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

	Autumn 1 Dynamics, pitch and tempo (Fingal's Cave)	Autumn 2 Christmas Carols (performance and singing technique)	Spring 1 Whole Class Instrument - Ukuleles	Spring 2 Theme and Variation (pop art)	Summer 1 Baroque	Summer 2 Year 6 Leavers' Production
Content 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
Skills Procedural Knowledge 'I know how to'	**Listening** *Discussing musical eras in context and how they have influenced each other *Representing changes in pitch, dynamics and texture using graphic	**Listening** *Confidently using detailed musical vocabulary to discuss and evaluate their own and others' work *Evaluating how the venue, occasion and purpose affects the	**Listening** *Confidently using detailed musical vocabulary to discuss and evaluate their own and others' work *Evaluating how the venue, occasion and purpose affects the	**Listening** *Discussing musical eras in context and how they have influenced each other *Representing changes in pitch, dynamics and texture using graphic	**Listening** *Discussing musical eras in context and how they have influenced each other *Confidently using detailed musical vocabulary to discuss and evaluate their	**Listening** **Confidently using detailed musical vocabulary to discuss and evaluate their own and others' work *Evaluating how the venue, occasion and purpose affects the

notation, justifying their choices using musical vocabulary *Confidently using detailed musical vocabulary to discuss and evaluate their own and others' work **Composing** *Improvising coherently and creatively within a given style *Composing a multi-layered piece *Developing melodies using rhythmic variation, changes in dynamics, pitch and texture *Recording own composition using appropriate forms of notation and/or technology and incorporating *Constructively critique their own and others' work using musical vocabulary **Performing** *Singing songs in two or more parts with accuracy, fluency,	way a piece of music sounds **Performing** *Singing songs in two or more parts from memory with accuracy, control, fluency and expression *Performing by following a conductor's cues and directions *Know when to adapt performance technique, adjusting the interrelated dimensions of music to entertain the audience, keeping in time and communicating with the group	way a piece of music sounds **Performing** *Performing by following a conductor's cues and directions *Performing with accuracy and fluency from graphic and staff notation and from their own notation *Know when to adapt performance technique, adjusting the interrelated dimensions of music to entertain the audience, keeping in time and communicating with the group	notation, justifying their choices using musical vocabulary *Confidently using detailed musical vocabulary to discuss and evaluate their own and others' work *Identifying the way that features of a song can complement one another to create a coherent overall effect **Composing** *Improvising coherently and creatively within a given style *Composing a multi-layered piece *Developing melodies using rhythmic variation, changes in dynamics, pitch and texture *Constructively critique their own and others' work using musical vocabulary **Performing** *Singing songs in two or more parts from memory with	own and others' work *Identifying the way that features of a song can complement one another to create a coherent overall effect **Composing** *Improvising coherently within a given style *Composing a multi-layered piece *Developing melodies using rhythmic variation, changes in dynamics, pitch and texture *Recording own composition using appropriate forms of notation and/or technology and incorporating *Constructively critique their own and others' work using musical vocabulary **Performing** *Singing songs in two or more parts with accuracy, fluency, control and expression	way a piece of music sounds **Performing** *Singing songs in two or more parts with accuracy, fluency, control and expression *Performing a solo or taking a leadership role within a performance *Performing by following a conductor's cues and directions *Know when to adapt performance technique, adjusting the interrelated dimensions of music to entertain the audience, keeping in time and communicating with the group

	control and expression *Performing a solo or taking a leadership role within a performance *Performing with accuracy and fluency from graphic and staff notation and from their own notation *Performing by following a conductor's cues and directions *Know when to adapt performance technique, adjusting the interrelated dimensions of music to entertain the audience, keeping in time and communicating with the group			accuracy, control, fluency and expression *Know when to adapt performance technique, adjusting the interrelated dimensions of music to entertain the audience, keeping in time and communicating with the group	*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 *Know when to adapt performance technique, adjusting the interrelated dimensions of music to entertain the audience, keeping in time and communicating with the group	
Vocabulary	Texture, dynamics, improvisation, graphic score, conductor, ensemble, notation	Part song, unison, diaphragm, key signature, descant	Chord, strings, fret, strum, pluck, major and minor chord	3/4 time, 4/4 time, accidentals, staccato, legato, phrases, pizzicato, rhythmic elements, TIKI-TIKI, TI-TIKI, TIKI-TI, variations	Baroque, canon, ground bass, oratorio, bass clef, fugue, opera, polyphonic, recitative	Unison, performance, entertain, dynamics
Key Questions	What is a motif? What is unison? What is structure? How many beats is a	How can we sing songs in two or more parts?	How can we create different chords using our ukulele strings? How can we	What is the structure of theme and variations? Which of the following best	What was Monteverdi/Purcell/Bach/Pachelbel/Handel best known for?	What is a chord? What is synaesthesia? What does it mean to play

	quaver/semibreve/dotted minim?	How can we adapt our performance technique by varying the interrelated dimensions of music?	follow tablature diagrams to help us to keep in time with others when performing? How can we work together to vary the interrelated dimensions of music to improve our performance?	describes woodwind instruments? Why is an orchestra arranged in a semi-circle? What is the different between 3/4 and 4/4 time?		at the same tempo? How do you balance your dynamics?
Assessment	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
Cross Curricular Links/Character Education	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: Christmas concert participation Cultural: appreciation of heritage and cultural influences
	Mutual respect: collaboration Spiritual: sense of enjoyment and fascination about world					