



## Subject Map Year 6 - Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Unit Name:</b> Singing, playing and performing</p> <p><b>NC links/coverage:</b> <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style.</li> <li>• Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece.</li> <li>• Maintain an independent part when singing or playing, showing an awareness of how parts fit together.</li> </ul>	<p><b>Unit Name:</b> Singing, playing and performing</p> <p><b>NC links/coverage:</b> <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Refine use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf f ff &lt; &gt; accelerando rallentando.)</li> <li>• Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</li> <li>• Conform to the etiquette of performance situations as a musician and as an audience member.</li> </ul>	<p><b>Unit Name:</b> Exploring and composing</p> <p><b>NC links/coverage:</b> <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose music for a range of purposes, refining the use of the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</li> <li>• Improvise and compose rhythmic patterns and melodic patterns within given parameters e.g; structures, using particular notes.</li> <li>• Suggest improvements to my own and others' work using appropriate musical vocabulary.</li> </ul>	<p><b>Unit Name:</b> Transcribing</p> <p><b>NC links/coverage:</b> <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests.</li> <li>• Experience notation for dotted rhythms.</li> <li>• Use notation on the staff with increasing confidence.</li> <li>• Combine layers of sound using Music Technology software.</li> </ul> <p><b>Precise knowledge to be learned (include locality links here):</b></p> <p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>• Recognise the symbols for</li> </ul>	<p><b>Unit Name:</b> Describing</p> <p><b>NC links/coverage:</b> <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Understand, recognise and describe how the inter-related dimensions of music can be used to create different moods and effects using appropriate musical vocabulary.</li> <li>• Recognise and name a growing number of individual instruments within instrumental families.</li> </ul>	<p><b>Unit Name:</b> Describing</p> <p><b>NC links/coverage:</b> <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.</li> <li>• Describe, compare and evaluate different kinds of music using appropriate vocabulary.</li> </ul>



<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> <li>• Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style.</li> <li>• Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece.</li> <li>• Maintain a strong sense of pulse and recognise when going out of time.</li> </ul> <p>Suitable Visits/Visitors/ Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p>	<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> <li>• Confidently and appropriately make use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf f ff &lt; &gt; accelerando rallentando.)</li> <li>• Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</li> <li>• Conform to the etiquette of performance situations as a musician and as an audience member.</li> </ul> <p>Suitable visits/Visitors/ Experiences:</p>	<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> <li>• Improvise and compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</li> <li>• Improvise and compose rhythmic patterns and melodic patterns within given parameters e.g; structures, using particular notes.</li> <li>• Make improvements to my own work, giving reasons using appropriate musical vocabulary.</li> </ul> <p>Suitable visits/Visitors/ Experiences:</p>	<p>semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests.</p> <ul style="list-style-type: none"> <li>• Follow notated rhythms and melody lines as an aid to performance.</li> <li>• Identify different metres (2 3 4) with increasing confidence.</li> <li>• Combine layers of sound using Music Technology software.</li> </ul> <p>Suitable visits/Visitors/ Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p> <p>Christian Value/SMSC link: Use of technology to increase range of possibilities.</p>	<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Understand, recognise and describe how the inter-related dimensions of music can be used to create different moods and effects using appropriate musical vocabulary.</li> <li>• Recognise and name a growing number of individual instruments within instrumental families.</li> </ul> <p>Suitable visits/Visitors/ Experiences:</p> <p>Suitable texts:</p>	<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.</li> </ul> <p>Suitable visits/Visitors/ Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p>
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<p>National/Global Links:</p> <p>Christian Value/SMSC link: Sense of self-control. Playing a small part within a performance which only works when everyone plays their part.</p>	<p>Suitable texts: Suitable resources:</p> <p>National/Global Links:</p> <p>Christian Value/SMSC link: Learning the correct behaviour for a situation. Striving for excellence and improving own performance skills.</p>	<p>Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p> <p>Christian Value/SMSC link: Developing own creative skills whilst working within given parameters. Developing evaluation skills and making improvements to work.</p>	<p>To become part of the world of music by starting to read written music.</p>	<p>Suitable resources: National/Global Links:</p> <p>Christian Value/SMSC link: Develop listening skills by listening to something several times and hearing more each time. Feel and discuss the mood or effect created by a piece of music.</p>	<p>Christian Value/SMSC link: Experiencing music from different traditions. Developing an appreciation of great composers and musicians regardless of whether or not their music appeals to us.</p>
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