Curriculum Plans – Year 6 – Performing Arts – Academic Year 2023/24
Please find below a detailed outline of the curriculum covered in Performing Arts in Year 6 in Key stage 2.

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7
Topic	**Journey to Space** This unit takes, as its starting point, Gustav Holst's "The Planets" as a basis for creative composition tasks leading to a class musical performance of a "Journey Into Space". Learn how different moods can be achieved through music Lean about ostinato and crescendo To compose, perform and evaluate a group "Mars" piece, creating a suitable mood and emotion, using an ostinato and other musical features as used by Holst in his movement "Mars, the Bringer of War" from 'The Planets' Identify tempo, dynamics and instrumentation in various movements from Holst's "The Planets" Learn about music used to describe a "rocket lift off" sequence, listening for its musical features and performing this as part of a group piece with an awareness of dynamics Create a musical soundscape describing one of the Planets using features which Holst uses in his music, selecting, refining and combining sounds and sound sources towards an effective descriptive piece following a composing brief. Perform musical soundscapes as part of a group and evaluate own and others work		**Let's Celebrate!** This unit provides pupils with the stimulus of inclusion and diversity under the banner of celebrations and **Better together (Block theme)** Pupils will take part in a whole school initiative (Christmas video) and will sing together as a class or solo/duet. Pupils will think about how their class can showcase their talents through different art forms and mediums, using the theme/stimulus inclusion and diversity – **Better together** Learn how to perform together so that everybody has a chance to shine. **(Better together)** Learn to perform solo. Learn how to perform with confidence. Learn how to combine song and dance to create a performance.	**Machine Music** This unit takes the starting point of machines as the basis for an exploration into graphic scores and repeating cyclic patterns. Learn about the sounds made by steam engines and trains and how these differ in terms of rhythm, tempo and duration Explore the use of texture when creating vocal sounds that resemble steam engines and trains Learn about the cyclic sounds created by factory machinery recreating these using a variety of body percussion and vocal sounds Learn about graphic scores as a way of recording sounds using shapes and symbols, following and performing from a graphic score, identifying and recording ideas using graphic notation Learn about the sounds created by space machines and turn graphics from a graphic score into "space sounds" Learn about electronic sounds created by video games exploring, creating and recording sound effects suitable for a "video game" All of the above combination of sounds and exploration link with the block theme **The working world.** Students will make links to the working world around us, industry and innovation. This will be done through questioning, discussions, starters and plenary's.		**Britain Since 1930** This unit explores musical styles in Britain during the 1930's and 1940's and focuses on music popular during the Second World War. Learn about the changes in musical styles in Britain from the 1930's Learn about music in Britain during the Second World War Learn some traditional Second World War songs and move to a piece of Swing music Learn about the shape of melodies in World War II songs and how melodies can move by steps and leaps Learn about the sounds of WWII sirens and how their "sliding sound" can be produced by using the Chromatic Scale which moves entirely by stepwise pitches Learn how the sounds of WWII can be shown and performed in a graphic score and can be combined with Chromatic Scale WWII Siren calls in a Soundscape using a graphic score Learn about Big Bands and Swing Music during the 1930's and 1940's Learn about Theme and Variations in Big Band and Swing Music Learn to sing and perform the melody of a famous song	

Assessments	Adapt and refine own and others ideas using most of the musical features given on the composing brief, to form an effective "planet soundscape" showing some ideas used by Holst in his own pieces, performing as part of a group with an awareness of dynamics, other instruments and parts and a sense of the mood of the music		Sing or perform a whole school song. Sing or perform a whole class piece based on the theme of inclusion and diversity (song, dance, drama, poetry, sign language).	Recreate effective sounds representing trains and factory machinery using a range of body percussion and vocal sounds contributing ideas towards an effective group soundscape. Create and perform effective "space-like" sounds as part of a group and perform these following a graphic score Create, perform and sequence effective sounds which could be used in a video game, recording ideas using suitable graphic notation		Select and combine appropriate sounds and sound sources to create an effective "WWII Soundscape" composition recording ideas using graphic notation and performing this as part of a group. Identify more complex ways in which an existing theme or melody can be varied including changes in instrumental timbre, adding and subtracting notes from the melody, changes in rhythm, accompaniment and texture and demonstrate these in a group "Theme and Variation" composition.	
Academic Theme	Planning for Tomorrow	The World around us	Better Together	The Working World	Opportunities for Everyone	Keep it Green, Keep it Clean	Healthy Body, Healthy Mind