












<p><b>Year Group:</b> Y6</p>	<p><b>Title:</b> This is me</p>
<p><b>National Curriculum coverage:</b>          Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression          Improvise and compose music for a range of purposes using the inter-related dimensions of music          Listen with attention to detail and recall sounds with increasing aural memory          Use and understand staff and other musical notations          Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians          Develop an understanding of the history of music.</p>	<p><b>Context:</b>          This topic helps the children to reflect as they prepare to transition to high school. It links closely with the art project and end of year performance          It moves the children on from their shorter composition work and their accompaniment work by giving a greater space for longer and more complex compositional work          It prepares children for the transition to high school by consolidating and recapping all of the key learning from primary to secure it before the move</p>
<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Performing</li> <li>• Composing</li> <li>• Evaluating</li> </ul>	<p><b>Pre &amp; Post Learning:</b>          Defining the key vocabulary</p>
<p><b>Visits and Visitors:</b> N/A</p>	<p><b>St. Mary's Experience:</b> Play an instrument &amp; Stage a play</p>
<p><b>Careers/preparation for adulthood:</b></p> <p> <b>Listening &amp; Talking About Music</b></p> <ul style="list-style-type: none"> <li>• Music journalist</li> <li>• Music producer</li> <li>• Radio presenter</li> <li>• Teacher</li> </ul> <p> <b>Singing with Confidence</b></p> <ul style="list-style-type: none"> <li>• Professional singer</li> <li>• Musical theatre performer</li> <li>• Choir leader</li> <li>• Voice coach</li> </ul> <p> <b>Playing Instruments</b></p> <ul style="list-style-type: none"> <li>• Orchestral musician</li> <li>• Band member</li> <li>• Music therapist</li> <li>• Film and TV musician</li> </ul> <p> <b>Composing &amp; Writing Music</b></p> <ul style="list-style-type: none"> <li>• Composer</li> <li>• Songwriter</li> <li>• Film or game music composer</li> </ul>	<p><b>Key People:</b></p> <p>N/A</p>

<p><b>Catholic Social Teaching:</b></p> <div data-bbox="107 220 380 491" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p><b>Human Dignity</b></p>  <p>Luc the Deer Everyone is special</p> </div> <p><b>Human Dignity</b> – We create individualistic music work which is personal to us. Each of these pieces of work are equally celebrated as we show that each and every one of us is special.</p> <p><b>Participation</b> – We work as a class team to create musical performances. Everyone's contribution matters.</p> <div data-bbox="806 207 1086 478" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p><b>Participation</b></p>  <p>Potanki the Penguin Taking part</p> </div>	<p><b>British Values:</b></p> <ul style="list-style-type: none"> <li> <b>Democracy</b> - Pupils learn that everyone has a voice and that decisions can be made fairly.</li> <li> <b>Rule of Law</b> - Pupils understand that rules help everyone work safely and successfully – link to following the written notations &amp; etiquette for rehearsals &amp; performances</li> <li> <b>Mutual Respect</b> - Listening carefully to others' performances and giving constructive feedback. Working cooperatively in part-singing and ensemble playing. Acknowledging different strengths within the group.</li> <li> <b>Tolerance</b> – Appreciation of diversity and different cultural traditions.</li> <li> <b>Individual Liberty</b> - Pupils are encouraged to express themselves safely and respectfully</li> </ul>
<p><b>End points (by the time pupils leave St. Mary's):</b></p> <ol style="list-style-type: none"> <li>1. Listen to a piece of music and make an accurate comment using a wide range of musical vocabulary</li> <li>2. Perform (sing) with accuracy, fluency, control and expression within solo and ensemble settings including part songs</li> <li>3. Perform (play) with accuracy, fluency, control and expression in solo and ensemble settings including part songs</li> <li>4. Compose for a purpose and notate it using the staff or alternative notation</li> </ol>	
<p><b>Prior knowledge:</b></p> <p>Y4</p> <ul style="list-style-type: none"> <li>• Listen to a piece of music and make a comment on the time signature, texture and articulation (using Italian vocabulary)</li> <li>• Perform (sing) and maintain vocal control whilst singing in parts</li> <li>• Perform (play) notation on the staff which uses crotchets, quavers, crotchet rests and minims</li> <li>• Compose a musical sequence giving thought to how it should be played</li> <li>• Notate a composition on the staff</li> </ul> <p>Y5</p> <ul style="list-style-type: none"> <li>• Listen to a piece of music and predict if it is major or minor and give a detailed comment on the dynamics using Italian vocabulary</li> <li>• Perform (sing) in parts with fluency and accuracy</li> <li>• Perform (play) untuned percussion following the staff fluently with accurate rhythms</li> <li>• Compose contrasting musical phrases to make the listener think of different themes</li> <li>• Notate a composition using methods alternative to the staff</li> </ul>	<p><b>Future knowledge: Y7</b></p> <ul style="list-style-type: none"> <li>• Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</li> <li>• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history</li> </ul>

<p><b>Crucial knowledge: Y6</b></p> <ul style="list-style-type: none"> <li>• Listen to a piece of music and make an accurate comment using a wide range of musical vocabulary</li> <li>• Perform (sing) with accuracy, fluency, control and expression within solo and ensemble settings including part songs</li> <li>• Perform (play) with accuracy, fluency, control and expression in solo and ensemble settings including part songs</li> <li>• Compose for a purpose and notate it using the stave or alternative notation</li> </ul>		<p><b>Vocabulary</b></p> <table border="1"> <tr> <td> <p><b>Tier 2</b> (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p> </td> <td> <p><b>Tier 3</b> (Domain-Specific Vocabulary – These are specialized terms primarily used in music)</p> </td> </tr> <tr> <td> <p>Scale Tone</p> </td> <td> <p>Syncopated rhythms Straight rhythms Sharps Flats</p> </td> </tr> </table>		<p><b>Tier 2</b> (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p>	<p><b>Tier 3</b> (Domain-Specific Vocabulary – These are specialized terms primarily used in music)</p>	<p>Scale Tone</p>	<p>Syncopated rhythms Straight rhythms Sharps Flats</p>
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<p><b>Songs known by the end of Y6 selected from the following list (but not limited to):</b></p> <ul style="list-style-type: none"> <li>• The Blessing (2 parts)</li> <li>• Jesus Remember Me</li> <li>• King Of My Heart</li> <li>• Oh When The Saints Medley (multiple parts)</li> <li>• All songs for the leavers' performance</li> <li>• Proud</li> </ul>		<p><b>Other musical opportunities:</b></p> <ul style="list-style-type: none"> <li>• Violin lessons</li> <li>• Keyboard lessons</li> <li>• Clarinet lessons</li> <li>• Choir</li> <li>• Musical theatre club</li> <li>• St. Mary's Young Musician Of The Year</li> <li>• School music concerts</li> <li>• Watching a live musical performance</li> <li>• Young Voices</li> </ul>					
<p><b>Yearly Musical Opportunities</b></p>							
<p><b>Autumn Term:</b></p> <ul style="list-style-type: none"> <li>• Weekly singing assemblies</li> <li>• Musician of the month</li> <li>• Music in Greek mythology in history</li> <li>• Advent presentation</li> <li>• Mass</li> <li>• Carols by candlelight</li> <li>• Christingle</li> </ul>		<p><b>Spring Term:</b></p> <ul style="list-style-type: none"> <li>• Weekly singing assemblies</li> <li>• Musician of the month</li> <li>• Charity singles in geography</li> <li>• Holy Week presentation</li> <li>• Mass</li> </ul>					
		<p><b>Summer Term:</b></p> <ul style="list-style-type: none"> <li>• Weekly singing assemblies</li> <li>• Musician on the month</li> <li>• This is me project</li> <li>• Music assembly</li> <li>• Mass</li> <li>• World music day events</li> <li>• Leavers' performance</li> <li>• Glockenspiel lessons</li> </ul>					