



Music s Year 6 s Medium Term Plan
Autumn 1, Unit 1: Film Music



| Lesson | Learning Objective | Success Criteria | National Curriculum Links | Vocabulary | Resources |
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| One Soundtracks | To appraise different musical features in a variety of film contexts. | <ul style="list-style-type: none"> - I can discuss the features of film music - I can name several styles of music - I can identify characteristics of music and interpret their meaning - | <ul style="list-style-type: none"> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | <ul style="list-style-type: none"> - Musical - Soundtrack - Emotion - Imagery | <ul style="list-style-type: none"> Whiteboards Theme songs Music tracks (on Kapow) Mission Impossible theme |
| Two Scenes and Sounds | To identify and understand some composing techniques in film music | <ul style="list-style-type: none"> - I can identify different instruments and comment on the type of sound they make - I can talk about the pitch of music and how it changes - I can use the words 'major' and 'minor' when discussing music that evokes different emotions - | <ul style="list-style-type: none"> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Listen with attention to detail and recall sounds with increasing aural memory - https://www.bbc.co.uk/iplayer/episode/b01q0k5b/wallace-and-gromit-a-close-shave | <ul style="list-style-type: none"> - Soundtrack - Major - Minor - Orchestral - Instruments | <ul style="list-style-type: none"> A Close Shave |
| Three Following the score | To use graphic scores to interpret different | <ul style="list-style-type: none"> - I can make suggestions of sounds which represent the symbols on a graphic score | <ul style="list-style-type: none"> - Use and understand staff and other musical notations - Improvise and compose music for a range of purposes using the inter-related dimensions of music - | <ul style="list-style-type: none"> - Graphic score - Higher and lower | <ul style="list-style-type: none"> Graphic score activity |

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| | emotions in film music | <ul style="list-style-type: none"> - I can improvise my own sounds within a whole-class context - I can work with a partner to interpret graphic scores - | | | |
| Four Composing for film | To create and notate musical ideas and relate them to film music | <ul style="list-style-type: none"> - I can imaginatively use my body or my voice to make sounds - I can relate sounds that I compose to a storyline in a film - I can notate my ideas using my own symbols on a graphic score - | <ul style="list-style-type: none"> - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Use and understand staff and other musical notations - | <ul style="list-style-type: none"> - Graphic score - Composition - Accelerando - Crescendo | <p>Scene selection</p> <p>Whiteboards</p> <p>Instruments</p> |
| Five The Soundtrack | To play a sequence of musical ideas to convey emotion | <ul style="list-style-type: none"> - I can interpret my own graphic score and perform the sounds accurately - I can give a polished performance with my group - | <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 - Use and understand staff and other musical notations | <p>Graphic score</p> <p>Composition</p> <p>Instruments</p> <p>Performance</p> <p>Improvise</p> | <p>A Close Shave</p> <p>Instruments</p> |

Assessment for each lesson:

1. *Pupils with secure understanding indicated by:* Identifying how different styles of music contribute to the feel of a film and participating in the discussions, sharing their views and justifying their answers.

Pupils working at greater depth indicated by: Using musical vocabulary to justify ideas.

2. *Pupils needing extra support:* Should be seated closer to the board for more focus on sound and picture. These children may require adult support.

Pupils working at greater depth: Can be challenged to use the appropriate musical vocabulary including *chromatics, descending, timpani, tremolo, unison, intervals, chords* when talking about the music.

3. *Pupils with secure understanding indicated by:* Giving reasonable and thought-out suggestions for what each graphic score represents.

Pupils working at greater depth indicated by: identifying chords and melody lines within each graphic score and creating accurate graphic scores in response to what they hear.

4. *Pupils with secure understanding indicated by:* Using their body, voice and instruments to create sounds to represent a given theme. To create a musical score to represent a composition.

Pupils working at greater depth indicated by: Using their own instruments to contribute to a group composition and performance.

5. *Pupils with secure understanding indicated by:* Interpreting their graphic score and performing their composition appropriately with their group. Creating sounds that relate to the scene of the film.

Pupils working at greater depth indicated by: Using their own instruments to contribute to the performance. Using appropriate dynamics (getting quieter and louder) according to the action on screen.



Music s Year 6 s Medium Term Plan
Spring 1, Unit 2: Theme and Variations



| Lesson | Learning Objective | Success Criteria | National Curriculum Links | Vocabulary | Resources |
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| One: Pop Art and Music | To explore the musical concept of theme and variations | <ul style="list-style-type: none"> - I can talk about theme and variations - I can relate the idea of theme and variations to Pop Art - I can perform a rhythm in different ways | <ul style="list-style-type: none"> - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Pop Art Themes and variations | <p><i>Presentation:</i> Pop Art intro</p> <p><i>Presentation:</i> Theme and variations game (see Main event)</p> <p><i>Activity:</i> Playing cards pack) s per group of five pupils, printed onto card if possible and each card cut out</p> <p><i>Activity:</i> Themes and variations game</p> |
| Two: The Young Person's guide to the Orchestra | To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra' | <ul style="list-style-type: none"> - I can identify the sounds of different instruments - I can relate the sounds of different instruments to different pieces of art | <ul style="list-style-type: none"> - 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 | Orchestra Instrument Sections Variations Powerful Energetic Relaxing Pizzicato | <p><i>Presentation:</i> Variations exploration</p> <p><i>Activity:</i> Pop art playing cards answers (</p> |

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| | | <ul style="list-style-type: none"> - I can demonstrate knowledge of how an orchestra is put together | | Ensemble | <p>Activity: Instrument sections playing cards</p> <p>Activity: Pop art playing cards</p> |
| Three: Learning the Theme | To use complex rhythms to be able to perform a theme | <ul style="list-style-type: none"> - I can stay in time with the pulse while performing complex rhythms using body percussion - I can follow a vocal line with accuracy | <ul style="list-style-type: none"> - Listen with attention to detail and recall sounds with increasing aural memory - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Diaphragm Melody Phrase Singing in jumps/ singing in steps Body percussion Rhythms | <p>Pupil video: Learning the theme</p> <p>Activity: Vocal warm-up guide sheet</p> <p>Activity: Guide for teaching the theme</p> |
| Four: Exploring Rhythms | To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time | <ul style="list-style-type: none"> - I can recognise three new rhythms: TIKI-TIKI, TI-TIKI and TIKI-TI - I can tap these rhythms along with the beat - I can draw these new rhythms | <ul style="list-style-type: none"> - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations | Rhythmic elements TIKI-TIKI TI-TIKI TIKI-TI | <p>Presentation: Forbidden rhythm</p> <p>Presentation: New rhythms</p> <p>Activity: Rhythm card packs & preferably on card, per pair of pupils</p> <p>Activity: New rhythms</p> |
| Five: Picturing Pop Art | To use music notation to create visual representations of | <ul style="list-style-type: none"> - I can draw TIKI-TIKI, TIKI-TI or TI-TIKI accurately | <ul style="list-style-type: none"> - Improvise and compose music for a range of purposes using the inter-related dimensions of music | Rhythm TIKI-TIKI TI-TIKI TIKI-TI | <p>Presentation: Rhythm theme</p> |

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| | TIKI-TIKI, TI-TIKI and TIKI-TI rhythms | <ul style="list-style-type: none"> - I can represent one rhythm in a range of different ways - I can select colours to produce an artistic impression of rhythms | - Use and understand staff and other musical notations | Variation | Whiteboards and pens Pencils and paper Coloured paper or paints/ pens/ pencils etc. |
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Assessment:

Pupils with secure understanding indicated by: Drawing the rhythms accurately. Showing a difference between each of their variations. Showing good creativity in finished product.

Pupils working at greater depth indicated by: Were able to perform their own and others' rhythms accurately

Pupils needing extra support: Pupils could create fewer than 6 variations. Pupils could copy the variations ideas straight from the presentation.

Pupils working at greater depth: Pupils who finish quickly can share ideas with each other and perform each others' work.



Music s Year 6 s Medium Term Plan
Summer 1, Unit 3: Composing and Performing a Leavers' song

| <i>Lesson</i> | <i>Learning Objective</i> | <i>Success Criteria</i> | <i>National Curriculum Links</i> | <i>Vocabulary</i> | <i>Resources</i> |
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| <i>One: A Single Year</i> | <i>To listen to and describe music</i> | <ul style="list-style-type: none"> - <i>I can evaluate a song based on:</i> <ul style="list-style-type: none"> o <i>Lyrics s their meaning and how they make you feel</i> o <i>Tempo s whether the tempo reflects the mood of the music</i> o <i>Melody s whether the melody matches the lyrics and what its effect is on the listener</i> - <i>Arrangement s how the style and instrumentation reflects the mood of the lyrics</i> | <ul style="list-style-type: none"> - <i>Listen with attention to detail and recall sounds with increasing aural memory</i> - <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> | <ul style="list-style-type: none"> <i>Lyrics</i> <i>Tempo</i> <i>Presto</i> <i>Allegro</i> <i>Largo</i> <i>Accelerando</i> <i>Ritardando</i> <i>Melody</i> <i>Dynamics</i> <i>Forte</i> <i>Piano</i> <i>Crescendo</i> <i>Diminuendo</i> | <i>Activity: Mark sheet - A3 sheets</i> |
| <i>Two: Writing Chorus Lyrics</i> | <i>To write lyrics for a song</i> | <ul style="list-style-type: none"> - <i>I can use words and phrases that are suitable for the chorus of my song</i> - <i>I can incorporate other people's ideas with my own</i> - <i>I can turn these ideas into lyrics</i> - <i>I can think of ideas that are suitable to form the verse of a leavers' song</i> | <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> | <ul style="list-style-type: none"> <i>Lyrics</i> <i>Tempo</i> <i>Presto</i> <i>Allegro</i> <i>Largo</i> <i>Accelerando</i> <i>Ritardando</i> <i>Melody</i> <i>Dynamics</i> <i>Forte</i> <i>Piano</i> <i>Crescendo</i> <i>Diminuendo</i> <i>Verse</i> | <ul style="list-style-type: none"> <i>Teacher video: Writing lyrics</i> <i>Marker pens (one per group)</i> |

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| | | | | Chorus Rhyme | |
| Three: Writing Verse lyrics | To organise lyrics into a song structure | <ul style="list-style-type: none"> - I can think of words and phrases that are suitable for a leavers' song - I can use my poetry writing skills to turn these into lyrics - I can work as part of a group to sequence and structure lyrics into a verse | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | Lyrics Tempo Presto Allegro Largo Accelerando Ritardando Melody Dynamics Forte Piano Crescendo Diminuendo Verse Chorus Rhyme Poetic structure | Teacher video: Writing lyrics Lined paper Pencils |
| Four: Backing Track | To use vocal improvisation and known melodies against a backing track | <ul style="list-style-type: none"> - I can improvise a melody over a four-chord backing track - I can try out melodies I already know over a four-chord backing track - I can perform my improvisation/melody to the class | <ul style="list-style-type: none"> - Improvise and compose music for a range of purposes using the interrelated dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Chords Chord progressions Improvisation Melody | Presentation: Four-chord progressions |
| Five: Creating a Melody | To compose a melody | <ul style="list-style-type: none"> - I can compose a chorus melody for the chorus of our leavers' song - I can use different kinds of notations to record and create | Improvise and compose music for a range of purposes using the interrelated dimensions of music | Melody Staff notation Four-chord progression Dynamics Tempo | Teacher video: Creating a melody Tuned percussion instruments, ideally |

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| | | | | | <p>glockenspiels or chime bars, that have the names of the notes written on them to help the children write down the notes of their melodies as they compose</p> <p>Pupils' own instruments brought in from home (optional)</p> |
| <p>Six: The Final Piece</p> | <p>To compose a verse melody</p> | <ul style="list-style-type: none"> - I can compose a verse melody for our leavers' song - I can use different kinds of notations to record and create - I can rehearse to improve my performance - I can perform a song I have written | <ul style="list-style-type: none"> - Improvise and compose music for a range of purposes using the interrelated dimensions of music - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <p>Four-chord progression</p> <p>Melody</p> | <p>Tuned percussion instruments, ideally glockenspiels or chime bars, that have the names of the notes written on them to help the children write down the notes of their melodies as they compose</p> |

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| | | | | | Pupils' own instruments brought in from home (optional) |
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Assessment:

Pupils with secure understanding indicated by: Creating a melody that fits both the lyrics and the four-chord backing track. Performing the leavers' song with confidence.

Pupils working at greater depth indicated by: Using their own instrument to compose a melody. Notating their melody using staff notation. Performing the leavers' song confidently and in tune.

Pupils needing extra support: Work in a group supported by the teacher or Teaching Assistant to compose a melody for verse one. You may want to hand out copies of the *Activity: Notes in a chord*.

Pupils working at greater depth: Can use their own instruments to compose the melody for verse one, and/or write it out using staff notation instead of letter notation.