

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

Curriculum Map: Music Year 6

	<b>Autumn 1 Dynamics, pitch and tempo (Fingal's Cave)</b>	<b>Autumn 2 Christmas Carols (performance and singing technique)</b>	<b>Spring 1 Whole Class Instrument - Ukuleles</b>	<b>Spring 2 Theme and Variation (pop art)</b>	<b>Summer 1 Baroque</b>	<b>Summer 2 Year 6 Leavers' Production</b>
<b>Content</b> Declarative Knowledge 'I know'	*To know that the conductor beats time to help the performers work together *To know what improvisation is *To understand that texture can be created adding or removing instruments *To know what timbre is	*To know that 'major' key signatures use note pitches that sound cheerful and upbeat *To know that a descant is an additional melody sung over the main melody/tune	*To know that 'major' key signatures use note pitches that sound cheerful and upbeat *To understand that 'minor' key signatures use note pitches that can suggest sadness and tension	*To know what a theme is *To know what variations are *To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten *To understand that written 'rests' help us play rhythms correctly	*To know what 'polyphonic' texture is *To know what a canon is *To know that ground bass is a repeating melody played on a bass instrument in Baroque music *To know what a counter subject is *To know what a counter melody is	*To know that 'major' key signatures use note pitches that sound cheerful and upbeat *To understand that 'minor' key signatures use note pitches that can suggest sadness and tension
<b>Skills</b> Procedural Knowledge 'I know how to'	<b>Listening</b> *Discussing musical eras in context and how they have influenced each other *Representing changes in pitch, dynamics and texture using graphic	<b>Listening</b> *Confidently using detailed musical vocabulary to discuss and evaluate their own and others' work *Evaluating how the venue, occasion and purpose affects the	<b>Listening</b> *Confidently using detailed musical vocabulary to discuss and evaluate their own and others' work *Evaluating how the venue, occasion and purpose affects the	<b>Listening</b> *Discussing musical eras in context and how they have influenced each other *Representing changes in pitch, dynamics and texture using graphic	<b>Listening</b> *Discussing musical eras in context and how they have influenced each other *Confidently using detailed musical vocabulary to discuss and evaluate their	<b>Listening</b> **Confidently using detailed musical vocabulary to discuss and evaluate their own and others' work *Evaluating how the venue, occasion and purpose affects the

<p>notation, justifying their choices using musical vocabulary</p> <ul style="list-style-type: none"> <li>*Confidently using detailed musical vocabulary to discuss and evaluate their own and others' work</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>*Improvising coherently and creatively within a given style</li> <li>*Composing a multi-layered piece</li> <li>*Developing melodies using rhythmic variation, changes in dynamics, pitch and texture</li> <li>*Recording own composition using appropriate forms of notation and/or technology and incorporating</li> <li>*Constructively critique their own and others' work using musical vocabulary</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>*Singing songs in two or more parts with accuracy, fluency,</li> </ul>	<p>notation, justifying their choices using musical vocabulary</p> <ul style="list-style-type: none"> <li>*Confidently using detailed musical vocabulary to discuss and evaluate their own and others' work</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>*Improvising coherently and creatively within a given style</li> <li>*Composing a multi-layered piece</li> <li>*Developing melodies using rhythmic variation, changes in dynamics, pitch and texture</li> <li>*Recording own composition using appropriate forms of notation and/or technology and incorporating</li> <li>*Constructively critique their own and others' work using musical vocabulary</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>*Singing songs in two or more parts with accuracy, fluency,</li> </ul>	<p>way a piece of music sounds</p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>*Singing songs in two or more parts from memory with accuracy, control, fluency and expression</li> <li>*Performing by following a conductor's cues and directions</li> <li>*Know when to adapt performance technique, adjusting the interrelated dimensions of music to entertain the audience, keeping in time and communicating with the group</li> </ul>	<p>way a piece of music sounds</p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>*Performing by following a conductor's cues and directions</li> <li>*Performing with accuracy and fluency from graphic and staff notation and from their own notation</li> <li>*Know when to adapt performance technique, adjusting the interrelated dimensions of music to entertain the audience, keeping in time and communicating with the group</li> </ul>	<p>notation, justifying their choices using musical vocabulary</p> <ul style="list-style-type: none"> <li>*Confidently using detailed musical vocabulary to discuss and evaluate their own and others' work</li> </ul> <p>*Identifying the way that features of a song can complement one another to create a coherent overall effect</p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>*Improvising coherently and creatively within a given style</li> <li>*Composing a multi-layered piece</li> <li>*Developing melodies using rhythmic variation, changes in dynamics, pitch and texture</li> <li>*Constructively critique their own and others' work using musical vocabulary</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>*Singing songs in two or more parts from memory with</li> </ul>	<p>own and others' work</p> <ul style="list-style-type: none"> <li>*Identifying the way that features of a song can complement one another to create a coherent overall effect</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>*Improvising coherently within a given style</li> <li>*Composing a multi-layered piece</li> <li>*Developing melodies using rhythmic variation, changes in dynamics, pitch and texture</li> <li>*Recording own composition using appropriate forms of notation and/or technology and incorporating</li> <li>*Constructively critique their own and others' work using musical vocabulary</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>*Singing songs in two or more parts with accuracy, fluency, control and expression</li> </ul>	<p>way a piece of music sounds</p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>*Singing songs in two or more parts with accuracy, fluency, control and expression</li> <li>*Performing a solo or taking a leadership role within a performance</li> <li>*Performing by following a conductor's cues and directions</li> <li>*Know when to adapt performance technique, adjusting the interrelated dimensions of music to entertain the audience, keeping in time and communicating with the group</li> </ul>
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	<p>control and expression</p> <p>*Performing a solo or taking a leadership role within a performance</p> <p>*Performing with accuracy and fluency from graphic and staff notation and from their own notation</p> <p>*Performing by following a conductor's cues and directions</p> <p>*Know when to adapt performance technique, adjusting the interrelated dimensions of music to entertain the audience, keeping in time and communicating with the group</p>			<p>accuracy, control, fluency and expression</p> <p>*Know when to adapt performance technique, adjusting the interrelated dimensions of music to entertain the audience, keeping in time and communicating with the group</p>	<p>*Working as a group to perform, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group</p> <p>*Know when to adapt performance technique, adjusting the interrelated dimensions of music to entertain the audience, keeping in time and communicating with the group</p>	
<b>Vocabulary</b>	<p>Texture, dynamics, improvisation, graphic score, conductor, ensemble, notation</p>	<p>Part song, unison, diaphragm, key signature, descant</p>	<p>Blues, 12-bar blues, chord, scale, bent notes, ascending scale, descending scale, bar, Blues scale</p>	<p>3/4 time, 4/4 time, accidentals, staccato, legato, phrases, pizzicato, rhythmic elements, TIKI-TIKI, TI-TIKI, TIKI-TI, variations</p>	<p>Baroque, canon, ground bass, oratorio, bass clef, fugue, opera, polyphonic, recitative</p>	<p>Unison, performance, dynamics, entertain</p>
<b>Key Questions</b>	<p>What is a motif?</p> <p>What is unison?</p> <p>What is structure?</p> <p>How many beats is a</p>	<p>How can we sing songs in two or more parts?</p>	<p>What is a chord?</p> <p>What is strumming?</p> <p>What is plucking?</p>	<p>What is the structure of theme and variations? Which of the following best</p>	<p>What was Monteverdi/Purcell/Bach/Pachelbel/Handel best known for?</p>	<p>How can we adapt our performance technique by varying</p>

	quaver/semibreve/dotted minim?	How can we adapt our performance technique by varying the interrelated dimensions of music?		describes woodwind instruments? Why is an orchestra arranged in a semi-circle? What is the difference between 3/4 and 4/4 time?		the interrelated dimensions of music?
<b>Assessment</b>	Recording of group performance. Self-assessment	Recording of class performance	Recording of class performance	Art work to represent compositions, peer assessment	End of unit knowledge quiz using key questions above Monteverdi – opera, recitative, Purcell – ground bass, Bach – fugue, Pachelbel – Canon, Handel – oratorio	Recording of class performance
<b>Cross Curricular Links/Character Education</b>	Cultural: knowledge of famous music/composer Individual liberty: freedom during composition	Cultural: Christmas concert participation Cultural: appreciation of heritage and cultural influences	Cultural: concert participation Individual liberty: freedom during composition	Art and Design: link to pop art, art to represent compositions Individual liberty: freedom during composition	Cultural: South and West African influences Individual liberty: freedom during composition	Cultural: concert participation Cultural: appreciation of heritage and cultural influences
	Mutual respect: collaboration Spiritual: sense of enjoyment and fascination about world					