

Emmaville Primary School Music Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Singing Preparation for The Angels of the North Concert.	Singing Preparation for The Angels of the North Concert.				Learn songs for Leaver's Performance.
<b>M u s i c</b>		<p><b>Linked with The Piano</b> Listen to the music used in the Piano Animation. Comment on the structure of the piece. How does it make you feel?</p> <p><b>Linked with The Highwayman</b> <a href="https://www.teachertube.com/videos/the-highwayman-35635">https://www.teachertube.com/videos/the-highwayman-35635</a> Loreen McKennitt Learn the song? Small groups of children could perform each verse. They could add instruments to the performance. Play the tune and a harmony or drone on tuned instruments.</p>	<p><b>Linked with Rivers (Geography)</b> Kapow Year 5 Unit Rivers *Composition focus</p> <p>Smetana ~ Moldau <a href="https://www.bbc.co.uk/northernireland/for-teachers/water/river/ft-cl-water-river-listen.shtml">https://www.bbc.co.uk/northernireland/for-teachers/water/river/ft-cl-water-river-listen.shtml</a></p> <p>Perhaps listen to other music inspired by water or paintings of water.</p> <p>Handel- Water Music Debussy - La Mer</p>	<p><b>Linked with Animals (Science)</b> Saint-Saëns's 1886 suite Carnival of the Animals Pianists Finale (Romantic Era)</p> <p><u>Listening focus:</u> Instruments. Musical elements and effect created.</p>	History of Music Part 2: focus on Renaissance Baroque Classical	<p>Compose a Leaver's Song. Kapow Year 6 *Composition Focus</p> <p>QCA 19</p>
	Genre of the Week Whole School Songs Gateshead Music Service Visits	Genre of the Week Whole School Songs	Genre of the Week Whole School Songs	Genre of the Week Whole School Songs Gateshead Music Service Visits	Genre of the Week Whole School Songs	Genre of the Week Whole School Songs

<b>Milestone 3 (Year 6)</b>			
<b>Perform</b> This concept involves understanding that music is created to be performed.	<b>Compose</b> This concept involves appreciating that music is created through a process which has a number of techniques.	<b>Transcribe</b> This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	<b>Describe music</b> This concept involves appreciating the features and effectiveness of musical elements.
<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create notes on the musical stave.</li> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>• Understand and use the # (sharp) and ♭ (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul> </li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning</li> </ul>
Autumn 1 Singing for The Angels of the North Concert. Autumn 2 Singing The Highwayman. Spring 1 and Summer 2 Performance of compositions or when recording parts for a composition.	Spring 1  Summer 2	Summer 2	All year

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National Curriculum Requirements	play and perform in solo contexts	play and perform in ensemble contexts	using their voices with increasing accuracy, fluency, control and expression	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 (pitch, duration, dynamics, tempo, timbre, texture, structure.)	listen with attention to detail	recall sounds with increasing aural memory	use and understand staff and other musical notations	appreciate and understand a wide range of high-quality live music drawn from different traditions and from great composers and musicians	appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians	develop an understanding of the history of music.
Progression at Emmaville.	(Perform to a large audience)	(Perform within a small group)	(Sing in up to 3 parts)	(Play in up to 3 parts) (Use Steel Pans, Penny Whistles learned in Year 3, xylophones, percussion)  (Children encouraged to bring in instruments from home for class use/ play piano in assembly)	(Compose for up to three instruments.  Two should be tuned instruments, with music written using standard musical notation)	(writing detailed notes on what can be heard, using relevant vocabulary)	(Children should be able to work out known tunes on a tuned instrument - play 'by ear')	(Children should be able to read and write simple staff notations to be played on a tuned instrument)	(Children should be given the opportunity to hear live music from visiting musicians, bands and music teachers.  They may attend a concert or competition outside of school.)		
Access in Year 6.	Autumn 2 Angels of the North  Summer 2 Leavers' Performance.	Autumn 2 – Highwayman  Spring 1 and Summer 2 Compositions.	Whole School Songs.	Subject-linked Music Sessions. Spring 1 and Summer 2.	Subject-linked Music Sessions. Spring 1 and Summer 2.	Genre of the Week.  Subject-linked Music Sessions.	Autumn 2	Autumn 2 Spring 1 Summer 2	Gateshead Music Service Visits.	Genre of the Week.  Subject-linked Music Sessions.	Genre of the Week.  Subject-linked Music Sessions.

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Strings	All year	Vocabulary <span style="color: red;">new</span>			
Woodwind	All year	structure melody harmony pitch high low  pulse beat rhythm duration long short tempo fast slow accelerando rallentando  Dynamics Loud Soft Texture Timbre Genre  Names of tuned and untuned percussion instruments.  Names of instruments within the instrument families.  Voice Strings Woodwind Brass Percussion	stave staff notation minim crotchet semibreve quaver rest drone  time signature key signature clef treble clef bar  sharp flat natural  play by ear  solo  accompaniment  expression	Romantic Era Modern Era Classical Period  Coda Graphic Score Movement Pitched percussion Sonata Symphony Tune Unpitched percussion  pp=pianissimo p=piano mp=mezzo piano mf=mezzo forte f=forte ff=fortissimo  diminuendo crescendo repeat bar  Motif Ostinato  melodic ostinato  pentatonic scale  process, eg composing using a given melodic pattern (pentatonic scale) context, eg use of pentatonic scale in different times and places	Lyrics  Contemporary  phrase intonation articulation diction diaphragm posture  <span style="color: red;">Medieval</span> <span style="color: red;">Renaissance</span> <span style="color: red;">Baroque</span>  <span style="color: red;">round</span> <span style="color: red;">canon</span>
Brass	All year				
Percussion	All year				
Voice	All year				
Composition	All year				
Genre (focus units)  sense of occasion  solo rounds cyclic patterns cultural context.	Classical				