



Music Medium Term Planning

Term: Spring 2	Year: 6	Topic/Unit: You've got a friend in me.
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Week	National Curriculum	Activity Outline	Skills and Knowledge Taught	Key Vocabulary
1	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<ul style="list-style-type: none"> Listen and Appraise- You've Got A Friend by Carole King Musical Activities- <ol style="list-style-type: none"> Warm-up Games Flexible Games (optional) Start to learn the song Share and perform the song 	<ul style="list-style-type: none"> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. To follow a leader when singing. 	<p>Melody, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.</p>
2	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Play in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<ul style="list-style-type: none"> Listen and Appraise- The Loco-Motion sung by Little Eva Musical Activities- <ol style="list-style-type: none"> Warm-up Games (including vocal warm-ups) Continue to sing the song Play Your Instruments with the Song: 	<ul style="list-style-type: none"> Play instrumental parts accurately and in time as part of the performance. To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music To follow a leader when singing. 	<p>style indicators, melody, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, solo, hook, riff, solo,</p>

		Share and perform the song/play instrumental parts with the song.		
3	<p>Improvise music for a range of purposes using the inter-related dimensions of music</p> <p>Play in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<ul style="list-style-type: none"> Listen and Appraise- One Fine Day sung by The Chiffons <p>Musical Activities-</p> <ol style="list-style-type: none"> Warm-up Games Revisit singing the song Play instrumental parts Improvise <p>Share and perform improvisations</p>	<ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvise using instruments and 3 notes to: <ul style="list-style-type: none"> - copy back, - question and answer phrases - their own improvisation 	Improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure,
4	<p>Compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations</p>	<ul style="list-style-type: none"> Listen and Appraise- - Up On The Roof by The Drifters Musical Activities- <ol style="list-style-type: none"> Warm-up Games Revisit singing the song Play instrumental parts Compose Share and perform compositions within the song 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. To know and be able to talk about what a composition is and its notation. 	Notation, note value crotchet, minim, semibreve, rest bar line, stave, time signature, compose
5	<p>Compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations</p>	<ul style="list-style-type: none"> Listen and Appraise- Will You Still Love Me Tomorrow by Carole King <p>Musical Activities-</p> <ul style="list-style-type: none"> Warm-up Games including vocals Revisit singing the song Include some instrumental and/or vocal improvisation within the song Play compositions within the song 	<ul style="list-style-type: none"> To rehearse and perform their part within the context of the Unit song. To know and be able to talk about what an improvisation/composition is and its notation. 	Compose, improvise, notation, rehearse, perform

6	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<ul style="list-style-type: none"> • Listen and Appraise- (You Make Me Feel Like) A Natural Woman by Carole King • Musical Activities- <ul style="list-style-type: none"> a) Warm-up Games b) Sing the song c) Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . <ul style="list-style-type: none"> - Play instrumental parts - Improvise option -Play your composition(s) within the song 	<ul style="list-style-type: none"> • To know and confidently sing songs and play their parts from memory, and to sing them with a strong internal pulse. • To know about the style of the songs so they can represent the feeling and context to their audience <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>Performance, audience</p>
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