



Curriculum

Year 6 Scheme of Work

Term: Summer 2		Topic: Music- Leavers Assembly performance	
Key Skills and Knowledge:			
Singing <ul style="list-style-type: none"> Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato). (singing assembly) 		Composing <ul style="list-style-type: none"> Continue to improvise freely, responding to the beat, developing a sense of shape and character, (using voice, body percussion and instruments). 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. 	
Listening <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Recognise and name a growing number of individual instruments within instrumental families. Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. 		Musicianship and performing <ul style="list-style-type: none"> Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse. Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. Conform to the etiquette of performance situations as a musician and as an audience member. 	
Reading and Writing Opportunities (Long and Short Activities)			
Creative Ideas and Hooks			
Song writing- lyrics and melody Linked to leaving Primary school/memories. Expressing themselves through music. Stave notation for melody.		Respond to theme of leaver's assembly and ideas from Y6 children.	
Links to PSHCE, Equality and British Values Work		Listening opportunities	
Team work. Expressing yourself describing friends with music. Emotions and memories.		Listen to examples of songs we like to give inspiration.	
Key Vocabulary:	Resources Available / Visits/Visitors	Useful Websites:	
Drone - continuous sound present throughout the piece (pitched or unpitched) Motif - A short musical idea Theme – A tune or melody – like a musical sentence Pitched percussion - instruments you hit that can play different pitches eg. Xylophones and glockenspiels Unpitched percussion - instruments you hit that don't have a specific pitch or note. Eg. Drums, shakers, tambourines. Melody and lyrics.	A4 paper and pens Classroom percussion instruments. Mr Brown	Youtube Previous knowledge: Major/minor chords. Creating melodies. Recording ideas through written notation or using ICT.	