

Beaconsfield Primary School Curriculum Overview

Subject: Music	Year Group: Year 6
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Our weekly Music lessons are taught by a specialist Music teacher.

The music curriculum is supplemented with weekly singing assemblies (EYFS, KS1 & KS2) and lunchtime choirs (KS1 & KS2).

Autumn 1	Autumn 2	Spring 1
<p>Unit: Glockenspiel 5</p> <p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> Learn to play a minor song on the glockenspiel featuring a high 'do', as a call and response activity. Recognise three different rhythm patterns within a song using body percussion, sign language and instruments. <p>Most children will:</p> <ul style="list-style-type: none"> Accurately play a do-mi song featuring dotted rhythms on the glockenspiel. Recognise 'syncopa' and 'sh' rhythms from a known-song and play this on the glockenspiel. <p>Some children will:</p> <ul style="list-style-type: none"> Play a full pentatonic song on the glockenspiel with increasing fluency. 	<p>Unit: Percussion and Rhythm 2</p> <p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> Demonstrate a good understanding of pulse within 6/8 metre song by swinging arms as a partner action. Perform a 6/8 metre rhyme as part of a class ensemble using un-tuned percussion with parts on; the pulse, rhythm, strong beat and a long sustained note. <p>Most children will:</p> <ul style="list-style-type: none"> Read rhythms on the board featuring; 'syncopa', and multiple time signatures (3/4, 6/8, 2/4 and 4/4) with increasing accuracy. Confidently improvise a solo spoken response, using creative language, in a 6/8 metre song and rhyme. <p>Some children will:</p> <ul style="list-style-type: none"> Successfully compose, or play from, four and eight-beat patterns, using a 	<p>Unit: Exploring Classical Music 2</p> <p>All children will:</p> <ul style="list-style-type: none"> Accurately play a 'syncopa' ostinato to a known song. Revisit an activity from last year, learning more complex glockenspiel parts, accompanied by un-tuned percussion and movement to a recorded piece, with increasing fluency. <p>Most children will:</p> <ul style="list-style-type: none"> Recognise and identify rhythms that they already know when presented with an orchestral score. Clap or play accurately, in-turn, one of three patterns around the circle, along to a recorded piece. <p>Some children will:</p> <ul style="list-style-type: none"> Accurately and fluently perform as part of an ensemble, made up of various parts, at the correct moments throughout the piece.

	<p>human score, with each child creating one beat of the pattern.</p> <ul style="list-style-type: none"> • Demonstrate a developing understanding of the difference between simple and compound time, by comparing two new songs and showing the pulse of both. 	
Spring 2	Summer 1	Summer 2
Unit: Composition	Unit: Exploring Pop Music 2	Unit: Music for Film and TV
<p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> • React to live and recorded music, demonstrating an increasing awareness of tempo, pulse and phrases through movement around the room. • Demonstrate a solid understanding of rhythm names ta, ti-ti and ta-a (crotchets, quavers and minims) through doing the correct walking motions to a visual cue. <p>Most children will:</p> <ul style="list-style-type: none"> • Demonstrate an increasing confidence at creating musical phrases as part of a group ensemble piece. • Demonstrate excellent tuning when singing and good technique when playing the glockenspiel or un-tuned percussion. <p>Some children will:</p> <ul style="list-style-type: none"> • Demonstrate having a clearer understanding of the inter-related dimensions of music through reacting to music, creating sounds and describing 	<p><i>In Development for 2021/2022</i></p>	<p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> • Revisit an ensemble piece from earlier in the year, and develop their own ensemble parts on tuned and un-tuned percussion. • Increase their understanding of simple and compound time, as well as ti tiki rhythms. • Experience and discuss the different styles of film and TV music. <p>Most children will:</p> <ul style="list-style-type: none"> • Demonstrate an increasing confidence at creating musical phrases as part of a group ensemble piece. • Demonstrate an understanding of the different uses of music in Film and TV. • Experiment with sounds/instruments to create different moods. <p>Some children will:</p> <ul style="list-style-type: none"> • Describe and identify different types of music for Film and TV with attention to detail and good understanding of

music with accuracy.		inter-related dimensions of music. <ul style="list-style-type: none">• Confidently improvise in response to a clip on screen.
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