

Year Group and Class	Unit 1	Unit 2
Sycamore year 6	You've got a friend – 70s ballad/pop – the music of Carole King	Music and me – inspirational women in music <ul style="list-style-type: none"> • Different type of unit focused on the underrepresentation of woman in music. Children explore different artists and genres and compose their own song.
Breadth	<p>Use and understand the basics of the stave and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> <p>Develop an understanding of the history of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Develop an understanding of the history of music.</p> <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> <p>Improvise and compose music using the inter-related dimensions of music separately and in combination.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p>
Threshold concepts	<p>Perform</p> <p>This concept involves understanding that music is created to be performed.</p> <p>Compose</p> <p>This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<p>Transcribe</p> <p>This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe music</p> <p>This concept involves appreciating the features and effectiveness of musical elements.</p>
Milestones	Recognise crotchet (1), minim(2) and semibreve (4) and say how many beats they represent.	Convey relationship between lyrics and the melody.

	<p>Use simple time signatures.</p> <p>Create rhythmic pattern with awareness of timbre and duration</p> <p>Sing from memory confidently in solo or ensembles with expression.</p> <p>Sing harmony confidently and accurately.</p> <p>Use a wide range of musical vocabulary: Pitch, timbre, rounds, drones, texture, lyrics, melody, solo, harmonies, cyclic patterns.</p>	<p>Use drones (a single tone) and melodic ostinati (short two note melody) whilst others perform.</p> <p>Create songs with verses and a chorus.</p> <p>Perform with controlled breathing and skillful playing.</p> <p>Use simple time signatures.</p> <p>Create rhythmic pattern with awareness of timbre and duration.</p>
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