

## Year 6 Music Medium Term Plan

Time	National Curriculum Learning Objective	Suggested Activities	Resources	Comment
Week 1-6	<p><b>Reading Music/ Identifying musical symbols</b></p> <ul style="list-style-type: none"> <li>- Treble clef sign</li> <li>- Staff</li> <li>- Bar and Bar lines</li> <li>- Double bar line</li> <li>- Time signature</li> <li>- Repeat sign</li> <li>- Breath mark</li> <li>- Time notes (crotchet, minim and semibreve)</li> <li>- Pitches B and A</li> </ul> <p><b>Demonstrate the facilities on recorder</b></p> <ul style="list-style-type: none"> <li>- Blowing</li> <li>- Tonguing</li> <li>- Fingering for the notes B and A</li> </ul> <p><b>Reading Music/ Identifying musical symbols</b></p> <ul style="list-style-type: none"> <li>- New note G</li> <li>- Dynamics</li> <li>- Rest signs</li> </ul> <p><b>Demonstrate the facilities on recorder</b></p> <ul style="list-style-type: none"> <li>- Fingering for the note G, A and B</li> </ul> <p><b>Meet the Composer</b></p> <ul style="list-style-type: none"> <li>- <b>L. V. Beethoven</b></li> </ul>	<p>Lecture, discussion, demonstration Drills with flash cards Rhythm pattern recognition games Handouts and worksheets</p> <p>Blowing Tonguing Fingering exercise for the notes B and A</p> <p>Lecture, discussion, demonstration Drills with flash cards Rhythm pattern recognition games Handouts and worksheets</p> <p>Blowing Tonguing Fingering exercise for the notes G, A and B</p> <p>Internet</p>	<p>Flash cards Projector</p> <p>Recorder Sheet music Music track Projector</p> <p>Flash cards Projector</p> <p>Recorder Sheet music Music track Projector</p>	

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<p>Week 7-12</p>	<p><b>Musical Focus: Step dance performance</b></p> <ul style="list-style-type: none"><li>• Exploring beat and syncopation through a song and body percussion</li> <li>• Developing co-ordination and rhythm skills</li><li>• Performing a rhythmic sequence to a piece of music</li> <li>• Developing the idea of pitch shape and relating it to movement</li><li>• Understanding pitch through movement and notation</li></ul>	<p><b>World unite body beats</b> Keep a steady beat to a complex piece of music</p> <p><b>World unite in syncopation</b> Sing the song and accompany it with a body beat pattern, highlighting the syncopation of the melody</p> <p><b>Compass beat patterns</b> Find ways to arrange body beat patterns in unison and together</p> <p><b>World cup passing game actions</b> Learn the World cup passing game actions without cups</p> <p><b>World cup passing game</b> Perform the World cup passing game</p> <p><b>World cup tour</b> Create new cup passing beat patterns and rhythms in groups</p> <p><b>Latitude moves</b> Perform three melodies as patterns of higher and lower movements</p> <p><b>Latitude melodies</b> Learn to sing and play the three X, Y and Z melodies of the World unite instrumental verses</p> <p><b>Latitude voices</b> Improvise scat sounds for melodies X, Y and Z from World unite</p>	<ul style="list-style-type: none"><li>• Sufficient space for the children to stand and move in small groups on the spot</li> <li>• Sufficient space for the children to kneel in a circle</li><li>• Cups or bean bags</li> <li>• Sufficient space for the children to stand with outstretched arms</li><li>• Tuned instruments, eg chime bars – notes B D E G A B'</li></ul>	
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<p>Week 13-18</p>	<ul style="list-style-type: none"> <li>• Creating rhythm patterns</li> <li>• Arranging different musical sections to build a larger scale performance</li>   <li>• Exploring rhythm through dance</li> <li>• Combining different rhythms</li>   <li>• Exploring ways of combining and structuring rhythms through dance</li> </ul>	<p><b>World in harmony</b> Learn to sing the final chorus of World unite in harmony</p> <p><b>Bringing the world together</b> Revise and rehearse in preparation for a performance</p> <p><b>World unite performance</b> Bring musical ideas together in a performance of World unite</p> <p><b>Flip flap up</b> Learn a rhythmic dance sequence</p> <p><b>Clap jump oo</b> Learn and combine a second rhythm sequence</p> <p><b>Slap slap ha ha stamp</b> Learn a third rhythm sequence and combine it with the first two</p> <p><b>Two-part step dance rhythms</b> Identify the structure, then perform rhythm patterns in two groups</p> <p><b>Two-part step dance moves</b> Improvise and develop a dance sequence</p> <p><b>Mega dance</b> Practise and perform Two-part step dance and Move it together</p>	<ul style="list-style-type: none"> <li>• Cups or bean bags</li>   <li>• Sufficient space for the children to stand and move on the spot</li>   <li>• Sufficient space for the children to perform a complete dance piece</li> </ul>
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## Year 6 Music Medium Term Plan

<p>Week 19-24</p>	<p><b>Musical Focus: Street dance performance</b></p> <ul style="list-style-type: none"> <li>• Feeling and moving to a three-beat pulse and revising rhythmic ostinato</li>   <li>• Performing and improvising rhythmic and melodic ostinati</li>   <li>• Singing in harmony</li> <li>• Learning about chords</li> </ul>	<p><b>Boléro</b> Practise feeling groups of three in the listening piece Boléro</p> <p><b>Street scene</b> Mime street scene actions to the rhythm of Boléro</p> <p><b>Miming patterns</b> Build a texture of rhythmic mimed ostinati</p> <p><b>Street busker</b> Learn to sing Street busker</p> <p><b>Street calls</b> Perform rhythmic ostinati as a musical conversation</p> <p><b>Double bass ostinato and calls</b> Perform rhythmic ostinati on instruments</p> <p><b>Harmony junction</b> Explore building harmony using voices</p> <p><b>Street busker harmony</b> Sing the song Street busker in three-part harmony</p> <p><b>Street busker accompaniment</b> Perform a melodic and chordal ostinato to accompany a song</p>	<ul style="list-style-type: none"> <li>• A selection of four untuned percussion, eg tambourine, shakers, finger cymbals, hand drum</li>   <li>• Tuned instruments, eg chime bars, xylophones, glockenspiels – notes G Bb C D E G'</li> </ul>	
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