledge Organiser.pdf</a>	Four-Bar Phrases A four-bar phrase is often 8 or 16 beats long. It can form a section of a longer piece of music. Many composers use four-bar phrases in their music	Rhythm Notation: Each note length has an equivalent rest that lasts for the same duration.	Four-bar phrases are often repeated in songs and longer pieces of music. Each phrase is like a sentence in the music. It makes sense on its own	Children will understand the structure and form of a piece of music and phrases.
<b>LESSON LINK</b>	<a href="#">Year 6 Term 2 plan</a>	<a href="#">Year 6 Term 2 plan</a>	<a href="#">Year 6 Term 2 plan</a>	
<b>PROGRESSIVE VOCABULARY</b>	features structure	<b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b>	ensemble melody rhythms chords	Articulate and recognise subject specific vocabulary
<b>CURRICULUM EXPERIENCES</b>		Playing percussion instruments		
<b>END POINT</b>	Children will be able to describe the structure and form of a piece of music.	Children will be able to follow the rhythm of a song.	Children will be able to compose a short piece of music.	