



Music Year 6 Long Term Plan

Themes (No. of weeks/Term)	Autumn 1 'Building Bricks'; Formal Notation Development	Autumn 2 Composition; Beat Box Challenge	Spring 1 Music Appraisal; The Planets	Spring 2 Easter Celebration; Singing and Garage Band skills.	Summer 1 Samba; Composition and Performance.	Summer 2 Performance and Song Structures;
	Extending understanding of formal notation; composing complex rhythmic pieces.	Applying skills in listening, notation and performance.	Extending our understanding of imagery in music.	Investigating the impact of major and minor chords, investigating means of enhancing song performance.	Investigating the origins and features of Samba; creating and performing an authentic Samba composition.	School musical practice; investigation into structure in music; music profiles – key figures
Substantive Knowledge/ skills Substantive Knowledge The technical facts, vocabulary, and theoretical components of music. This involves learning the technical elements, musical terminology, and building a repertoire of knowledge across different styles. Inter-related Dimensions of Music: Understanding pulse, rhythm, pitch, tempo, dynamics, timbre, texture, and structure. Notation: Using staff notation and other systems (e.g., symbols, rhythm grids). Context & History: Familiarity with high-quality live/recorded music from different traditions, cultures, and periods (e.g., great composers). Musical Vocabulary: Using correct terminology (e.g., crescendo, allegro, texture)	<i>I can consolidate my understanding of beat, pitch and melody by explaining the meaning of each.</i> <i>I am able recognise the features of a round and explain what these are.</i>	<i>I understand the role music can play in conveying emotions and can explain this.</i> <i>I can explain how the style of music can be adapted to fit a particular theme or emotion.</i> <i>I can recognise an increasing range of musical genres and explain which musical elements contribute to these.</i> <i>I can explain the role music can play in promoting a point of view, for example in protest songs.</i> <i>I understand and can explain the role traditional carols have played in communities such as Bottesford for centuries.</i>	<i>I can discuss different genres of music, including classical music using appropriate musical vocabulary.</i> <i>I am developing an appreciation of a broader range of music in listening to more complex classical works.</i> <i>I understand and can explain how composers create imagery for a listener through a range of compositional methods.</i> <i>I understand and can explain how choices of instrumentation, rhythm, melody and harmony influence imagery.</i> <i>I can use my understanding of tempo, instrument-tation, dynamics and style in</i>	<i>I can explain the role tempo, instrument-tation, rhythm, harmony and dynamics play in creating imagery in music.</i> <i>I understand the role chords play in the sound and character of music and can explain this.</i> <i>I can explain how a performance can be changed to deliver songs more powerfully, such as changing dynamics, stressing words etc.</i> <i>I can create a synopsis of the creative process composing my planet.</i>	<i>I can explain, in simple terms, the features of a compound rhythm.</i> <i>I can explain where Samba music originated from and understand the impact it had on the people who created it.</i> <i>I am able to recognise and explain the key features of Samba music.</i>	<i>I can explain the features of musicals and understand how they differ to other musical forms.</i> <i>I understand and can explain how music often follows a particular structure and I understand that pop songs are often formulaic.</i> <i>I can explain how some musicians have been influential and left a lasting legacy.</i> <i>I can research, record and explain the lives of a selection of key musicians, e.g. David Bowie.</i>



		<i>I can explain some of the features of music which contribute to a particular genre, e.g. swing, hip-hop etc.</i> <i>I understand that there are particular eras of music, including classical, jazz, rock and pop and can explain how these have influenced music development.</i> <i>I can use my music, geography and literature knowledge to answer a range of Christmas-themed questions.</i>	<i>matching music to a character or emotion.</i>			
Disciplinary Knowledge Specific to that unit (musicianship" skills of how to apply, create, and interpret sound. It is the "how"—applying the substantive facts through composing, performing, and listening, enabling students to act as musicians.)	Performance and Listening <i>I am able recognise the features of a round and explain what these are.</i> <i>I can perform within a 3-part round using accurate pitch.</i> <i>I can interpret increasingly complex formal notation on a rhythm grid by clapping these and/or playing them on percussion instruments.</i> <i>I can draw, name and label a range of formal</i>	Performance <i>I can perform a musical accompaniment to a WW1 poem using the features of Garage Band.</i> <i>I can perform a gospel-themed song with accurate pitch and an understanding of its meaning.</i> <i>I can sing songs with accurate pitch, strong projection and a clear enunciation of lyrics.</i> <i>I can perform Christmas songs to an audience with strong projection,</i>	Composition <i>I am able to use the features of Garage Band, including instrument selection, tempo and record to create a digital planet composition.</i> I can develop skills and confidence in composition by utilising my understanding of Garage Band and imagery when creating a Planet piece.	Composition <i>I can develop skills in composition by utilising a range of features in Garage Band.</i> <i>I can create and play a chord sequence using Garage Band.</i> <i>I can sing a selection of Easter songs using accurate pitching, strong projection and a clear enunciation of lyrics.</i> Singing and Performance <i>I can sing an Easter song with greater depth and</i>	Composition and Performance I can decipher increasingly complex formal notation. I can play a range of notated rhythms on authentic samba instruments. I can work collaboratively to compose an authentic-sounding Samba. I can perform Samba rhythms accurately.	Singing and Performance <i>I can songs from a musical with accurate pitch, clear enunciation of lyrics and an awareness of the audience.</i> <i>I can list the structure of a range of songs in varying genres.</i> <i>I can sing a rites-of-passage themed song ('Happy Memories') with accurate pitch, strong projection and varying dynamics.</i>



	notation, including semi quavers and rests. <i>I can sing songs with accurate pitch, strong projection and a clear enunciation of lyrics.</i> Composition and Performance <i>I can create a rhythm grid composition using my knowledge of formal notation.</i> <i>I can assess, edit and perform my rhythm grid composition with an accurate interpretation of the formal notation.</i>	accurate pitching and clearly pronounced words. <i>I can use my music, geography and literature knowledge to answer a range of Christmas-themed questions.</i>		emotion by changing dynamics and stressing key words <i>I can play a chord sequence accompaniment using Garage Band.</i> <i>I can edit and improve a Planet composition, utilising my understanding of chords and texture when creating layers of sound.</i> <i>I can edit and perform a Garage Band composition.</i>		
Key vocabulary	Formal notation; semi breve; minim; crotchet; quaver; semi quaver; harmony; sharp; flat	Elements of music; genres; protest songs; gospel; hip hop; beat box; sample;	Holst; mythology; instrumentation; legato; triplets; texture; imagery; harmony; dissonance	Chords; major; minor; sequence; stress; enhance; edit;	Samba; origin; surdo; repinique; ganza; caixa; tambourim; chocalho; accent; compound rhythm	Musical; overture; structure; binary; tertiary; formulaic; introduction; legacy; influence; Bowie; rites-of-passage;
Cross Curricular Opportunities	Historical and social history skills utilised when studying protest songs and influence of civil rights campaigns, along with role of gospel music in African American society. History link also present when singing Remembrance songs. Literacy and Greek mythology linked to The Planets investigation. History and geographical skills in use when studying origins and features of Samba music, and role slavery played in bringing African rhythms to Brazil. PSHE link when considering meaning of rites-of-passage in final half term.					
Commentary	The opening unit of Year 6 will build upon notation skills developed in the Year 5 Latin American focus, along with Rhythm Grid tasks in Years 3 and 4. It will aim to develop formal notation to a point	This unit will aim to take the children's understanding beyond the practical side of singing songs and onto the emotional, political and historical influence of music. In considering the impact of protest songs,	This unit will build upon the appraisal work of Year 3, 4 and 5, in which increasingly-complex classical works were studied, to The Planets. Although often studied in KS3 due to its complexity, the steady development	This unit will continue some of the composition work of the last Planets focus alongside consolidating and strengthening singing and performance skills. With physical and emotional changes being	The Samba unit will consolidate and extend children's knowledge of notation, rhythm and performance alongside learning about another sub-genre of music (thus building on the Latin American focus of Year 5).	This unit aims to continue to develop new knowledge in the study of song structures and key figures in musical history, alongside reminding children of the pleasure and joy music can have when rehearsing and



	where the children are not only above average in their skill set for Year 6, but 'ahead of the curve' for Year 7 and beyond. In drawing, labelling and naming a range of notation, this will be utilised in further work later in the school year, such as Samba compositions and performances in Summer 1.	the power of gospel and the origins of certain genres, the unit will allow children to consider music as an art form which can empower and inform rather than only entertain. This concept will be developed further in the final half term when studying profiles of key musicians such as Bowie and Shostakovich.	of skills in analysing music, considering instrumentation, learning about imagery and other areas of musicality throughout KS2 means that The Planets can now be accessed by Year 6 children, albeit without going as deep into the harmonic and melodic nuances that may be taught in KS3. The unit will also develop composition skills, using Garage Band to encourage individuality of ideas.	prevalent in Year 6, refocussing on singing skills when voices and attitudes to singing change is important in order that areas other than accurate pitching and strong projection are considered. Children will – as in the earlier term – study means of delivering more powerful performances via stressing lyrics, changing dynamics etc.	Children will study the influence colonisation had on the spread of some music, touching upon sensitive areas such as slavery in doing so. The final composition group task of KS2 will aim to encompass all the rhythm and notation work studied, from simple graphic notation in Year 3, through to syncopated rhythms in Year 5 and on to fast, complex, accented rhythms of Samba. This confidence can then be taken into KS3.	performing an end-of-year musical. As with the earlier units, the concept of musicality will be considered when practising songs, learning how to improve a performance by means other than singing with more accurate pitch. In studying key figures in music the unit will aim to spark a conversation as to music as an art form which has an impact as powerful as any subject.
Adaptions for LA pupils	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level



	• Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	• Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	• Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	• Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	• Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	• Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.
Adaptions for GD pupils	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show expectations of HA children.	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show expectations of HA children.	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show expectations of HA children.	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show expectations of HA children.	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show expectations of HA children.	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show expectations of HA children.
Resources/Approaches	Collins Hub used for some starter activities. Link to be found on each desktop with login and password saved. Starter activities listed as 'Skill Builders' and highly effective for teaching elements such as pitch, beat, duration etc. Key elements videos also helpful teaching tool on Collins Hub. Majority of resources created by Music Co-ordinator and found on Shared Area, e.g. Year 6 Samba resources, including website links and all worksheets, located in Google Drive/ Staff Area/ N Robson 2025-26/ Mr Robson Resources 2025-26/ Music Year 6/ Summer Term 1 st half 2026/ Samba. Majority of songs used from 'Out of the Ark' music books, with vocal and backing tracks – licenced for performance by school.					
Career Links	Instrumentalist, secondary music teacher, primary teacher, vocalist, sound engineer, theatre performer.					