



Year Six

Learning Journey Plan

Term - Autumn

Curriculum Area - Music - happy

	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 (happy) discuss the song—how does it make us feel? Is there a story behind the song? How old is the piece of music? Do you like the song? Children to work in groups to appraise the piece of music. After this, children take part in warm up activities to develop understanding of rhythm and pitch. Children to call and respond for different rhythms given to them with their bodies as percussion instruments. Children to listen and appraise a piece of music (top of the world) 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 take part in warm up activities for voice—video model of correct posture and breathing techniques—children to then use this to begin learning to sing ‘happy’. Children to listen and appraise a composition (Don’t worry be happy) 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 call and respond different melodies using their glockenspiels. Children take it in turns adding a rhythm over the top of a pulse. listen and appraise (walking on sunshine) children to listen and appraise walking on sunshine and happy —compare the two pieces of music. How do they differ? How are they similar? How do they make you feel? Is there a story? Are the stories different? Children to begin to learn to sing the song—discussion of musical vocabulary learnt so far. Listen and appraise (when you’re smiling) 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 continue to learn the song (happy) Children to create their own composition using happy as inspiration—children to look at altering the pulse, rhythm and melodies; they can also edit the words of the song to something that makes them feel happy. Perform this song in an interesting way—using rounds cannons etc. 	<p>Children to be able to perform a piece of music in an interesting way.</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>