

Year 6 Medium Term Planning						
Advent 1 Y6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Medium term knowledge</b></p>	<p>Pupils will know what an ostinato/riff is through <u>listening</u>. Pupils will know how to identify the difference between a melodic and rhythmic ostinato. Pupils will clap a rhythmic ostinato. Pupils will <u>sing</u> along to a melodic ostinato.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Ostinato</li> <li>• Riff</li> <li>• Melodic</li> <li>• Rhythmic</li> </ul>	<p>Pupils will know how to <u>compose</u> a 4 to 8 beat vocal ostinato. Pupils will know what layering is. Pupils will be able to layer their vocal ostinato.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Ostinato</li> <li>• Riff</li> <li>• Melodic</li> <li>• Rhythmic</li> <li>• Layering</li> <li>• Vocal</li> <li>• Dynamics</li> </ul>	<p>Pupils will know how to <u>compose</u> a 2-4 bar rhythmic ostinato using rhythm notation. Pupils will know how to <u>perform</u> their ostinato on un-tuned percussion/clapping. Pupils will know how to layer their rhythmic ostinato.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Ostinato</li> <li>• Riff</li> <li>• Melodic</li> <li>• Rhythmic</li> <li>• Layering</li> <li>• Vocal</li> <li>• Dynamics</li> </ul>	<p>Pupils will know how to <u>compose</u> a melodic ostinato. Pupils will know how to write their notes on a stave. Pupils will know how to play their melodic ostinato on a tuned instrument.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Ostinato</li> <li>• Riff</li> <li>• Melodic</li> <li>• Rhythmic</li> <li>• Layering</li> <li>• Vocal</li> <li>• Dynamics</li> </ul>	<p>Pupils will know how to put together their vocal, rhythmic, and melodic ostinatos into a <u>performance</u> piece. Pupils will appraise and evaluate their rehearsal.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Ostinato</li> <li>• Riff</li> <li>• Melodic</li> <li>• Rhythmic</li> <li>• Layering</li> <li>• Vocal</li> <li>• Dynamic</li> </ul>	<p>Pupils will perform their ostinato piece in a school assembly. Pupils will know how to <u>perform</u> with confidence and <u>musicianship</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Ostinato</li> <li>• Riff</li> <li>• Melodic</li> <li>• Rhythmic</li> <li>• Performance</li> <li>• Dynamics</li> <li>• Evaluate</li> <li>• Appraise</li> <li>• Musicianship</li> </ul>

Advent 2 Y6	Week 7	Week 8	Week 9	Week 10		Week 12
<p><b>Medium term knowledge</b></p>	<p>Pupils will know what a scale is. Pupils will know what a chord is. Pupils will know the difference between major and minor chords through <u>listening</u>. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Scale</li> <li>• Chord</li> <li>• Major</li> <li>• Minor</li> <li>• Pentatonic</li> <li>• Blues scale</li> <li>• Triad</li> <li>• Arpeggio</li> </ul>	<p>Pupils will know the style Pop music through <u>listening</u>. Pupils will know what a chord progression is through <u>listening</u>. Pupils will know how to play a chord progression on their instrument. Pupils will <u>sing</u> the chorus of Dance Monkey. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Scale</li> <li>• Chord</li> <li>• Major</li> <li>• Minor</li> <li>• Pentatonic</li> <li>• Blues scale</li> <li>• Triad</li> <li>• Arpeggio</li> </ul>	<p>Pupils will know how to <u>improvise</u> within the middle section of Dance Monkey using a pentatonic scale and <u>sing</u> the chorus. Pupils will know how to <u>perform</u> the whole piece Dance Monkey with <u>musicianship</u>. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Scale</li> <li>• Chord</li> <li>• Major</li> <li>• Minor</li> <li>• Pentatonic</li> <li>• Blues scale</li> <li>• Triad</li> <li>• Arpeggio</li> </ul>	<p>Pupils will know the difference between <u>singing</u> in unison and <u>singing</u> in harmony. Pupils will know how to <u>sing</u> the individual parts to the three-part harmony in unison. Pupils will understand phrasing and style. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Scale</li> <li>• Chord</li> <li>• Major</li> <li>• Minor</li> <li>• Pentatonic</li> <li>• Blues scale</li> <li>• Triad</li> <li>• Arpeggio</li> <li>• Unison</li> <li>• Harmony</li> <li>• Phrasing</li> <li>• Style</li> </ul>	<p>Pupils will know how to <u>sing</u> three individual parts in harmony. Pupils will <u>sing</u> their part with accurate pitch, phrasing and within the appropriate style. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Scale</li> <li>• Chord</li> <li>• Major</li> <li>• Minor</li> <li>• Pentatonic</li> <li>• Blues scale</li> <li>• Triad</li> <li>• Arpeggio</li> <li>• Unison</li> <li>• Harmony</li> <li>• Phrasing</li> <li>• Style</li> <li>• Pitch</li> </ul>	<p>Pupils will <u>perform</u> on their instruments with control and accuracy and <u>musicianship</u>. Pupils will sing the 3-part Advent song with musicianship. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Scale</li> <li>• Chord</li> <li>• Major</li> <li>• Minor</li> <li>• Pentatonic</li> <li>• Blues scale</li> <li>• Triad</li> <li>• Arpeggio</li> <li>• Unison</li> <li>• Harmony</li> <li>• Phrasing</li> <li>• Style</li> <li>• Pitch</li> <li>• Perform</li> </ul>

Lent 1 Y6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Medium term knowledge</b></p>	<p>Pupils will develop an understanding of the history of music drawn from different traditions through <u>listening</u>. Pupils will listen with attention to detail and recall sounds with increasing aural memory. Pupils will know how to <u>perform</u> body percussion ostinatos.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Body percussion</li> <li>• Beat</li> <li>• Pulse</li> </ul>	<p>Pupils will know what semi-quavers are. Pupils will know how to <u>perform</u> the percussion part of section A as body percussion reading rhythm notation from the score.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Body percussion</li> <li>• Beat</li> <li>• Pulse</li> <li>• Semi-quaver</li> <li>• Off beat</li> </ul>	<p>Pupils will know how to <u>perform</u> all sections of the percussion/Djembe part of the piece on un-tuned percussion. Pupils will read from stave notation.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Body percussion</li> <li>• Beat</li> <li>• Pulse</li> <li>• Semi-quaver</li> <li>• Off beat</li> <li>• Stave notation</li> <li>• Melodic</li> <li>• Rhythmic</li> </ul>	<p>Pupils will know how to <u>perform</u> section A and C of the piece on a tuned instrument. Pupils will read from stave notation.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Body percussion</li> <li>• Beat</li> <li>• Pulse</li> <li>• Semi-quaver</li> <li>• Off beat</li> <li>• Stave notation</li> <li>• Melodic</li> <li>• Rhythmic</li> </ul>	<p>Pupils will know how to <u>perform</u> sections A, C and D on a tuned instrument, reading notation from a score. Pupils will appraise and evaluate their rehearsal. Pupils will know how to make improvements to their <u>performance</u> and <u>musicianship</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Body percussion</li> <li>• Beat</li> <li>• Pulse</li> <li>• Semi-quaver</li> <li>• Off beat</li> <li>• Stave notation</li> <li>• Melodic</li> <li>• Rhythmic</li> </ul>	<p>Pupils will <u>perform</u> both pieces in a whole class <u>performance</u>. Pupils will <u>perform</u> in groups of melodic and percussion instruments. Pupils will know how to perform with confidence and <u>musicianship</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Body percussion</li> <li>• Beat</li> <li>• Pulse</li> <li>• Semi-quaver</li> <li>• Off beat</li> <li>• Stave notation</li> <li>• Melodic</li> <li>• Rhythmic</li> <li>• Musicianship</li> </ul>

Lent 2 Y6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><b>Medium term knowledge</b></p>	<p>Pupils will know the style Samba though listening.                      Pupils will know the term syncopation.                      Pupils will know the instruments of Samba.                      Pupils will know how to recall the basic samba rhythms through call and response.                      Vocabulary:                      • Samba                      • Syncopation                      • Call and response                      • Crotchet                      • Quaver                      Semiquaver</p>	<p>Pupils will know how to read syncopated Samba rhythms from rhythm notation.                      Pupils will know how to layer four independent samba rhythms together to form a <u>performance</u>.                      Vocabulary:                      • Samba                      • Syncopation                      • Call and response                      • Crotchet                      • Quaver                      • Semiquaver</p>	<p>Pupils will know how household objects can be used to create music.                      Pupils will know the origin of musical instruments.                      Pupils will know the history of instrument making.                      Vocabulary:                      • Samba                      • Syncopation                      • Call and response                      • Medieval                      • Crotchet                      • Quaver                      • Semiquaver</p>	<p>Pupils will know how to use their home-made musical instruments within a Samba rhythm piece.                      Pupils will know how to <u>compose</u> and <u>improvise</u> their own question and answer samba rhythms.                      Vocabulary:                      • Samba                      • Syncopation                      • Call and response                      • Medieval                      • Crotchet                      • Quaver                      • Semiquaver</p>	<p>Pupils will know how to <u>perform</u> their three pieces on their home-made instruments.                      Pupils will appraise and evaluate their rehearsal.                      Pupils will know how to make improvements to their <u>performance</u> and <u>musicianship</u>.                      Vocabulary:                      • Samba                      • Syncopation                      • Call and response                      • Medieval                      • Crotchet                      • Quaver                      • Semiquaver</p>	<p>Pupils will <u>perform</u> on their home-made instruments.                      Pupils will <u>perform</u> three pieces, which they have <u>composed</u>, <u>improvised</u>, and learnt by ear.                      Pupils will know how to <u>perform</u> with confidence and <u>musicianship</u>.                      Vocabulary:                      • Samba                      • Syncopation                      • Call and response                      • Medieval                      • Crotchet                      • Quaver                      • Semiquaver                      • Performance</p>

Pentecost 1 Y6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Medium term knowledge</b></p>	<p>Pupils will know the style and history of Hip Hop through <u>listening</u>. Pupils will know the terms hook and loop though <u>listening</u>. Pupils will know the meaning of iambic pentameter. Pupils will be able to speak the words of Sonnet 18 along to a backing beat.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Hip Hop</li> <li>• Hook</li> <li>• Loop</li> <li>• Iambic Pentameter</li> <li>• Shakespeare</li> <li>• Rap</li> </ul>	<p>Pupils will be able to differentiate between Shakespeare’s words and Hop artist’s words. Pupils will know how to <u>compose</u> new lyrics for a chorus to the well-known song, Summertime. Pupils will know how to <u>sing</u> their lyrics in time with the track.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Hip Hop</li> <li>• Hook</li> <li>• Loop</li> <li>• Iambic Pentameter</li> <li>• Shakespeare</li> <li>• Rap</li> <li>• Compose</li> <li>• Chorus</li> </ul>	<p>Pupils will know the structure to their Summertime Shakespeare rap. Pupils will know how to layer the rap and the chorus together. Pupils will appraise and evaluate their work. Pupils will know how to make improvements to their work.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Hip Hop</li> <li>• Hook</li> <li>• Loop</li> <li>• Iambic Pentameter</li> <li>• Shakespeare</li> <li>• Rap</li> <li>• Compose</li> <li>• Chorus</li> <li>• Appraise</li> <li>• Evaluate</li> </ul>	<p>Pupils will know what a Sea Shanty is through listening. Pupils will know what Folk Songs are through listening. Pupils will be able to sing the Wellerman Sea Shanty Pupils will know how to play the Sea Shanty rhythms. Pupils will know the actions to the Wellerman song. Pupils will be able to play the boomwhackers along to the Wellerman.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Sea Shanty</li> <li>• Folk Song</li> <li>• Crotchet</li> <li>• Paired quavers</li> <li>• Crotchet rest</li> </ul>	<p>Pupils will know how to compose their own Sea Shanty rhythm to accompany the song. Pupils will play in three parts: Singing, rhythm section and bass line. Pupils will know how to make improvements to their work. Pupils will know how to <u>sing</u> the chosen “Come and See song”</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Sea Shanty</li> <li>• Folk Song</li> <li>• Crotchet</li> <li>• Paired quavers</li> <li>• Crotchet rest</li> <li>• Rhythm section</li> <li>• Bass line</li> </ul>	<p>Pupils will <u>perform</u> their Shakespeare Hip hop and Sea Shanty pieces in a whole class <u>performance</u>. Pupils will <u>perform</u> and their “Come and See” songs. Pupils will know how to perform with confidence and <u>musicianship</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Sea Shanty</li> <li>• Folk Song</li> <li>• Crotchet</li> <li>• Paired quavers</li> <li>• Crotchet rest</li> <li>• Rhythm section</li> <li>• Bass line</li> <li>• Performance</li> </ul>

Pentecost 2 Y6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><b>Medium term knowledge</b></p>	<p>Pupils will further understand the difference between semibreves, minims, crotchets, quavers and semi-quavers and their equivalent rests through <u>listening, recall</u> and <u>repetition</u>. Pupils will <u>know</u> how to plan and <u>compose</u> a 12 bar rhythmic pattern in Ternary form (ABA)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Semibreve, minim, crotchet, quaver, semi-quaver.</li> <li>• Rests</li> <li>• Rhythm</li> <li>• Ternary</li> </ul>	<p>Pupils will further develop the skills to read, write and <u>perform</u> pitch notation through <u>listening</u> and <u>repetition</u>. Pupils will <u>know</u> how to notate their rhythm notation with an understanding of pitch, written on one stave, using notes within an octave range.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Semibreve, minim, crotchet, quaver, semi-quaver.</li> <li>• Rests</li> <li>• Rhythm</li> <li>• Ternary</li> <li>• Pitch</li> <li>• Melody</li> <li>• Treble clef</li> </ul>	<p>Pupils will read and <u>perform</u> their composed melody on classroom instruments, reading from stave notation.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Semibreve, minim, crotchet, quaver, semi-quaver.</li> <li>• Rests</li> <li>• Rhythm</li> <li>• Ternary</li> <li>• Pitch</li> <li>• Melody</li> <li>• Treble clef</li> <li>• Harmony</li> </ul>	<p>Pupils will <u>know</u> how to use dynamics and tempo effectively within their composition through <u>listening</u>. Pupils will know how to <u>perform</u> their <u>composition</u> implementing dynamics.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Semibreve, minim, crotchet, quaver, semi-quaver.</li> <li>• Rests</li> <li>• Rhythm</li> <li>• Ternary</li> <li>• Pitch</li> <li>• Melody</li> <li>• Treble clef</li> <li>• Harmony</li> <li>• Dynamics</li> <li>• Tempo</li> </ul>	<p>Pupils will know how to accompany their <u>composition</u> using block chords through <u>listening</u> and <u>repetition</u>. Pupils will <u>know</u> how to structure their <u>composition</u> through <u>listening</u> and <u>repetition</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Semibreve, minim, crotchet, quaver, semi-quaver.</li> <li>• Rests</li> <li>• Rhythm</li> <li>• Ternary</li> <li>• Pitch</li> <li>• Melody</li> <li>• Treble clef</li> <li>• Harmony</li> <li>• Dynamics</li> <li>• Tempo</li> <li>• Structure</li> </ul>	<p>Pupils will know how to perform musically and with good <u>musicianship</u> within a <u>performance</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Semibreve, minim, crotchet, quaver, semi-quaver.</li> <li>• Rests</li> <li>• Rhythm</li> <li>• Ternary</li> <li>• Pitch</li> <li>• Melody</li> <li>• Treble clef</li> <li>• Harmony</li> <li>• Dynamics</li> <li>• Tempo</li> <li>• Structure</li> </ul>