

Year 6 – Music History

Recall	Key Words, Instruments
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Pupils will know the history of Music and its Composers</p> <p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • . Pupils will have had prior learning, listening and recalling melodic lines, improving aural memory.
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<ul style="list-style-type: none"> • A knowledge of listening with attention to detail and recalling sounds with increasing aural memory. • A knowledge of developing an understanding of the history of music. <p>Lesson 1,2,3 – Baroque Music</p> <ul style="list-style-type: none"> - Handel, Bach, Vivaldi <p>Lesson 4,5,6 – Classical Music</p> <ul style="list-style-type: none"> - Mozart, Beethoven, Hyden <p>Lesson 7,8,9 – Early Romantic</p> <ul style="list-style-type: none"> - Tchaikovsky - Chopin <p>Lesson 10,11,12 – Late Romantic</p> <ul style="list-style-type: none"> - Scott Joplin - Amy Beach

	<ul style="list-style-type: none">- Ravel- Strauss <p>Lesson 13,14, – 20th Century</p> <ul style="list-style-type: none">- Gershwin- John Williams- Leonard Bernstein
Key Vocabulary	<ul style="list-style-type: none">• Classical• Renaissance• Contemporary• Romantic• Modern• Baroque• era• pitch• dynamics• pulse• tempo• timbre• lyrics• composition• ensemble• solo• rhythm• graphic score• notation• ensemble

	<ul style="list-style-type: none">•
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none">• Difference between genres of music• Which period each composer is from
Class Teacher Notes	

Year 6 – World War 2 Music

Recall	Key Words, Instruments
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>As part of an ensemble, pupils will compose and perform a song, based on a famous song of the wartime era.</p> <p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • . Pupils will have had prior learning, listening and recalling melodic lines, improving aural memory.
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<ul style="list-style-type: none"> • A knowledge of the history of music including the different musical genres through time recalling specific dates/years and composers. • A knowledge of famous war songs and understanding the history behind them and why they were composed. • The skill to improvise and compose music for a range of purposes using the inter-related dimensions of music. • The skill of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <p>Lesson 1/2 – Vera Lynn</p>

	<p>Lesson 3/4 – Glen Miller</p> <p>Lesson 5 – The Andrews Sisters</p> <p>Songs to learn:</p> <ul style="list-style-type: none">- We'll Meet Again- Hey Mr Miller- In the Mood
Key Vocabulary	<ul style="list-style-type: none">• Classical• Renaissance• Contemporary• Romantic• Modern• Baroque• era• pitch• dynamics• pulse• tempo• timbre• lyrics• composition• ensemble• solo• rhythm• graphic score

	<ul style="list-style-type: none">• notation• ensemble
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none">• Every piece of music is created in the same way• Singing is easy and comes naturally.• There are wrong interpretations, every child's opinion and chosen sounds are valid and should be appreciated
Class Teacher Notes	

Year 6 - Ukulele

Recall	Key Words, Instruments
End Point Disciplinary Knowledge (National Curriculum Statements)	<p>Pupils will know the history of Music and its Composers</p> <p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • . •
Sequence of Learning / Contextual Knowledge (Lesson ideas)	<ul style="list-style-type: none"> • Listening with attention to detail and recalling sounds with increasing aural memory • The skills and disciplines needed to rehearse effectively and collaboratively to realise ideas and produce a final product for live performance. • Performing from a range of musical notations • The skills of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Key Vocabulary	<ul style="list-style-type: none"> • Classical • Renaissance • Contemporary

	<ul style="list-style-type: none"> • Romantic • Modern • Baroque • era • pitch • dynamics • pulse • tempo • timbre • lyrics • composition • ensemble • solo • rhythm • graphic score • notation • ensemble
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none"> • How to Hold a Ukulele • Different strings • How to tune a ukulele
Class Teacher Notes	.

Year 6 – Production

Recall	Key Words, Instruments
End Point Disciplinary Knowledge (National Curriculum Statements)	<p>Pupils will put on a Production for the whole school and their grown ups The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • . •
Sequence of Learning / Contextual Knowledge (Lesson ideas)	
Key Vocabulary	<ul style="list-style-type: none"> •
Teacher Assessment	

Possible Misconceptions	•
Class Teacher Notes	