

Manor Primary School  
Music Year 6: I'll be there

**Overview of the Learning:**

This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around music by the Jackson 5/michael Jackson.

**Core Aims**

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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

**Pupils should be taught**

- how to listen to music
- to understand the geographical origin of the music and in which era it was composed
- to experience and learn how to apply key musical concepts/elements eg finding a **pulse**, clapping a **rhythm**, use of **pitch**
- to play the accompanying instrumental parts with or without notated scores (optional)
- to work together in a **band/ensemble**
- to develop creativity through **improvising** and **composing** within the song  
To develop the correct musical vocabulary.
- to understand and use the **pentatonic scale** while **improvising** and **composing**
- to experience links to other areas of the curriculum
- to recognise the style of the music and to understand its main **style indicators**
- to understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document)
- to undertake all these independently

**Expectations**

**Children will**

- Listen with understanding and direction
- Recognise styles of music and their style indicators
- Develop a context for the history of music
- Apply the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc.
- Use correct musical vocabulary linked to the song and general musical vocabulary correctly
- Sing with understanding and musicality

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- Work together in band/ ensemble
- Play instrumental parts with increasing confidence and progression using notated scores
- Improvise with creativity and understanding
- Compose single melodies with understanding

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### Year 6 Music **Classroom Jazz 2**

#### Overview of the Learning:

In this unit children's learning will focus on two musical pieces: Bacharach Anorak and Meet The Blues (Jazz and Blues Music). The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. **In unit children will** listen to and appraise Jazz and Blues music. **They will** identify **style indicators** of Jazz/ blues music; investigate how a Jazz/blues music is together and explore **structure/form/shape** of a range of Jazz/ blues music. They will also explore **Pulse/Rhythm/Pitch** of Jazz/ blues music. They will put tuned percussion Jazz/ Blues and they will improvise  
They will create a Blues Performance

#### Core Aims

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

#### Pupils should be taught

- how to listen to music
- to understand the geographical origin of the music and in which era it was composed
- to experience and learn how to apply key musical concepts/elements eg finding a **pulse**, clapping a **rhythm**, use of **pitch**
- to play the accompanying instrumental parts with or without notated scores (optional)
- to work together in a **band/ensemble**

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- 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

- to develop creativity through **improvising** and **composing** within the song
- to understand and use the **pentatonic scale** while **improvising** and **composing**
- to experience links to other areas of the curriculum
- to recognise the style of the music and to understand its main **style indicators**
- to understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document)
- to undertake all these independently

### Expectations

Children will

- Listen with understanding and direction
- Recognise styles of music and their style indicators
- Develop a context for the history of music
- Apply the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc.
- Use correct musical vocabulary linked to the song and general musical vocabulary correctly
- Sing with understanding and musicality
- Work together in band/ ensemble
- Play instrumental parts with increasing confidence and progression using notated scores
- Improvise with creativity and understanding
- Compose single melodies with understanding

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# Year 5 Music **Livin' On A Prayer by Bon Jovi**

## A Classic Rock Song

### Overview of the Learning:

All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.

In this unit children will learn **Livin' On A Prayer by Bon Jovi** A Classic Rock Song. They will identify **style indicators** of classic rock music; investigate how songs are put together and explore **structure/form/shape** of a range of classic rock songs. They will also explore **Pulse/Rhythm/Pitch** of classic rock music. They will put tuned percussion to classic rock music, create musical compositions of their own to fit classic rock music and they will improvise. They will create a classic rock performance.

### Core Aims

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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

### Pupils should be taught

- how to listen to music
  - to sing the song
  - to understand the geographical origin of the music and in which era it was composed
  - to experience and learn how to apply key musical concepts/elements eg finding a **pulse**, clapping a **rhythm**, use of **pitch**
  - to play the accompanying instrumental parts with or without notated scores (optional)
  - to work together in a **band/ensemble**
  - to develop creativity through **improvising** and **composing** within the song
  - to understand and use the **pentatonic scale** while **improvising** and **composing**
  - to experience links to other areas of the curriculum
  - to recognise the style of the music and to understand its main **style indicators**
  - to understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document)
  - to undertake all these independently

### Expectations

Children will

- Listen with understanding and direction

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- Recognise styles of music and their style indicators
- Develop a context for the history of music
- Apply the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc.
- Use correct musical vocabulary linked to the song and general musical vocabulary correctly
- Sing with understanding and musicality
- Work together in band/ ensemble
- Play instrumental parts with increasing confidence and progression using notated scores
- Improvise with creativity and understanding
- Compose single melodies with understanding

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Year 6 Music: *Make You Feel My Love*

**Overview of the Learning:**

This is a six-week Unit of Work. All the learning is focused around one song: *Make You Feel My Love*. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.

**Core Aims**

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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

**Pupils should be taught**

how to listen to music

- to sing the song
- to understand the geographical origin of the music and in which era it was composed
- to experience and learn how to apply key musical concepts/elements eg finding a **pulse**, clapping a **rhythm**, use of **pitch**
- to play the accompanying instrumental parts with or without notated scores (optional)
- to work together in a **band/ensemble**
- to develop creativity through **improvising** and **composing** within the song
- to understand and use the **pentatonic scale** while **improvising** and **composing**
- to experience links to other areas of the curriculum
- to recognise the style of the music and to understand its main **style indicators**
- to understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document)
- to undertake all these independently

**Expectations**

Children will

- Listen with understanding and direction
- Recognise styles of music and their style indicators
- Develop a context for the history of music

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- Apply the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc.
- Use correct musical vocabulary linked to the song and general musical vocabulary correctly
- Sing with understanding and musicality
- Work together in band/ ensemble
- Play instrumental parts with increasing confidence and progression using notated scores
- Improvise with creativity and understanding
- Compose single melodies with understanding

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