

Through our Music curriculum, we aim to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. The children will learn about the history of Music; they will be introduced to famous composers; learn to engage critically with music through appreciation sessions; learn to compose using a variety of instruments.



**YEAR 6**

**Subject: Music**  
**Unit Title: Twinkle Variations**

**Characteristics of an Effective Learner**

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

**Prior Learning:**

Reception and KS1: Children have developed a secure understanding of: tempo, pitch and rhythm and are able to maintain a beat, play an ostinato and have experimented with timbre. Children have composed and performed using their voices, body percussion and tuned and untuned percussion instruments. They have listened to and responded to music, including classical music, through dance and movement and used musical vocabulary to describe music. They have recorded their compositions using graphic symbols and stick notation.

Lower KS2: Children have read, followed and created a score. They have learnt a part of tuned percussion (including the C major, A minor, and F major chords) and played as part for a whole-class performance. Children have composed rhythms using the notes C-D-E, created word-based pieces of music, created music for a film clip, composed a pentatonic melody and used notation to represent musical ideas. They have doodled (improvised) over pieces of music. They have listened to and responded to music, including classical music. They have learnt the following notation: crotchet, quaver, semi quaver, crotchet rest, minim, paired quavers

Year 5: In Year 5, children improvised, composed and performed including: drum patterns, basslines, and riffs on a variety of instruments as part of a group; a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo.

**Key Vocabulary taught in this unit:**

Dynamics: volume, louds and softs.  
Structure: passacaglia (an ancient musical form featuring a repeating bassline with different events placed on top. Also known as Chaconne), theme and variations (a musical form made up of one theme and many variations (versions) of that theme).  
Tempo: the speed of a piece of music.  
Other: score (a visual representation of music), orchestrate (choose which instruments play which parts of a music composition), improvise (music that is made up instantly with no prior preparation), improvisation, score, body percussion, Mozart.

**Intent: What do we want the children to know, be able to do by the time they complete this unit)?**

Create variations using a wide variety of composing techniques.

Improvise on top of a repeating bassline.

Decipher a graphic score.

Play Twinkle, twinkle, little star

**Objectives**

**National Curriculum for Music KS2 coverage:**

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.

Use and understand staff and other musical notations.

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Develop an understanding of the history of music.

**Model Music Curriculum YEAR 6 coverage:**

Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.

Listen to recorded performances.

Create music with multiple sections that include repetition and contrast.

Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.

Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.

Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf), and moderately quiet (mp).

Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the

board using an online keyboard.

Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.

Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).

Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.

Read and play from notation a four-bar phrase, confidently identifying note names and durations.

**Song Bank:**

Twinkle, twinkle, little star.

**Watch/Listen/Move:**

12 variations in C major on Ah, vous dirais-je Maman (K65/30) (W. A. Mozart).

**Impact / Outcome:**

**What will the final product / result be?**

Children demonstrate that they can improvise on top of a repeating bassline.

Children demonstrate that they can confidently decipher a graphic score.

Children create variations of 'Twinkle Twinkle Little Star', using a wide variety of composing techniques and structure their ideas into a finished piece to perform to an audience/make a recording of their performance.

**P4C Inquiry (where appropriate)**