

| Year 6                        | Unit 1: Happy  | Unit 2: : You've Got A Friend  | Unit 3: Music and Me  | Unit 4: Reflect, Rewind & Replay   | Unit 5: Putting On a Show  | Unit 6:                              |
|-------------------------------|--|--|---|--|--|--------------------------------------|
| <b>Style of main song</b>     | Pop/Neo Soul   | 70's Ballad/Pop  | Choose own style  | Classical  | Year 6 Leavers Production  |                                      |
| <b>Unit themes</b>            | Being Happy!   | The music of Carole King   | Create your own music inspired by your identity and women in the music industry   | The history of music, look back and consolidate your learning, learn some of the language of music   | What does it take to put a show on a stage? Different Roles in getting to the final product. Year 6 Leavers Production   |                                      |
| <b>Disciplinary Knowledge</b> | <p><b>Disciplinary Knowledge</b></p> <p><u>1.Listening</u><br/>- to know that style indicators are identifiers that show us the genre of the music<br/>- to know that structure means how the sections of a song are ordered to make a piece<br/>- to identify the instruments/voices they hear<br/>-to know that musical dimensions identify the ways in which any sound can be described and the ways in which each dimension can be changed to create different musical effects</p> | <p><b>Disciplinary Knowledge</b></p> <p><u>1.Listening</u><br/>- to know that style indicators are identifiers that show us the genre of the music<br/>- to know that structure means how the sections of a song are ordered to make a piece<br/>- to identify the instruments/voices they hear<br/>-to know that musical dimensions identify the ways in which any sound can be described and the ways in which each dimension can be changed to create different musical effects</p> | <p><b>Disciplinary Knowledge</b></p> <p>This unit is different from others. The children will be creating their own piece using previous knowledge and understanding.</p> <p>-to know and talk about 4 different inspirational female music artists.<br/>-identify instruments they hear within the music.<br/>-to give an opinion on the music. Do they like or dislike it? Why?<br/>-talk about any musical connection with previous knowledge and understanding.</p> | <p><b>Disciplinary Knowledge</b></p> <p>Consolidation and revision of all the learning throughout the year.</p> <p>All the learning is focused around revisiting songs and musical activities.</p> | <p><b>Disciplinary Knowledge</b></p> <p>-to know it takes a team of different people with different roles to put on a show.<br/>-to know an actor is the one who performs on stage<br/>-the director works closely with the designers and actors to bring a vision to life<br/>-a producer takes charge of all of the 'behind the scenes'<br/>- a stage manager will oversee all the practicalities that are need to make a show happen<br/>- a set designer works with director and</p> | <p><b>Disciplinary Knowledge</b></p> |



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|  | <p><u>2.Musical Activities</u><br/>         - to understand that rhythm is long and short sounds or patterns that happen over the pulse<br/>         -to understand that pitch is a musical dimension that describes the range of high and low sounds<br/>         -to understand that melody is another name for the tune<br/>         -to know that harmony is different notes sung or played at the same time to produce chords<br/>         -to understand what a glockenspiel is<br/>         -to know how to play a glockenspiel correctly<br/>         -to understand that improvisation is to make up a tune on the spot<br/>         - to understand that composing is creating and developing musical ideas</p> | <p><u>2.Musical Activities</u><br/>         - to understand that rhythm is long and short sounds or patterns that happen over the pulse<br/>         -to understand that pitch is a musical dimension that describes the range of high and low sounds<br/>         -to understand that melody is another name for the tune<br/>         -to know that unison means that everyone plays or sings the same music at the same time<br/>         -to understand what a glockenspiel is<br/>         -to know how to play a glockenspiel correctly<br/>         -to understand that improvisation is to make up a tune on the spot<br/>         - to understand that composing is creating and developing musical ideas</p> | <p>-to know that a 'concert' is a musical performance given in public.<br/>         -</p> |  | <p>designs a set that has a visual impact.<br/>         -Lighting and Sound designers<br/>         -Choreographer is the person who decides how people will move on stage<br/>         -Front of house makes sure the audience is happy and tickets etc are allocated correctly</p> |  |
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|                             |  |  |  |                            |   |                                       |
| <b>Instrumental parts</b>   | G, A + B<br><br><u>Challenge</u><br>G, A, B, C, D + E by ear and from notation   | G, A + B<br><br><u>Challenge</u><br>D, E, F, G, A, B + C by ear and from notation  | Revise existing  | Revise existing            | Revise existing   | Revise existing                       |
| <b>Note Value Knowledge</b> | Easy – minims and rests<br><br>Medium – semi-breves, minims and rests<br><br><u>Challenge</u><br>Melody - Quavers, dotted crotchets, minims, semi-breves and rests | Easy – crotchets and quavers<br><br>Medium – crotchets and quavers<br><br><u>Challenge</u><br>Melody - Crotchets and quavers | Consolidation and revision   | Consolidation and revision | Consolidation and revision  | Consolidation and revision            |
| <b>Vocabulary</b>           | Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre,  | Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure,                        | Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic | Consolidation and revision | Actor, Director, Producer, Stage Manager, Set Designer, Stage Crew, Choreographer | Rehearsal, Script, Costume, Technical |



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|                                    | <p>texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo</p>   | <p>dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony</p>  | <p>music, pioneering, artist (musical),</p>   |  |                                    |                                    |
| <p><b>Procedural Knowledge</b></p> | <p><b>Procedural Knowledge</b><br/> <u>1.Listening</u><br/>           -identify the style indicators of the song/music<br/>           -identify the structure of the song<br/>           -identify the instruments/voices<br/>           -discuss the musical dimensions used in the song<br/><br/> <u>2.Musical Activities</u><br/>           -complete bronze and silver challenges<br/>           -rhythm and pitch copyback<br/>           -use A, sometimes with G and reading notes<br/>           -sing in two parts<br/>           -play accurately and in time, as part of the performance<br/>           -Use G, A + B by ear<br/>           -improvise in lessons and part of the performance<br/>           -Use G + A<br/>           -compose a simple melody using simple rhythms and use as</p> | <p><b>Procedural Knowledge</b><br/> <u>1.Listening</u><br/>           -identify the style indicators of the song/music<br/>           -identify the structure of the song<br/>           -identify the instruments/voices<br/>           -discuss the musical dimensions used in the song<br/><br/> <u>2.Musical Activities</u><br/>           -complete bronze and silver challenges<br/>           -rhythm and pitch copyback<br/>           -use A, sometimes with G and reading notes<br/>           -sing in unison<br/>           -play accurately and in time, as part of the performance<br/>           -Use G, A + B by ear<br/>           -improvise in lessons and part of the performance<br/>           -Use G + A<br/>           -compose a simple melody using simple rhythms and use as</p> | <p><b>Procedural Knowledge</b><br/>           -to be able to choose different parts to a piece and explain why they have chosen them.<br/>           -use the musical tools to create the piece.<br/>           -to present and perform in an engaging way.<br/>           -talk about their identity in the music and the performance.</p> | <p><b>Procedural Knowledge</b><br/>           Consolidation and revision</p> | <p><b>Procedural Knowledge</b></p> | <p><b>Procedural Knowledge</b></p> |



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|  | part of the performance<br>-use G, A + B  | part of the performance<br>-use G, A + B  |  |  |  |  |
| <p><b>National Curriculum</b></p> <p>Key stage 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>-improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>-listen with attention to detail and recall sounds with increasing aural memory</li> <li>-use and understand staff and other musical notation</li> <li>-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>-develop an understanding of the history of music</li> </ul> |   |   |  |  |  |  |
| <b>Challenge</b>   | <p><i>-Find the pulse and identify changes in tempo, dynamics and texture</i></p> <p><i>-complete Gold Challenges</i></p> <p><i>-take on musical leadership, creating musical ideas for the group to copy or respond to</i></p> | <p><i>-Find the pulse and identify changes in tempo, dynamics and texture</i></p> <p><i>-complete Gold Challenges</i></p> <p><i>-take on musical leadership, creating musical ideas for the group to copy or respond to</i></p> |  |  |  |  |



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|  | <p><i>-Play G, A, B, C, D + E by ear and reading notes</i></p> <p><i>-improvise using G, A + B</i></p> <p><i>-Compose using C, E, G, A + B</i></p>   | <p><i>-Play D, E, F, G, A, B + C by ear and reading notes</i></p> <p><i>-improvise using G, A + B</i></p> <p><i>-Compose using E, G, A, C, + D</i></p>  |   |                                  |                                  |                                  |
| <p><b>Coherence &amp; Supporting knowledge</b></p> |  |   |   |                                  |                                  |                                  |
| <p><b>Assessment Formative/Summative</b></p>       | <p><b>Assessment Outcome.</b><br/><u>3.Perform and share</u><br/>Group performance of Happy</p> <p>Criteria below:<br/>-identify style indicators<br/>-identify structure<br/>-find pulse while listening<br/>-Complete bronze and silver challenges<br/>-sing in two parts<br/>-Play G+A accurately and in time<br/>-improvise using G+A<br/>-Compose using G, A +B</p> | <p><b>Assessment Outcome</b><br/><u>3.Perform and share</u><br/>Group performance of You've got a friend</p> <p>Criteria below:<br/>-identify style indicators<br/>-identify structure<br/>-find pulse while listening<br/>-Complete bronze and silver challenges<br/>-sing in two parts<br/>-Play G+A accurately and in time<br/>-improvise using G+A<br/>-Compose using G, A +B</p> | <p><b>Assessment Outcome</b><br/><u>3.Perform and share</u><br/>Performance of their own composition using the tools provided.</p> <p>-reflect on strengths and weaknesses<br/>-talk about their personal identity in the music</p> | <p><b>Assessment Outcome</b></p> | <p><b>Assessment Outcome</b></p> | <p><b>Assessment Outcome</b></p> |



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