



Year Six

Learning Journey Plan

Term - Autumn

Curriculum Area - Music - classroom jazz 2

	What will my pupils need to have learnt before?	What do I want my pupils to learn. Know that.. Know how.. NC	How will my pupils access that learning, what will we be doing? What will be the order of learning?	What are the authentic outcomes to be produced?	Vocabulary
	<p>Be able to play and perform in solo and ensemble contexts, use their voices and musical instruments with increasing accuracy, fluency, control and expression</p> <p>listen with attention to detail and recall sounds</p> <p>understand the history of music</p>	<p>To listen and appraise a variety of pieces of music</p> <p>Improve and compose music for a range of purposes</p> <p>Listen with attention to detail and recall sounds</p> <p>To use musical vocabulary to describe a piece of music.</p> <p>Appreciate a wide range of high-quality live and recorded music.</p> <p>Develop an understanding of the history of music</p> <p>Play and perform in solo and ensemble contexts</p> <p>Produce increasingly accurate compositions using a variety of instruments</p> <p>Be able to describe a piece of music using accurate musical vocabulary</p> <p>Maintain an accurate pulse and introduce rhythm to a composition</p>	<ol style="list-style-type: none"> Children to listen and appraise a piece of music (Bacharach Anorak) discuss the song—how does it make us feel? What instruments do they think they can hear? What is the style of music? How is the song put together? Children to work independently to appraise the piece of music. After this, children to begin to learn how to play different parts of the song—working in groups with different instruments children to learn each aspect of the song and begin to put this together as a composition. Children to listen and appraise a piece of music (speaking my peace) introduce musical vocabulary and remind children what each word means. Children to use musical vocabulary to write a description of the piece of music and explain why they like/dislike the piece of music and why it makes them feel a certain way. Children to continue to develop their compositions of Bacharach Anorak with their groups learning the next parts of this song. Children to listen and appraise a composition (Take the A Train) children to answer questions provided—does the tempo change? Describe the dynamics etc. children to remind themselves of previous lessons learning—mini quiz to start the lesson about the previous two pieces of music. Children to explore in more detail the way the piece of music is structured—identifying different instruments and using the musical vocabulary we have learnt to describe the music and the way the composition is structured. Children to continue learning to play Bacharach Anorak with their groups starting to put each aspect learnt together to start forming this composition. listen and appraise (meet the blues) children to listen and appraise Bacharach Anorak and meet the blues—compare the two pieces of music. How do they differ? How are they similar? How do they make you feel? Are the same genre of music? —discussion of musical vocabulary learnt so far. Children to learn next section of Bacharach Anorak with their groups putting together previously learnt sections. Listen and appraise (Back o’ Town Blues) children to colour the music—children to close their eyes and use a pencil to draw/ colour the music—discuss why the children have ended up with this representation—what aspect of the music did they focus on? Children to begin to explore the composition of Meet the Blues and with the same groups begin to learn to play different aspects of the song using musical instruments available. Children to create their own composition using the music covered in this unit as inspiration—children to look at altering the pulse, rhythm and melodies; Children to use learning about structure, composition, melodies, rhythm and pulse to develop their own piece of music in their groups. Perform this song in an interesting way—using rounds cannons etc. 	<p>Children to be able to develop their own composition of a piece of music based on the genre jazz.</p>	<p>Texture</p> <p>Tone</p> <p>pulse</p> <p>rhythm</p> <p>appraise</p> <p>beat</p> <p>timbre</p> <p>Pitch</p> <p>Dynamics</p> <p>Legato</p> <p>Piano</p> <p>Forte</p> <p>Mezzo piano</p> <p>Mezzo forte</p>