

Year 6

Singing

Singing	Compliance	Actions
Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.	Singing Level 4	While all singing levels include a broad range of songs, within Level 4 pupils focus on singing as a group. They look at singing in harmonies both in and out of parts, pupils perform with phrasing that they have carved out themselves and they also sing with greater accuracy and style.
Continue to sing three- and four-part rounds (e.g., Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e., no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.	Singing Level 4	Pupils will continue to sing rounds with multiple parts and are introduced to singing in harmonies. Pupils sing both in and out of parts to develop the hard skill of listening to your ensemble while concentrating on what you are singing.
Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.	Singing Level 4 All Junior Jam musical activities	While we cannot control what happens in assemblies and performance opportunities within schools, our instructors conduct their pupils like a choir within Level 4. Pupils are introduced to stage etiquette and how to behave when performing. Instructors may ask heads of schools, head teachers or class teachers if they would like to come and view an end of half term performance to show what the pupils have been achieving.

Listening

Listening	Compliance	Actions
Western Classical Tradition and Film	<p>Songwriting with Glockenspiels Level 4</p> <p>Music Theory Level 2</p>	<p>At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation.</p> <p>In Level 2 pupils explore a different genre per lesson. In Lesson 1 pupils are exposed to the work of 15 classical composers, ranging from the 1600's to the present day.</p>
Popular Music	<p>Songwriting with Glockenspiels Level 4</p> <p>Music Theory Level 2</p> <p>Singing Level 1, Level 2, Level 3 and Level 4</p> <p>Class Jam Level 2</p>	<p>At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation.</p> <p>In Level 2 pupils explore a different genre per lesson. In a lesson:</p> <ul style="list-style-type: none"> • Two pupils will look at Jazz and will listen to the work of 11 Jazz artists and musicians. • Three pupils will learn about Motown and Soul listening and analysing work from ten artists and groups. • Four pupils will learn about bands from the 80's, Boybands and Girl bands from the 90's and Brit Pop. <p>Most of the songs sung within a singing lesson would be classed under the umbrella of popular music.</p> <p>During Class Jam pupils recreate popular songs from 1960's soul to twenty-first century Pop.</p>
Musical Traditions Country – Brazil Style – Samba	<p>Songwriting with Glockenspiels Level 4</p> <p>Samba Drumming</p>	<p>At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation.</p> <p>Within this course, as well as playing traditional Samba music, the pupils will have lots of</p>

		opportunities to watch performances and hear music from this region.
Musical Traditions Country – Indonesia Style – Gamelan	Songwriting with Glockenspiels Level 4	At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation.
Musical Traditions Country – India Style – Indian Classical	Songwriting with Glockenspiels Level 4 Music Theory Level 2 Dhol Drumming	At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation. In Level 2 pupils explore a different genre per lesson. In Lesson 5 pupils learn about World music. Pupils listen to Sitar and Tablas from India and hear them in traditional Indian music. Within this course, as well as playing traditional Dhol Music and Chaals, the pupils will have lots of opportunities to watch performances and hear music from this region.
Musical Traditions Country – Punjab/UK Style – Bhangra	Songwriting with Glockenspiels Level 4	At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation.
Musical Traditions Country – Trinidad Style – Calypso	Songwriting with Glockenspiels Level 4 Steel Pans	At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation. Within this course as well as playing traditional steel pan music including Reggae, Mambo and Calypso, pupils will have lots of opportunities to watch performances and hear music from this region.

<p>Musical Traditions Country – Nigeria Style – Drumming</p>	<p>Songwriting with Glockenspiels Level 4</p>	<p>At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation.</p>
<p>Musical Traditions Country – South Africa Style – Choral</p>	<p>Songwriting with Glockenspiels Level 4</p>	<p>At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation.</p>
<p>Musical Traditions Country – Middle East/England/Poland Style – Folk</p>	<p>Songwriting with Glockenspiels Level 4</p>	<p>At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation.</p>
<p>Musical Traditions Country – Argentina Style – Tango</p>	<p>Songwriting with Glockenspiels Level 4</p>	<p>At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation.</p>

Composing

Improvise	Compliance	Actions
<i>Extend improvisation skills through working in small groups to:</i>		
Create music with multiple sections that include repetition and contrast.	Songwriting with Glockenspiels with Glockenspiels Level 4	Pupils writing their own music will do so in a selected form. The decision on form will either be given to the class by the instructor or they will be able to choose as a class (this choice will be made depending on the ability of the class).
Use chord changes as part of an improvised sequence.	Music Theory Level 4	Continuing their learning from other music theory levels, pupils will be able to compose/improvise a short piece with chord changes throughout the accompaniment.
Extend improvised melodies beyond eight beats over a fixed groove, creating a satisfying melodic shape.	Music Theory Level 4	Pupils will add to the piece mentioned in the above row and add melodic parts to this piece. Pupils will also be asked to perform improvised solos over a consistent beat.
Compose	Compliance	Actions
Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g., C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.	Songwriting with Glockenspiels with Glockenspiels Level 4	Pupils will be asked to compose their own single ready for release. To achieve this, they will have to create a melody to be sung or played on the Glockenspiel. As it is being composed for release, pupils will have to compose their music with interesting phrasing and using the inter-related dimensions of music. This melody will be given a chordal accompaniment.
Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument.	Music Theory Level 4	Pupils will be asked to compose a melody from paired phrases in G major and E minor on their keyboards. This melody will also have a chordal accompaniment composed should there be time within the lesson.
Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.	N/A	As Junior Jam do not have a say over the software or availability of a school's computer suite, we are unable to provide support within this area.

Performance

Instrumental Performance	Compliance	Actions
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).	Music Theory Level 3 and Level 4 Songwriting with Glockenspiels with Glockenspiels Level 4	Throughout this course pupils will be looking at scores and what different markings mean. Pupils have been taught from Level 1 about dynamic markings and so should be able to play the pieces within Level 3 with confidence. When pupils compose their own pieces, they will be asked to add dynamic markings to the piece so when other pupils are asked to play it, they can do so with the correct phrasing. Pupils are also asked to play compositions from other groups taking note of the score direction where noted.
Further develop the skills to read and perform pitch notation within an octave (e.g., C–C/ do–do).	Music Theory Level 2, Level 3 and Level 4	Since learning the notes on the staff in Level 1 the pupils will continue to develop reading notes on the staff.
Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations.	Keyboards Level 2 African Drumming	Pupils will be given pieces of music to play and confidently be able to identify how to play these pieces rhythmically on the piano. Pupils will be given rhythmic notation cards to play in a large ensemble. These will consist of different note durations and rhythms.
Read and play from notation a 4-bar phrase, confidently identifying note names and durations.	Music Theory Level 4	Pupils will be given longer phrases to play and identify. Pupils will be asked to identify the name of the notes and clap the rhythm of the 4-bar phrases before going on to playing them within the lessons.