Year 6 MUSIC - Learning Ladder

Keyboard Unit 3

Keyboard Unit 2

Keyboard Unit 1

Term 3 *Composing*:

- Experiment with stepwise movement between notes, including the A–B finger change**.**
- Compose a short melody inspired by the style of the Wallace and Gromit theme**.**

Term 3 Listening:

- Listen to the theme from Wallace & Gromit: The Wrong Trousers composed by Julian Nott.
- Identify rhythmic patterns and melodic movement within the piece.
- Evaluate their own and others' performances using appropriate **musical vocabulary**

Term 3 *Performing*:

- Perform a simplified version of the theme from Wallace & Gromit.
- Read and play notes C, D, E, F, G, A and B from staff notation.
- Develop control and coordination when moving between neighbouring notes.

Term 2 *Listening*:

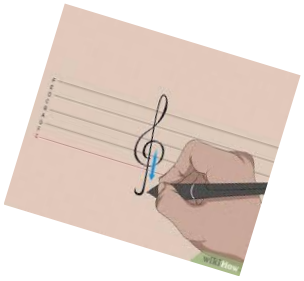
- Listen to **Ode to Joy** by **Ludwig van Beethoven** and identify the main melody.
- Follow the melody on the **stave while listening**.
- Evaluate performances of *Ode to Joy* using appropriate musical vocabulary.

Term 2 *Composing*:

- Experiment with arranging notes to create a melody inspired by Ode to Joy**.**
- Use **basic rhythms** to organise a short composition.
- Notate a short melody clearly using staff notation.

Term 2 *Performing*:

- Play the melody of **Ode to Joy** on the keyboard using the notes **C, D, E, F and G** where appropriate.
- Perform **basic rhythmic patterns** accurately and in time.
- Develop confidence performing individually or as part of a class performance.



Term 1 *Listening*:

- Develop understanding of musical notation**,** including note names and values.
- Identify features such as pitch, rhythm, tempo and dynamics in music.

Term 1 *Composing*:

- Experiment with rhythmic patterns and note durations**.**
- Create short melodies on the keyboard using a limited set of notes.

Term 1 *Performing*:

- Develop basic keyboard technique, including correct hand position and finger numbers.
- Read and perform music written in the treble clef**.**
- Play with an accurate rhythm, pitch and steady pulse during performances.

Year 7 ART - Learning Ladder

Film & TV Adverts

Chinese Music

Form &Structure

Term 3 *Composing*:

- Use GarageBand to compose a short jingle for a radio advert promoting a chocolate bar.
- Combine music with spoken voice if appropriate.
- Edit and refine the track to produce a finished advert with a clear musical identity.

Term 3 *Performing*:

- Develop confidence performing short, catchy musical phrases.
- Rehearse and perform musical ideas in small groups.
- Perform vocal or instrumental parts that could feature in a radio advert jingle.

Term 3 *Listening*:

- Listen to examples of **film, TV and radio adverts** and to learn about the influence of John Williams in the film music industry.
- Identify key features of successful advertising jingles such as repetition and catchy melodies.
- Evaluate their own and others' jingles using appropriate musical vocabulary.

Term 2 *Listening*:

- Listen to examples of traditional Chinese music**.**
- Identify the sound of the pentatonic scale in music.
- Evaluate their own and others' performances and compositions using appropriate musical vocabulary.

Term 2 *Composing*:

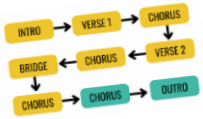
- Experiment with repeating melodic patterns and simple rhythms.
- Use classroom instruments or music technology to develop and record ideas.
- Use the C pentatonic scale (C–D–E–G–A) to create original melodies.

Term 2 *Performing*:

- Perform simple melodies using the C pentatonic scale**.**
- Perform in small groups using different parts (melody, accompaniment or rhythm).
- Develop confidence improvising with the pentatonic scale inspired by Chines musical style.

Term 1 *Listening*:

- Listen to music and identify Binary (AB), Ternary (ABA), and Rondo (ABACA) structures.
- Recognise repeating sections (A) and contrasting sections (B and C).
- Discuss how repetition and contrast help organise music.
- Evaluate their own and others' compositions using appropriate musical vocabulary related to musical



Term 1 *Composing*:

- Use GarageBand to compose a short piece based on Binary, Ternary, or Rondo form**.**
- Create contrasting musical sections using different loops, instruments, or rhythms.
- Develop a clear **A section (main theme)** and contrasting **B or C sections**.
- Arrange and edit tracks in GarageBand to clearly show the chosen musical form.

Term 1 *Performing*:

- Perform short musical patterns that represent different sections (A and B).
- Perform pieces that demonstrate **Binary (AB), Ternary (ABA), and Rondo (ABACA)** structure.
- Perform contrasting musical ideas to represent different sections. Including a 'catchy' A section