



Ready,
Respectful,
Safe

Music Overview

Cathcart Street Primary School 2024-2025

	Autumn	Spring	Summer
Music - Year 6	Year 6: NC Objectives	Year 6: NC Objectives	Year 6: NC Objectives
	Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds. Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To begin to develop an understanding of the history of music.	Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds. Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To begin to develop an understanding of the history of music.	Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds. Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To begin to develop an understanding of the history of music.
	Year 6 Key Learning	Year 6 Key Learning	Year 6 Key Learning

	<p style="text-align: center;">Charanga</p> <p>- Happy- Recorder Classroom Jazz 2- Glockenspiel</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> - To think about the message of the song. <p>Sing</p> <ul style="list-style-type: none"> - To sing confidently sing songs and their parts from memory, and to sing them with a strong internal pulse. <p>Play & Perform</p> <ul style="list-style-type: none"> - To identify the notes C, D, E, F, G, A, B on the stave. <p>Improvisation</p> <ul style="list-style-type: none"> - To improvise using three notes confidently and accurately. <p>Composition</p> <ul style="list-style-type: none"> - To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.. 	<p style="text-align: center;">Charanga</p> <p>You've Got A Friend- Recorder Music and Me- Glockenspiel</p> <ul style="list-style-type: none"> - Listen and Appraise To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Sing To sing with awareness of being 'in tune'. Play & Perform To discuss and talk musically about a performance – “What went well?” and “It would have been even better if...?” Improvisation To improvise using five notes confidently and accurately. Composition Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p style="text-align: center;">Charanga</p> <p>Music and Me - Recorder Reflect, Rewind and Replay</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> - To listen to and appraise music from four inspirational female artists. <p>About the artists</p> <ul style="list-style-type: none"> - To use key words, phrases and musical pieces to question and discuss an artists' identity, reflecting upon how you can show your identity in your music. <p>Create/Composition</p> <ul style="list-style-type: none"> - To create a piece of music using identity as the theme. Discussing the instrument, music style and lyrics you used. <p>Play & Perform</p> <ul style="list-style-type: none"> - Introduce, perform and record your performance. Reflect upon how you included your identity in your performance.
Vocabulary	style indicators, cover, pulse, rhythm, pitch, tempo, dynamics melody, compose, improvise, timbre, texture, structure, note names(crotchet, minim), dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, bridge	Melody, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, riff, solo, harmony, producer, Electronic and Acoustic music	Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.
Enrichment			