




Year 6 Music Plan – Sustained Listening

Intended End Points			
EYFS	KS1	KS2	
Participate in small performances, playing and tapping in time to music, remembering and maintaining their role.	Perform expressively using voices/dynamics, sing short songs from memory, play short melodic patterns from letter notation.	Perform as an ensemble to a wider audience, follow cues/directions, take a solo/leadership role within a performance.	
Express responses to music, explore lyrics by suggesting actions, understand that different instruments make different sounds.	Begin to use musical vocabulary to describe music, recognise changes in music, recognise instrumentation.	Recognise stylistic features and musical eras, use musical vocabulary when describing/evaluating music, identify individual features of a song.	
Experiment with body percussion, instruments and vocal sounds, play untuned percussion in time with a piece of music.	Combine and layer instruments within a given structure, choose dynamics/tempo/timbre for their music, begin to use music technology.	Compose a multi-layered piece of music, begin to write lyrics, record own composition using staff notation and/or music technology.	
Key Composer:	Genres of Music:		
<p>Pyotr Ilyich Tchaikovsky 7 May 1840 - 6 November 1893</p>  <p>Tchaikovsky was a Russian composer of the Romantic period. He was asked to create music for ballets, resulting in world-renowned symphonies. Repetition was a natural part of Tchaikovsky's music, inspired by Russian influences, which flowed alongside elements such as melody, tonality and sound colour.</p>	<p>Traditional (Romantic)</p> <p>Key Song: Swan Lake (Enchanted Lake) - Tchaikovsky Based on a Russian folktale, the Romantic piece tells the story of a princess turned into a swan. Written for a full orchestra with large crescendos and decrescendos, featuring a waltz, this is one of Tchaikovsky's most renowned works.</p> <p>YouTube Link https://www.youtube.com/watch?v=QQTZ7GTnoKU</p>	<p>Traditional (Romantic)</p> <p>Key Song: Dance of the Sugar Plum Fairy - Tchaikovsky Included in the Nutcracker Suite, the "Dance of the Sugar Plum Fairy" was originally written for the celesta instrument. Inspired by drops of water splashing like a fountain, the short staccato sounds compose the main melody that is repeated throughout the piece.</p> <p>YouTube Link https://www.youtube.com/watch?v=zV1qLYukTH8</p>	<p>Film Music: Pitch Perfect (2012)</p> <p>Key Song: No Diggity - Blackstreet Written and composed by a range of RnB legends, the song featured on "Pitch Perfect" during a rap battle. The song hosts groovy RnB beats with a famous hook.</p> <p>YouTube Link https://www.youtube.com/watch?v=3KL9mRus19o</p>
Points to Discuss:			
<ul style="list-style-type: none">Key characterisitics of each genreContextual background of the genre (What years was the genre prevalent? How did the genre evolve? Was the genre inspired by any other forms of music?)Typical instruments / features of each genreSong lyrics and their meaningsSongwriters / artists / bandsMusical terminology (appropriate to each year group)Historical context of songs	<p>*90's RnB (1992)</p> <p>Key Song: End of the Road - Boyz II Men This 90's track is a stylised ballad with some acapella ends to finish off the song. The vocals feature many harmonies which blend together to create a soulful sound.</p> <p>YouTube Link https://www.youtube.com/watch?v=zDKO6XYXioc</p>	<p>*90's RnB (1999)</p> <p>Key Song: Say My Name - Destiny's Child Inspired by 2-step garage music, "Say My Name" features call and response dynamics, wah-wah guitar licks and a range of harmonies throughout the song. The song features quick-paced lyrics and a double-timed bridge section.</p> <p>YouTube Link https://www.youtube.com/watch?v=sQgd6MccwZc</p>	<p>World Music: English Folk Music - Sea Shanties</p> <p>Key Song: Wellerman (Sea Shanty) - Nathan Evans / Spanish Ladies - The Longest Johns</p> <p><i>(to be completed on World Music Day)</i></p> <p>YouTube Link https://www.youtube.com/watch?v=I3wzlHYzsg8 https://www.youtube.com/watch?v=qP-7GNoDJ5c</p>
Ideas	Expectations		
	Floorbook	Website Posts / Talk Homework	Contributions to Displays
<ul style="list-style-type: none">Reading comprehension / song lyric annotationTimeline of the history of musical genres / periodsOrchestra and instrument studyComposer / writer researchCompare a variety of songs from the same genre	<p>1 floorbook per week</p> <p>Cold - Gold tasks evidenced (via Menti / discussions / Kahoot)</p> <p>Evidence of discussions through quotes</p> <p>Box grids / impact sheets</p>	<p>1 talk homework per term</p> <p>Try to evidence as much work as possible on Seesaw and via the school's website.</p>	<p>1 pic-collage per term</p> <p>This will be used on the school's music display in the KS2 corridor.</p>
<p>*Songs will be performed during the St. Oz Music Fest in Summer Term.</p>			