

Music Curriculum Map

Year 6	Autumn 1 Current – Michael Kiwanuka	Autumn 2 Current/Historical – Tori Amos	Spring 1 Historical – Aretha Franklin	Spring 2 Historical – Carole King	Summer 1	Summer 2
	<p><b><u>Happy!</u></b> Genre: Pop/Neo Soul Being Happy!</p> <p>I know how to sing in harmony confidently and accurately.</p>	<p><b><u>Classroom Jazz 2</u></b> Genre: Bacharach and Blues Jazz, improvisation and composition</p> <p>I know how to use a variety of different musical devices in my composition (including melody, rhythms and chords)</p> <p>I know how to analyse features within different pieces of music.</p>	<p><b><u>A New Year Carol</u></b> Genre: Classical or Urban Gospel Benjamin Britten’s music and cover versions</p> <p>I know how to compare and contrast the impact that different composers from different times have had on people of that time</p>	<p><b><u>You’ve Got A Friend</u></b> Genre: 70s Ballad/Pop The music of Carole King</p> <p>I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p>	<p><b><u>Music and Me</u></b> Create your own music inspired by your own identity and women in the music industry.</p> <p>I know how to take the lead in a performance. I know how to use a variety of different musical devices in my composition (including melody, rhythms and chords)</p>	<p><b><u>Reflect, Rewind &amp; Replay</u></b> Genre: Classical The history of music, look back and consolidate your learning, learn some of the languages of music.</p> <p>I know how to analyse features within different pieces of music.</p>
Cross curricular links	RSHE – coping with emotions / helping others	History – Jazz and blues	History – British composers	English – feminist writers	Computing: using apps to record	RSHE – looking back over the year’s accomplishments
<b>Key Vocabulary-</b> which all children must be familiar with.	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo	Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony	Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.	Recap all learned vocabulary.
<b>Extended writing opportunities</b>	Origins of Neo Soul	Review of piece of music – what features does the	Research a local musician (topic links)	Carole King’s quotes: do you agree with her stance?	Women in the music industry	Topic links – local Cornish celebratory music

		music have and how does it work?	Research the life of composer Benjamin Britten.			
<b>Assessment video/audio recording</b>	Video of chn playing solo and then ensemble	Video of children answering questions: What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions?	Video of chn playing melody in the style of Benjamin Britten or a cover version. Can they describe how the versions differ?	Video of composition process. At the beginning and end of session.	Record chn's pieces on an app – computing links.	Video of children verbally analysing features of music: can they use correct vocabulary?
<b>Model Music Curriculum links</b>	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.	Listening: develop pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.	Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence.	Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments.	Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.	Transition project: the end of Year 6 transition project provides a way to bring together what the pupils have learnt about reading notation, playing an instrument, composing melodies and singing as a class.