



**St Charles Catholic Primary School
Year 6 Medium Term Plan**

Music Medium Term Plan

Autumn 1					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
World unite Musical focus: Performing Subject Link: Physical education					
Learning Objectives					
<u>World unite</u> I can explore beat and syncopation through a song and body percussion	<u>World cup</u> I can develop co-ordination and rhythm skills I can perform a rhythmic sequence to a piece of music	<u>Latitudes</u> I can develop the idea of pitch shape and relate it to movement I can understand pitch through movement and notation	<u>World in harmony</u> I can create rhythm patterns I can arrange different musical sections to build a larger scale performance	<u>Rhythmic dance</u> I can explore rhythm through dance I can combine different rhythms	<u>Two-part step dance</u> I can explore ways of combining and structuring rhythms through dance
Key Vocabulary •Structure •Beat •Syncopation •Melody	Key Vocabulary •Beat •Rhythm	Key Vocabulary •Pitch •Melody •Scat singing	Key Vocabulary •Pitch •Harmony	Key Vocabulary •Rhythm •Structure	Key Vocabulary •Rhythm •Structure



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Key NC areas covered

- Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music
- Pupils are taught to sing and play musically with increasing confidence and control
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory



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Autumn 2					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
Journeys Musical focus: Performing Subject Link: PSHE					
Learning Objectives					
<u>Walk, swim, fly</u> I can sing in three-part harmony	<u>Refuge</u> I can explore expressive singing in a part-song with echoes	<u>Voices of refuge</u> I can develop song cycles for performance I can stage a performance with awareness of audience	<u>Something inside so strong</u> I can sing a pop song with backing harmony I can learn about a song's structure	<u>Life is what you make it</u> I can learn to sing major and minor note patterns accurately I can learn a pop song with understanding of its structure	<u>Journeys song cycle</u> I can develop a song cycle performance incorporating mixed media I can develop planning, directing and rehearsal skills
Key Vocabulary •Beat •Rhythm	Key Vocabulary •Verse •Chorus	Key Vocabulary •Song cycle •Structure •Phrasing •Dynamics	Key Vocabulary •Dynamics •Structure •Pitch •Key •Middle eight •Harmony	Key Vocabulary •Pitch •Minor key •Major key •Dynamics •Structure	Key Vocabulary •Song cycle



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Key NC areas covered

- Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Pupils explore structure, texture, and pitch
- Pupils use technology appropriately
- Pupils understand and explore how music is communicated



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Spring 1					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
Growth Musical focus: Performing Subject Link: Geography					
Learning Objectives					
<u>Bolero</u> I can feel and move to a three-beat pulse and revise rhythmic ostinato	<u>Street calls</u> I can perform and improvise rhythmic and melodic ostinati	<u>Harmony junction</u> I can sing in harmony I can learn about chords	<u>Flash mob</u> I can perform music and dance	<u>Flash mob performance</u> I can revise, rehearse and develop music for performance	<u>Busker bash</u> I can understand the process of a musical performance
Key Vocabulary •Texture •Rhythm •Ostinato	Key Vocabulary •Ostinato •Metre •Structure	Key Vocabulary •Texture •Harmony •Ostinato •Chord	Key Vocabulary •Beat •Rhythm •Metre	Key Vocabulary •Unison •Harmony •Dynamics	Key Vocabulary •Unison •Harmony •Dynamics •Flashmob
<u>Key NC areas covered</u> • Pupils perform and listen to music, including the works of the great composers • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory • Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression					



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Spring 2					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
Roots Musical focus: Performing Subject Link: English					
Learning Objectives					
<u>Village life</u> I can sing a traditional Ghanaian song I can devise rhythmical actions to music I can develop a performance of a musical	<u>The riverbank</u> I can improvise descriptive music I can sing a traditional children's game song from Ghana	<u>Drum warning</u> I can play rhythm cycles I can combine rhythm cycles in a percussion piece	<u>Sansa kroma</u> I can sing call and response songs in two groups I can devise rhythmic movement I can develop a descriptive composition	<u>Celebration</u> I can plan and structure pieces to make a finale I can combine songs with rhythmic cycles	<u>Anansi performance</u> I can develop and rehearse for a performance I can perform to an audience
Key Vocabulary •Beat •Rhythm	Key Vocabulary •Improvise	Key Vocabulary •Rhythm •Structure	Key Vocabulary •Beat •Rhythm •Tempo •Dynamics •Texture •Timbre	Key Vocabulary •Rhythm •Tempo	Key Vocabulary •Unison



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Key NC areas covered

- Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music
- Pupils appreciate and understand music drawn from different traditions
- Pupils learn to sing and play musically with increasing confidence and control
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures



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Summer 1					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class awards Musical focus: Performing Subject Link:					
Learning Objectives					
<u>Class awards plan</u> I can learn music for a special occasion	<u>Pictures at an exhibition</u> I can compose programme music from a visual stimulus	<u>Lit rap</u> I can sing a verse and chorus song I can write new verses for a rap	<u>The show so far</u> I can develop a song performance We can perform together	<u>Open your eyes</u> I can develop an extended performance We can perform together	<u>Class awards</u> I can develop a song arrangement I can rehearse for a performance We can perform together with an awareness of audience
Key Vocabulary •Verse •Chorus	Key Vocabulary •Dynamics •Pitch •Tremolo •Timbre •Tempo •Rhythm •Texture	Key Vocabulary •Verse •Chorus •Rap	Key Vocabulary •Fanfare •Structure	Key Vocabulary •Melody •Phrase	Key Vocabulary •Rap •Fanfare



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Key NC areas covered

- Pupils play and perform in solo and ensemble contexts
- Pupils are taught to sing and play musically with increasing confidence and control
- Pupils perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers
- Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music



Summer 2					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
Moving on Musical focus: Performing Subject Link: Computing					
Learning Objectives					
<u>Happy memories</u> I can sing a song with expression and sustained notes I can sing in two-part harmony	<u>Memorable performance</u> I can sing a song with expression and sustained notes I can perform complex song rhythms confidently	<u>Moving forward</u> I can identify the structure of a piece of music I can learn to play a melody with chordal accompaniment I can experience the effect of harmony changing	<u>New horizons</u> I can sing in two- or three- part harmony	<u>Accompaniments</u> I can play instrumental parts to accompany a song I can perform a song with a complex structure	<u>Leavers' assembly</u> I can listen to and understand modulation in a musical bridge I can prepare for a performance
Key Vocabulary •Verse •Chorus •Harmony	Key Vocabulary •Structure •Dynamics •Harmony	Key Vocabulary •Pitch •Chord •Harmony	Key Vocabulary •Verse •Chorus •Coda •Structure •Harmony	Key Vocabulary •Accompaniment •Coda	Key Vocabulary •Modulation •Major key •Bridge



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Key NC areas covered

- Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression
- Pupils explore pitch, structure, duration, and appropriate musical notations
- Pupils listen with attention to detail and recall sounds with increasing aural memory
- Pupils understand and explore how music is created, produced and communicated