



CURRICULUM MAP (Long term plan)

SUBJECT : Music

YEAR GROUP: 6

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
<p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p>	<p>Composing/ Tchaikovsky - Ternary Form, Body percussion</p> <p>Compose music using the pentatonic scale and begin to learn the basics of creating melodies</p> <p>Begin to look at pitch and how this relates to notation of a single line stave.</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>Develop an understanding of the history of music across a variety of cultures and historical eras</p>	<p>Instrumental performance/ Composing</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>Compose music to accompany ‘a River Journey’ using a Glockenspiel.</p>	<p>Singing/Music Technology</p> <p>Perform music using the voice and understand</p> <p>Listen and appraise music with attention to detail and begin applying the musical elements.</p> <p>Use music technology and learn how a piece of music is put together using Ableton.</p> <p>Create music using different instruments and create a variety of layers within the music.</p>

	(with a specific focus on the great composer Tchaikovsky). Compose and perform a piece of ternary music.		
Disciplinary knowledge - what skills are practised?	<ul style="list-style-type: none"> - Listen and appraise music from a variety of historical eras, cultures and genres - including applying music vocabulary. - Use music technology to break down the 5 basic elements of a piece of music and how these are put together to compose a piece of music (Beats, Melodies, Chords, Basslines and Song Structure). - Who is Tchaikovsky and where does he fit into the History of Music? - Understand what a crotchet and Quaver is and clap rhythms following notations (including rests). - What is Ternary form? - Follow/count along with a piece of music clapping rhythms. - What is a $\frac{3}{4}$ time signature and how this differs to $\frac{4}{4}$. 	<ul style="list-style-type: none"> - Recall facts about the history of the keyboard. - Being able to locate the middle C. - Being able to use a comfortable and logical hand position. - Use the correct fingering when playing in a fixed hand position. - Locate notes on a stave correctly. - Draw notes on a stave. - be able to locate notes A-C on the Keyboard. - Follow notes for melodies written in letter form. - Be able to relate notes on a stave to the key on a keyboard. - Begin playing with both hands. - Begin moving hands around the octave depending on the notes needed. 	<ul style="list-style-type: none"> - Understand the notation of a semiquaver, quaver, crotchet and minim. - Clap notated rhythms accurately and begin layering more than one rhythm. - Write rhythms using notation. - Follow and notate melodies on a single line stave that show pitch. - Locate notes of a Glockenspiel. - What is a pentatonic scale? - Singing in unison, a round, a layered partner song. - What is syncopation and how can we sing it?
Key questions (What is the learning about?)	Can I use music technology to understand musical elements?	Can I play a simple melody using the correct notation?	Can I compose a piece of music based on a river using the pentatonic scale?



	Can I create and follow rhythms using body percussion?	Can I begin to locate notes on the stave?	Can I use the different rhythms through my composition? Can I apply the musical elements to my singing?
Assessment	EOT- Perform a ternary composition Live marking/ verbal feedback given throughout the lesson.	EOT- Perform a simple melody. Live marking/ verbal feedback given throughout the lesson.	EOT - Performance of the river composition - Whole class performance of a song Live marking/ verbal feedback given throughout the lesson.
Literacy (L), Numeracy (N), Oracy (O) opportunities	Key vocabulary and the spelling of these words. Maths- notes in a 4 beat bar (duration) linked to fractions.	Key vocabulary and the spelling of these words.	Key vocabulary and the spelling of these words. Maths- notes in a 4 beat bar (duration) linked to fractions.
Cross Curricular Opportunities	Maths - notes in a 4 beat bar (duration) linked to fractions. History - Tchaikovsky is a great composer and how his music impacted music throughout his life.	History - of the keyboard/piano. Geography - rivers and how the music follows the river's journey from source to mouth.	ICT - Using music technology to create music.
Super Curriculum (personal development)	Young Voices Peripatetic music lessons (piano, drums, guitar and strings). Opportunity to perform in an assembly or class. Performance at Stotfold Mill.		
Careers	HT 1 Day in the life of an orchestral musician: https://www.youtube.com/watch?v=kYhZnfXy3kw HT 2: Mallet and drumstick maker:	HT1: Meet Lucy Urlacher: Mizzou's piano tuner/technician HT2: Foley Artists: How Movie Sound Effects Are Made	HT1: The role of the choir accompanist: https://www.youtube.com/watch?v=wcE-fsyiOWI HT2: https://www.youtube.com/watch?v=oB6ISvsNhKM



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Equality and Diversity Gender Disability Religion Race Sexuality	Julia Perry Life and Work for children - famous female composers -Listen and Learn. Meet Lili Boulanger Composer Biography for Kids + FREE Worksheets	Meet The World's Only One-Handed Pianist Meet Lucy Urlacher: Mizzou's piano tuner/technician	Cheryl Porter's 10 Minute Daily VOCAL WORKOUT (For Singing All Levels!)An introduction to music technology with Dev Music - Dev's Music Technology
Local Community Links			
British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education	<p><u>Individual liberty</u></p> <p>Students are given opportunities to express their individuality when composing by showcasing their own imagination and creativity. Students are given opportunities to explore how composers have expressed their individual liberty through their music. When performing, students are taught that resilience is key to the subject and must have a positive mindset.</p> <p><u>Mutual respect</u></p> <p>Students show respect for one another when performing as we expect all students to act like a polite audience and give feedback to each other in a respectful way. Students respect the music of other countries and cultures that they are exposed to. Students are encouraged to identify similarities and differences in the musical tastes of the classroom.</p> <p><u>Democracy</u></p> <p>Students often perform and compose in groups so it is important that all students are able to voice their opinions and ideas. In extra-curricular ensembles, students are encouraged to suggest repertoire.</p>		