

**CURRICULUM MAP (Long term plan)**

**SUBJECT : Music**

**YEAR GROUP: 6**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<b>Substantive knowledge –</b> Essential knowledge & conceptual understanding of the National Curriculum	<p><b>Music technology/ Tchaikovsky - Ternary Form, Body percussion</b></p> <p>Use music technology and learn how a piece of music is put together using Ableton.</p> <p>Listen and appraise music with attention to detail and begin applying the musical elements.</p> <p>Develop an understanding of the history of music across a variety of cultures and historical eras (with a specific focus on the great composer Tchaikovsky).</p> <p>Compose and perform a piece of ternary music.</p>	<p><b>Instrumental performance</b></p> <p>Play and perform in a solo context using the keyboard with increased accuracy.</p> <p>Listen and appraise music with attention to detail and begin applying the musical elements.</p> <p>Begin to use the musical staff to locate notes on a stave.</p>	<p><b>Singing/ Composing</b></p> <p>Perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Compose music to accompany ‘a River Journey’ using a Glockenspiel.</p> <p>Listen and appraise music with attention to detail and begin applying the musical elements.</p> <p>Begin to look at pitch and how this relates to notation of a single line stave.</p>
<b>Disciplinary knowledge - what skills are practised?</b>	<ul style="list-style-type: none"> <li>- Listen and appraise music from a variety of historical eras, cultures and genres - including applying music vocabulary.</li> <li>- Use music technology to break down the 5 basic elements of a piece of music and how these are</li> </ul>	<ul style="list-style-type: none"> <li>- Recall facts about the history of the keyboard.</li> <li>- Being able to locate the middle C.</li> <li>- Being able to use a comfortable and logical hand position.</li> <li>- Use the correct fingering when playing in a fixed hand position.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the notation of a semiquaver, quaver, crotchet and minim.</li> <li>- Clap notated rhythms accurately and begin layering more than one rhythm.</li> <li>- Write rhythms using notation.</li> <li>- Follow and notate melodies on a single line stave that show pitch.</li> <li>- Locate notes of a Glockenspiel.</li> </ul>

	<p>put together to compose a piece of music (Beats, Melodies, Chords, Basslines and Song Structure).</p> <ul style="list-style-type: none"> <li>- Who is Tchaikovsky and where does he fit into the History of Music?</li> <li>- Understand what a crotchet and Quaver is and clap rhythms following notations (including rests).</li> <li>- What is Ternary form?</li> <li>- Follow/count along with a piece of music clapping rhythms.</li> <li>- What is a <math>\frac{3}{4}</math> time signature and how this differs to 4/4.</li> </ul>	<ul style="list-style-type: none"> <li>- Locate notes on a stave correctly.</li> <li>- Draw notes on a stave.</li> <li>- be able to locate notes A-C on the Keyboard.</li> <li>- Follow notes for melodies written in letter form.</li> <li>- Be able to relate notes on a stave to the key on a keyboard.</li> <li>- Begin playing with both hands.</li> <li>- Begin moving hands around the octave depending on the notes needed.</li> </ul>	<ul style="list-style-type: none"> <li>- What is a pentatonic scale?</li> <li>- Singing in unison, a round, a layered partner song.</li> <li>- What is syncopation and how can we sing it?</li> </ul>
<p><b>Key questions</b> (What is the learning about?)</p>	<p>Can I use music technology to understand musical elements? Can I create and follow rhythms using body percussion?</p>	<p>Can I play a simple melody using the correct notation? Can I begin to locate notes on the stave?</p>	<p>Can I compose a piece of music based on a river using the pentatonic scale? Can I use the different rhythms through my composition? Can I apply the musical elements to my singing?</p>
<p><b>Assessment</b></p>	<p><b>EOT-</b> Perform a ternary composition <b>Live marking/ verbal feedback</b> given throughout the lesson.</p>	<p><b>EOT-</b> Perform a simple melody. <b>Live marking/ verbal feedback</b> given throughout the lesson.</p>	<p><b>EOT</b> - Performance of the river composition - Whole class performance of a song <b>Live marking/ verbal feedback</b> given throughout the lesson.</p>
<p><b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b></p>	<p>Key vocabulary and the spelling of these words. Maths- notes in a 4 beat bar (duration) linked to fractions.</p>	<p>Key vocabulary and the spelling of these words.</p>	<p>Key vocabulary and the spelling of these words. Maths- notes in a 4 beat bar (duration) linked to fractions.</p>
<p><b>Cross Curricular Opportunities</b></p>	<p>Maths - notes in a 4 beat bar (duration) linked to fractions. History - Tchaikovsky is a great composer and how his music</p>	<p>History - of the keyboard/piano.</p>	<p>Geography - rivers and how the music follows the river's journey from source to mouth.</p>



	<p>impacted music throughout his life.</p> <p>ICT - Using music technology to create music.</p>		
<p><b>SMSC / Character/Careers/Cultural Capital</b> (personal development)</p>	<p><b>Social</b> - Students have opportunities to work independently in Music lessons, developing their resilience and independence. Collaborative working on creating compositions encourages students to take responsibility for their own learning outcomes. In most lessons, classroom discussions are used to appraise music which builds a sense of unity within the class.</p> <p><b>Spiritual</b> - When listening to music we encourage pupils to express their feelings verbally with respect. Through studying music, students will explore how music has the power to influence and change behaviours, opinions and actions. Students explore and develop their own interests in music through a variety of personal tastes and learn to compose in these styles allowing students to explore their personal tastes further.</p> <p><b>Moral</b> - Students develop individual performing skills, confidence in performing and learning music, and creativity through composing projects. Following this, we encourage pupils to critically reflect on their own and others' ideas, when presenting their work using fair and objective assessment criteria. Students focus on why a particular piece of music is created, for an occasion for example and how a piece of music may reflect the feelings or intentions of the composer or piece of music. They also learn to show empathy when listening to different styles of music and respect each other's opinions.</p> <p><b>Cultural</b> - Across both key stages students focus on various styles and genres of music from the tradition of Classical Music and focus on Composers to more contemporary musical styles and how these are created. The musical examples used also encourage a respect and deep appreciation for cultures around the world and historical periods. We ask students to create their own music incorporating different musical influences.</p> <p><b>Careers</b> - Students are exposed to how careers may be developed in Music and Music Technology which may influence their decision in a career choice due to the skills they have developed through creative composing and team work during performance.</p>		
<p><b>Equality and Diversity</b></p>	<p>Over the year, students are exposed to a broad variety of music from different cultures across the world and encourage them to use these influences in their own practice. We incorporate music from composers who come from all over the world, for example: Tchaikovsky, Mussorgsky and Chopin; as well as more contemporary composers and artists like John Williams, Dizzie Rascal and Stomp.</p>		
<p><b>Super Curriculum</b> (personal development)</p>	<p>Young Voices Peripatetic music lessons (piano, drums, guitar and strings). Opportunity to perform in an assembly or class. Performance at Stotfold Mill.</p>		