ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 6

Every half term	Oak curriculum sequence	Weekly lesson	Assessment and evidence
1 Music lesson weekly (approximately 60 minutes)	1 Oak unit per half term 6 sequenced lessons	Practical music-making: singing, playing, composing, improvising, listening and performing	Oak starter/exit checks where appropriate; teacher observation; performance; pupil reflection

Whole-School Non-Negotiables for Music	
• One planned music lesson each week • Practical music-making at the heart of lessons • Regular singing and vocal warm-ups • Safe, purposeful routines for instruments • Explicit teaching and revisiting of musical vocabulary	• Opportunities to listen, appraise and respond to a diverse range of music • Retrieval of prior musical knowledge and skills • Ensemble work that develops pulse, accuracy and balance • Composition/improvisation recorded or performed where appropriate • Performance and reflection built into each half-term unit

Progress	Adaptive Teaching	Formative Assessment	Rich and Ambitious Vocabulary
Progress is achieved through careful sequencing. Pupils revisit pulse, rhythm, pitch, texture, notation, composition and performance with increasing independence and complexity.	Maintain high musical expectations while adapting through modelling, echo/call-and-response, reduced parts, visual notation, paired rehearsal, alternative instruments and extension challenges.	Use questioning, listening, observation, starter/exit checks, peer feedback, performance evidence and pupil reflection to identify misconceptions and next steps.	Teach subject-specific vocabulary explicitly, display it, model precise use, and revisit words in practical contexts so pupils can talk confidently about the music they hear, create and perform.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 6

AUTUMN 1 – YEAR 6					
Oak National Academy unit: Sing, play, perform: accompanying songs with polyrhythms 6 lessons | 1 lesson per week | approximately 60 minutes					
Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Syncopation in songs	I can sing songs that include syncopated rhythms while keeping a steady beat.	Knowledge: Syncopation gives emphasis to normally weaker beats or subdivisions. Skill: Sing syncopated phrases while maintaining a steady underlying beat.	syncopation / offbeat / pulse / rhythm / steady beat	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 2	Syncopated rhythms	I can play a syncopated rhythmic ostinato using body percussion.	Knowledge: An ostinato is a repeated rhythmic pattern that can be syncopated. Skill: Perform a syncopated body-percussion ostinato consistently against the pulse.	rhythmic ostinato / syncopation / body percussion / pulse / repeat	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 3	Introducing polyrhythm	I can play two contrasting rhythms as part of an ensemble to create a polyrhythm.	Knowledge: A polyrhythm combines contrasting rhythms sounding simultaneously. Skill: Keep one rhythm steady while a group performs another.	polyrhythm / contrasting rhythms / ensemble / layer / pulse	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 4	Layering rhythms	I can layer multiple rhythms to create a polyrhythm as part of an ensemble.	Knowledge: Several independent rhythmic layers make a more complex texture. Skill: Add and maintain a separate pattern with accurate entrances and balance.	layering / polyrhythm / texture / ensemble / balance	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 5	Creating polyrhythms	I can combine rhythms to create a polyrhythm that can accompany a song.	Knowledge: Contrasting rhythmic patterns can be deliberately arranged as a song accompaniment. Skill: Compose and combine patterns that support the singing.	create / polyrhythm / accompaniment / rhythm / texture	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 6	Polyrhythmic accompaniments	I can rehearse songs with many layers effectively to prepare for a performance.	Knowledge: A layered performance needs agreed cues, balance and accurate timing. Skill: Rehearse difficult entrances and refine the polyrhythmic accompaniment for performance.	rehearse / polyrhythmic / accompaniment / refine / performance	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection

Planning note: follow the Oak lesson sequence in order. Adapt scaffolds, grouping and instrument choice to meet pupil need while preserving the same musical learning goal.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 6

AUTUMN 2 – YEAR 6

Oak National Academy unit: Singing together: music that comments on social change
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Civil rights songs and the power of repetition	I can identify music that talks about civil rights and sing using the power of repetition.	Knowledge: Repetition can help listeners recognise a song's message; some songs discuss civil rights. Skill: Identify repeated musical or lyrical material and sing it with appropriate expression.	civil rights / repetition / lyrics / message / expression	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 2	Sharing emotion through song	I can understand how lyrics and music can convey emotions and feelings.	Knowledge: Lyrics and musical elements can convey emotion and mood. Skill: Explain choices of dynamics and vocal timbre, then sing to communicate feeling.	lyrics / emotion / dynamics / vocal timbre / meaning	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 3	Sharing important issues through music and song	I can understand and explain how instrumental music can convey meaning.	Knowledge: Instrumental music can communicate ideas without lyrics through musical elements. Skill: Listen and describe how tempo, dynamics or timbre might suggest meaning.	instrumental / meaning / musical elements / mood / communicate	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 4	The importance and power of songs from the past	I can understand how music can connect us emotionally to others and to the past.	Knowledge: Songs can be linked to people, experiences and historical events. Skill: Discuss a song's context and sing it expressively without changing its meaning.	historical context / emotion / connection / song / expression	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 5	The differences of rap and beat poetry	I can understand how rap and beat poetry can inspire hope and positive action.	Knowledge: Rap and beat poetry use spoken rhythm, although their musical contexts can differ. Skill: Compare pulse, rhythm, language and expressive delivery in the examples studied.	rap / beat poetry / rhythm / rhyme / pulse	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 6	Singing for the change we want to see in the world	I can convey emotion through song and know how songs can be powerful for change.	Knowledge: Performers can communicate a song's message through phrasing, dynamics and timbre. Skill: Rehearse and sing with deliberate expressive choices, explaining their effect.	convey / emotion / phrasing / dynamics / performance	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection

Planning note: follow the Oak lesson sequence in order. Adapt scaffolds, grouping and instrument choice to meet pupil need while preserving the same musical learning goal.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 6

SPRING 1 – YEAR 6

Oak National Academy unit: Compose and rehearse: improvising with the minor pentatonic scale
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Improvisation and the minor pentatonic scale	I can play the minor pentatonic scale and know this scale can be used as the basis for jazz improvisation.	Knowledge: The minor pentatonic scale contains five pitches and is used in some jazz improvisation. Skill: Play the taught scale and describe how improvisation works.	minor pentatonic / jazz / improvisation / scale / genre	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 2	Playing the D minor pentatonic scale	I can play the ascending and descending minor pentatonic scale and know this scale is often used as the framework for jazz improvisation.	Knowledge: D minor pentatonic uses D, F, G, A and C. Skill: Play the scale ascending and descending accurately with a steady pulse.	D minor pentatonic / ascending / descending / swing / syncopation	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 3	Playing a minor pentatonic jazz melody	I can play the main melody (head) of a jazz piece with accuracy and a steady pulse.	Knowledge: The head is the main tune of a jazz piece. Skill: Learn, read and play the head with accurate pitch and phrasing.	head / jazz / melody / phrase / bar	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 4	Improvising a phrase using the D minor pentatonic scale	I can improvise stylistic and effective short phrases using the minor pentatonic scale.	Knowledge: Improvisation creates a new phrase within a chosen scale and musical pulse. Skill: Improvise a short D-minor-pentatonic phrase with rhythmic shape.	improvisation / phrase / head / bar / stylistic	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 5	Improvising longer phrases using the D minor pentatonic scale	I can improvise a stylistic longer phrase using notes from the D minor pentatonic scale.	Knowledge: A longer improvisation can develop motifs and use call-and-response. Skill: Build and refine an extended phrase using the taught five notes.	call and response / arrangement / phrase / improvisation / audience	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 6	Creating and performing an improvised jazz piece	I can structure, rehearse and perform a stylistic improvised jazz piece as part of an ensemble.	Knowledge: A jazz ensemble can organise a head and improvised sections into a structure. Skill: Plan, rehearse and perform the piece, sharing cues and listening to others.	structure / jazz / improvisation / ensemble / rehearse	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection

Planning note: follow the Oak lesson sequence in order. Adapt scaffolds, grouping and instrument choice to meet pupil need while preserving the same musical learning goal.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 6

SPRING 2 – YEAR 6

Oak National Academy unit: Playing together: arranging and rehearsing a fusion performance
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Fusion and the evolution of musical styles	I can identify the musical influences in fusion pieces of music and I understand that musical styles are always evolving.	Knowledge: Fusion music draws on features of two or more different musical styles. Skill: Listen and identify specific musical influences in a fusion example.	fusion / genre / influence / style / evolve	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 2	Fusing and layering rhythmic patterns	I can learn and combine syncopated rhythms derived from different musical styles.	Knowledge: Syncopated rhythms can be combined into a multi-layered accompaniment. Skill: Learn and maintain contrasting patterns inspired by the styles studied.	syncopated / rhythmic pattern / fusion / layer / pulse	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 3	Melody in fusion music	I can play a melody as part of a fusion performance.	Knowledge: A melody must fit the structure and timing of the accompanying ensemble. Skill: Learn and play a melodic line accurately over the fusion rhythms.	melody / fusion / accompaniment / ensemble / accuracy	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 4	Practising repetitive cells for a fusion performance	I can learn and rehearse repetitive musical cells with accuracy and a steady pulse.	Knowledge: A repeated cell is a short rhythmic or melodic idea that can build texture. Skill: Practise cells efficiently and maintain consistent pulse when layered.	repetitive cell / rehearse / accuracy / steady pulse / texture	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 5	Fusing together and arranging musical ideas	I can select and combine musical ideas and work effectively as part of an ensemble to create a fusion piece.	Knowledge: An arrangement organises musical ideas, timbres and entrances. Skill: Select, combine and order material from different styles into one ensemble piece.	arrangement / fusion / structure / texture / ensemble	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 6	Performing, listening and responding to each other	I can rehearse effectively for a performance and reflect on the musical decisions we made.	Knowledge: Performers refine an arrangement through listening and feedback. Skill: Rehearse, perform and explain the effects of the group's musical decisions.	performance / respond / reflect / balance / musical decision	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 6

SUMMER 1 – YEAR 6					
Oak National Academy unit: Compose and Create: creating melodic variations based on a theme 6 lessons | 1 lesson per week | approximately 60 minutes					
Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Theme and variation as a musical structure	I can hear how a theme is altered to create variations and can explain theme and variation as a musical structure.	Knowledge: Theme and variations repeats a recognisable idea while changing selected features. Skill: Identify the original theme and describe changes in later variations.	theme / variation / structure / melody / rhythm	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 2	Learning a musical theme	I can learn a melodic theme, using notation to support me.	Knowledge: Notation records the pitches and rhythms of a musical theme. Skill: Read, practise and perform the original theme accurately.	notation / melodic theme / glockenspiel / pitch / phrase	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 3	Composing a rhythmic variation to a theme	I can make a rhythmic change to the theme to create a variation and can notate the changes I have made.	Knowledge: Changing rhythmic durations can create a variation while retaining the theme. Skill: Compose and notate an altered rhythm linked clearly to the original.	rhythmic variation / notation / theme / compose / rhythm	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 4	Composing a melodic variation to a theme	I can make a melodic change to the theme to create a melodic variation.	Knowledge: Changing pitch patterns or melodic shape can create a melodic variation. Skill: Compose a new version while retaining recognisable features of the theme.	melodic variation / pitch / melodic shape / theme / compose	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 5	Composing a further variation to a theme	I can make further changes to a theme to create a variation, changing the sound, mood and feel of the music.	Knowledge: Changing timbre, dynamics or other musical elements can alter mood. Skill: Develop a further contrasting variation and justify the choices made.	mood / timbre / tonality / variation / contrast	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 6	Practising and performing composed variations on a theme	I can use effective strategies to prepare for a performance of my variations on a given theme.	Knowledge: A sequence of prepared variations can form a coherent performance. Skill: Rehearse and present the theme and variations with accurate transitions.	practise / perform / theme and variations / refine / expression	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 6

SUMMER 2 – YEAR 6					
Oak National Academy unit: Singing for performance: conveying emotion and character through performance 6 lessons | 1 lesson per week | approximately 60 minutes					
Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Controlling our voice to convey the feeling of a song	I can identify the musical choices a composer has made and control my singing voice to convey the intended mood.	Knowledge: Dynamics, texture and vocal tone contribute to a song's intended mood. Skill: Identify the choices in a song and control the singing voice to convey that mood.	dynamics / texture / articulation / mood / vocal control	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 2	Balancing harmony lines in songs	I can hold a harmony part in a song, controlling my voice to create a balance between both independent sung lines.	Knowledge: Harmony lines sound together and require each singer to retain an independent part. Skill: Hold a harmony line and balance it against the other line.	harmony / polyphonic texture / sequence / balance / staging	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 3	Characterful singing	I can analyse the intention and meaning in a song and sing with a sense of character.	Knowledge: Characterful singing interprets a song's lyrics, phrasing and musical context. Skill: Explain the character's intentions and sing with appropriate expression.	score / legato / sequence / structure / staging	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 4	Articulation and vocal quality when singing	I can adjust my articulation and vocal quality to convey the emotion and purpose of a song.	Knowledge: Articulation, diction and vocal timbre affect how a phrase is heard. Skill: Change these features deliberately to convey the song's purpose and feeling.	staccato / forte / articulation / diction / vocal timbre	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 5	Effective rehearsal for a singing performance	I can prepare for a singing performance using effective rehearsal techniques.	Knowledge: Rehearsal improves ensemble accuracy, musical expression and staging. Skill: Use warm-ups, section practice and feedback to prepare the performance.	rehearsal / lip trill / sirening / staccato / staging	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection
Week 6	Reflecting on a successful performance	I can reflect on my performance and identify what has been successful.	Knowledge: Reflection compares intended expression with what the audience heard. Skill: Evaluate the performance and identify evidence-based strengths and next steps.	reflect / performance / ensemble / vocal timbre / dynamics	Teacher observation / Oak starter and exit checks where used / practical performance evidence / pupil reflection

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