

Y6 Music	TERM 1A		TERM 1B		TERM 2A		TERM 2B		TERM 3A		TERM 3B	
	Gamelan Harvest Festival + Christmas concert				Blues Arts Week		Music performance week		Adverts Summer concert		Y6 production Y6 Leavers Assembly	
	Key knowledge To know gamelan is the traditional instrumental music of Java and Bali. To know the word ‘gamelan’ means ‘to hammer’. To know a gamelan is mostly made up of tuned percussion instruments. To know each gamelan is handmade and has its own tuning. To know the music is passed on through aural tradition – players memorise the music. To know the music is made up of interlocking layers. To know gamelan is played together as a group and is performed for celebrations and theatre performances.	Key skills To be able to perform as a class. To be able to compose a piece with three different parts using the slendro scale. To be able to perform as a team of three. To be able to listen to and comment on others’ work. To be able to review and reflect on composition. To be able to listen to and identify features of gamelan.			Key knowledge To know 12 bar blues uses three chords: C, F and G. To know four beats in a bar. To know improvisation is a key part to blues. To know musicians improvise using the notes of the blues scale. To know a riff is a short, repeated idea. To know blues song lyrics follow the structure AAB. To know blues songs express feelings and emotions, and the longing for a better life. To know blues is a style of music that developed in America in the late 19 th century created by African Americans. To know it is rooted in African musical traditions such as work songs and spirituals. To know one singer and guitar or banjo originally performed blues.	Key skills To be able to listen to and identify features of blues music. To be able to compose in teams of three to create a 12-bar blues piece with riff and improvisation. To be able to perform 12 bar blues as a class. To be able to refine and perform team blues composition to the class. To be able to review and reflect on composition. To be able to sing a selection of blues style songs.			Key knowledge To know that an advert may include: singing, dialogue, music, acting, props and a slogan. To know that a slogan is a short memorable phrase.	Key skills To be able to work as part of a team. To be able to create a slogan. To be able to play melody and rhythm. To be able to clearly deliver dialogue. To be able to use musical knowledge to create an effective advert for a chosen product. To be able to choose appropriate timbres to match the product.	Key knowledge To know how to sing in unison, harmony, solo, duet, chorus. To know how to sing accompanied and unaccompanied.	Key skills To be able to learn songs from memory. To be able to practise and rehearse songs. To be able to perform to an audience. To be aware of own contribution to overall performance. To be able to sing in unison, solo, duet, chorus and harmony. To be able to sing with an accompaniment or unaccompanied.
	Enquiry/question/outcome/activity/genre of unit/text Listen to and identify features of Gamelan music. Compose in teams of three, a composition with three independent parts. Perform gamelan as a class. Refine and perform team gamelan composition to the class. Review and reflect on own and others’ compositions.				Enquiry/question/outcome/activity/genre of unit/text Play 12 bar blues chord pattern. Play the blues scale. Improvise an 8-beat melody using the blues scale. Listen to and identify features of blues music. Perform 12 bar blues as a class. Compose a team piece using the 12-bar blues chord pattern with riff and improvisation. Perform as a team of three. Listen and comment on others’ work. Review and reflect own work.				Enquiry/question/outcome/activity/genre of unit/text Use prior knowledge when listening to music to choose an appropriate title. Use musical terms to describe why. Choose appropriate sounds, timbre of instruments. Work as part of a team. Review and refine work. Composition to last a time limit of 30 seconds. Identify features in others’ work that is good and explain why.		Enquiry/question/outcome/activity/genre of unit/text Work as a team to perform songs from memory as part of year group production. Sing confidently in unison, part singing, and harmony. Sing as a soloist, solo group. Include instrumental performances where appropriate.	
	Key vocabulary (tier 2) celebration compose handmade independent listen oral tradition percussion perform reflect review theatre performance tuning	Key vocabulary (tier 3) accompaniment gamelan interlocking melody orchestra ostinato scale slendro			Key vocabulary (tier 2) banjo beat compose guitar lyrics song structure team xylophone	Key vocabulary (tier 3) 12 bar blues accompaniment blues scale chord pattern improvisation melody riff spiritual			Key vocabulary (tier 2) compose listen perform play reflect review sing	Key vocabulary (tier 3) advert audience dialogue slogan timbre	Key vocabulary (tier 2) listen perform practice reflect review sing	Key vocabulary (tier 3) audience chorus dialogue duet harmony middle 8 solo structure unison verse