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	*To know that the	*To know that	*To know that	*To know what a	*To know what	*To know that
Declarative	conductor beats time	'major' key	'major' key	theme is	'polyphonic' texture	'major' key
Knowledge 'I know'	to help the	signatures use note	signatures use note	*To know what	is	signatures use note
	performers work	pitches that sound	pitches that sound	variations are	*To know what a	pitches that sound
	together	cheerful and upbeat	cheerful and upbeat	*To know that 'The	canon is	cheerful and upbeat
	*To know what	*To know that a	*To understand that	Young Person's Guide	*To know that	*To understand that
	improvisation is	descant is an	'minor' key	to the Orchestra' was	ground bass is a	'minor' key
	*To understand that	additional melody	signatures use note	written in 1945 by	repeating melody	signatures use note
	texture can be	sung over the main	pitches that can	Benjamin Britten	played on a bass	pitches that can
	created adding or	melody/tune	suggest sadness and	*To understand that	instrument in	suggest sadness and
	removing		tension	written 'rests' help us	Baroque music	tension
	instruments			play rhythms	*To know what a	
	*To know what			correctly	counter subject is	
	timbre is				*To know what a	
					counter melody is	
Skills Procedural	Listening	Listening	Listening	Listening	Listening	Listening
Knowledge 'I know	*Discussing musical	*Confidently using	*Confidently using	*Discussing musical	*Discussing musical	**Confidently using
how to'	eras in context and	detailed musical	detailed musical	eras in context and	eras in context and	detailed musical
	how they have	vocabulary to discuss	vocabulary to discuss	how they have	how they have	vocabulary to discuss
	influenced each	and evaluate their	and evaluate their	influenced each	influenced each	and evaluate their
	other	own and others'	own and others'	other	other	own and others'
	*Representing	work	work	*Representing	*Confidently using	work
	changes in pitch,	*Evaluating how the	*Evaluating how the	changes in pitch,	detailed musical	*Evaluating how the
	dynamics and texture	venue, occasion and	venue, occasion and	dynamics and texture	vocabulary to discuss	venue, occasion and
	using graphic	purpose affects the	purpose affects the	using graphic	and evaluate their	purpose affects the

notation,	justifying way a piece of mu	sic way a piece of music	notation, justifying	own and others'	way a piece of music
their choi	ices using sounds	sounds	their choices using	work	sounds
musical v	ocabulary Performing	Performing	musical vocabulary	*Identifying the way	Performing
*Confide	ntly using *Singing songs in t	two *Performing by	*Confidently using	that features of a	*Singing songs in two
detailed r	musical or more parts from	n following a	detailed musical	song can	or more parts with
vocabula	ry to discuss memory with	conductor's cues and	vocabulary to discuss	complement one	accuracy, fluency,
and evalu	ate their accuracy, control,	directions	and evaluate their	another to create a	control and
own and	others' fluency and	*Performing with	own and others'	coherent overall	expression
work	expression	accuracy and fluency	work	effect	*Performing a solo or
Composi	ng *Performing by	from graphic and	*Identifying the way	Composing	taking a leadership
*Improvis	sing following a	staff notation and	that features of a	*Improvising	role within a
coherent	ly and conductor's cues a	and from their own	song can	coherently within a	performance
creatively	within a directions	notation	complement one	given style	*Performing by
given styl	e *Know when to	*Know when to	another to create a	*Composing a multi-	following a
*Compos	ing a multi- adapt performanc	e adapt performance	coherent overall	layered piece	conductor's cues and
layered p	iece technique, adjusti	ng technique, adjusting	effect	*Developing	directions
*Develop	ing the interrelated	the interrelated	Composing	melodies using	*Know when to
melodies	using dimensions of mu	sic dimensions of music	*Improvising	rhythmic variation,	adapt performance
rhythmic	variation, to entertain the	to entertain the	coherently and	changes in dynamics,	technique, adjusting
changes i	n dynamics, audience, keeping	in audience, keeping in	creatively within a	pitch and texture	the interrelated
pitch and	texture time and	time and	given style	*Recording own	dimensions of music
*Recordin	ng own communicating wi	ith communicating with	*Composing a multi-	composition using	to entertain the
composit	ion using the group	the group	layered piece	appropriate forms of	audience, keeping in
appropria	ate forms of		*Developing	notation and/or	time and
notation	and/or		melodies using	technology and	communicating with
technolog	gy and		rhythmic variation,	incorporating	the group
incorpora	iting		changes in dynamics,	*Constructively	
*Constru	ctively		pitch and texture	critique their own	
critique t	heir own		*Constructively	and others' work	
and othe	rs' work		critique their own	using musical	
using mu	sical		and others' work	vocabulary	
vocabula	ry		using musical	Performing	
Performi	ng		vocabulary	*Singing songs in two	
*Singing	songs in two		Performing	or more parts with	
or more p	parts with		*Singing songs in two	accuracy, fluency,	
accuracy,	fluency,		or more parts from	control and	
			memory with	expression	

	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/Hand el best known for?	What is a chord? What is synaesthesia? What does it mean to play

	quaver/semibreve/d otted 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						