

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

Year 6	Music Long Term Overview					
	Autumn 1 Genre: 1940s Wartime music	Autumn 2 Genre: 1940s Wartime music	Spring 1 Genre: Disco	Spring 2 Genre: Disco	Summer 1 Genre: Hip Hop	Summer 2 Genre: Hip Hop
Unit of work Driving Question	How Does Music Bring Us Together? Composing: 1940s soundscape		How does music improve our world? Composing: Disco beats		Composing: Leavers song	
Composer Study:	Composer study: Ella Fitzgerald		Composer study: The Bee Gees		Composer study: The Fresh Prince of Belair	
Values	Friendship and Love		Respect and responsibility		Perseverance and Hope	
Link to NC programme of study	Pupils should be taught to: <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 					
What we need to know Red Hill Riches	To know the role of music during WWII To know what is meant by phrasing.		To know the stylistic features of disco music To know what a musical outro is and its purpose		To know the stylistic indicators of hip-hop music. To know what a syncopated rhythm is.	

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Links to prior knowledge (footprints)	Year 1-Scott Joplin Year 2-Duke Ellington	Year 3-Beyonce Year 4-James Brown	Year 3-Beyonce Year 4-James Brown
Vocabulary	Previous Year's plus... Phrasing Four-part Four-bar phrase Syncopated rhythm		
Disciplinary Knowledge Musicianship: Understanding Music	<ul style="list-style-type: none"> Further understand the symbols for semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers and their equivalent rests, and say how many beats they represent. Further develop the skills to read and perform pitch notation within an octave. Read and play confidently from rhythmic scores in up to 4 parts that contain known note durations. Read and play from notation a four-bar phrase, identifying note names and durations. 		
Disciplinary Knowledge Listening	<ul style="list-style-type: none"> Describe how lyrics often reflect the cultural context of music and have social meaning. Understand what a musical outro is and its purpose. Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions 		
Disciplinary Knowledge Singing	<ul style="list-style-type: none"> Sing a broad range of songs, including those that involve syncopated rhythms. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8 Sing Three and four-part rounds and partner songs. Sing with and without an accompaniment Demonstrate and maintain good posture and breath control whilst singing Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to dynamics and articulation Talk about the different styles of singing used for the different styles of songs sung in this year 		

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	<ul style="list-style-type: none"> • Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world
Disciplinary Knowledge Performing	<ul style="list-style-type: none"> • Perform with controlled breathing (voice) and skilful playing (instrument) • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. • Perform from memory or with notation • Play a melody following staff notation written on one stave. • Make decisions about dynamic range including ff, pp, mf and mp.
Disciplinary Knowledge Composing	<ul style="list-style-type: none"> • Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (C D E G A) and use notation to record. • Compose a ternary piece; using music software apps to create and record it. <p><i>Improvisation</i></p> <ul style="list-style-type: none"> • Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed drone or groove.