



Saint Mary's Primary Music Overview – (Y6)

TERM	AUTUMN	SPRING	SUMMER
TOPIC	UKULELE	WW2	MUSICAL THEATRE
<i>Musician of month for:</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>		
MUSICAL INSTRUMENTS	Ukulele	Voice/Percussion	Voice
PERFORM	- Sing/Play from memory with confidence - Perform Solos - Perform as an ensemble - Sing/Play expressively and in tune - Perform with skilful playing (instrument) - Learn a musical instrument and perform independently	- Sing/Play from memory with confidence - Perform Solos - Perform as an ensemble - Sing/Play expressively and in tune - Hold a part in a round - Sustain a drone or a melodic ostinato to accompany singing - Perform with controlled breathing(voice) and skilful playing(instrument)	- Sing/Play from memory with confidence - Perform Solos - Perform as an ensemble - Sing/Play expressively and in tune - Sustain a drone or a melodic ostinato to accompany singing - Perform with controlled breathing(voice)
TRANSCRIBE	- Use the standard musical notation for a pair of quavers, crotchet, minim and semibreve to indicate how many beats to play. - Explore pieces with additional notes and more complete rhythms - Continue to read CDEFG on the musical stave - Understand that the pitch of a note changes when you add a # (sharp) or b (flat)symbols	- Use the standard musical notation for a pair of quavers, crotchet, minim and semibreve to indicate how many beats to play. - Explore pieces with additional notes and more complete rhythms	- Use the standard musical notation for a pair of quavers, crotchet, minim and semibreve to indicate how many beats to play. - Explore pieces with additional notes and more complete rhythms
COMPOSE	- Create rhythmic patterns with an awareness of timbre and duration - Thoughtfully select elements for a piece in order to gain a defined effect	Create rhythmic patterns with an awareness of timbre and duration	- Create songs with verses and chorus - Use digital technologies to compose, edit and refine pieces of music (Garage band/Yu Studio)
LISTEN AND APPRAISE	Choose from a wide range of musical vocabulary they have developed to accurately describe and appraise music	Understand how lyrics often reflect the cultural context of music and social meaning	Understand how lyrics often reflect the cultural context of music and social meaning

KEY VOCABULARY

-beat

-dynamics (forte/piano)

-pitch

Tempo (largo/moderato/presto)

-timbre

-compose

-call and response

-verse and chorus

-melody

-duration

-rest

-notation

-improvise

-texture

-structure

-stave

-minim, crochet and semibreve

-harmony

-solo

-unison

-time signature

-treble clef

-scale

-chord

-cappella

-quavers

- sharp and flat

-staccato



Saint Mary's Primary Lesson Overview – (Y6)

TERM	AUTUMN	SPRING	SUMMER
TOPIC	GUITAR	WW2 SONGS	MUSICAL THEATRE
<i>Musician of month for:</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>		
Lesson 1	<u>Lessons taught through music teacher Matt Berry</u>	LO: To use musical vocabulary to identify features of different eras of music.	LO: To understand the history of musical theatre.
Lesson 2		LO: To improve accuracy in pitch and control for singing with expression and dynamics.	LO: To identify character songs and action songs.
Lesson 3		LO: To use knowledge of pitch to develop confidence when singing in parts.	LO: To choose/create a musical theatre scene as a solo or group
Lesson 4		LO: To know that the Solfa syllables represent the pitches in an octave.	LO: To rehearse a musical theatre scene.
Lesson 5		LO: To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.	LO: To perform a musical theatre scene.
Lesson 6		LO: To perform solos or ensembles White Cliffs Of Dover, Pack Up your Troubles to an audience	L.O: To Evaluate their own and other groups performance