

**KFJS**  
**Music Curriculum Map**

**In each project children listen to, create and perform music.**

**Year 6**

<b>Project</b>	<b>Read, Write and Remember to Twinkle</b>	<b>Hip-hop Compositions (from 2023-24)</b>
<b>Key Question</b>	Why is it necessary to write music down?	How can music be used to change the world?
<b>Essential understanding</b>	<p>Children will be able to understand the value of a crotchet, quaver, minim and crotchet rest</p> <p>They will be able to recognise and understand the purpose of a stave</p> <p>To understand how to notate pitch and know the names of the notes</p> <p>They will be able to perform simple tunes using basic notation</p> <p>To recognise and use a time signature 4/4</p>	<p>Children will learn how to use technology to compose</p> <p>Children will be able to layer different sounds to create a piece of music</p> <p>Children create their own structure and understand the difference between a verse and chorus</p> <p>They will perform their own composition and learn to create lyrics to a beat</p>
<b>Play and Perform</b>	Children to share their own compositions	Children to learn and perform existing hip hop songs and use technology to create their own
<b>Improvise and compose</b>	Creating their own version of twinkle, twinkle little star, using a similar structure and write the notation	Using Beatwave, create their own beat and motif
<b>Listen and recall</b>	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider devices used by composers to represent ideas musically.	Listen to hip hop with a positive message. Children to unpick repeating themes and identify the similarities and differences between them.

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<b>Appreciate a wide range of music</b>	Pascal Wintz Piano Jazz Best Street Drummers Ever Twinkle, Twinkle, Little Star by Julien Neel <a href="https://www.youtube.com/watch?v=oTuCdDKU5jI">https://www.youtube.com/watch?v=oTuCdDKU5jI</a> Twinkle, Twinkle, Little Star by Michael Plourde	Lupe Fiasco – Kick, Push 23 Skidoo – It’s gotta be me Baker Boy – in control Baker Boy – ain’t nobody like you Fresh Prince – The Fresh Prince of Belair
<b>Develop historical understanding of music</b>		Have an understanding of how and why hip hop music originated
<b>Use and understand musical notations</b>	Children will be able to perform Twinkle, Twinkle, Little Star on a tuned percussion instrument by reading notation They would have noted on a stave their own version of Twinkle, Twinkle, Little Star	Plot a structure map of their own piece of music.
<b>Skills</b>	Reading musical dot notation on a stave – one octave. Internalise short melodies and play these on pitched percussion (play by ear). Have a strong understanding of musical metre and simple time signatures Perform own compositions written on musical stave based on known piece of music.	Sing with expression and rehearse with others. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. Use ICT to change and manipulate sounds.
<b>Assessment</b>	Why is it necessary to write music down? Children would have created a group composition inspired by Twinkle, Twinkle, Little Star. They would have created their own notation for it and be able to explain to the class teacher. They created their own individual ‘Words on a stave’ (Lesson 2)	How can music be used to change the world? Children to have recorded their own hip-hop beat and be able to perform a rap with a positive message above it.

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<b>WTS</b>	Children are able to follow their composed notated piece of music attempting to stay in time with the music.	Children have created a simple backing and are able to mostly follow along. Their vocals may not be clear or in time.
<b>EXS</b>	Children are able to play their composed notated piece of music and can keep a steady rhythm.	Children have created their own backing track with different elements. Their vocals are clear and rhythmic
<b>GDS</b>	As EXS with confidence and includes dynamics in their performance.	Children have created their own backing track with many different elements. Their piece has a clear structure and their vocals are rhythmic and the message is clear.