Year Group	6	Term	Spring
Subject	Music Melody and Counterpoint	Number of lessons per half term	6

Progression in skills (Skills taught in this unit, year group to year group)	Coverage of topic (Whole school coverage documents)	Vocabulary across the whole term (Whole school coverage and skills documents)	Assessment (Insight objectives to assess against)	Cultural Capital & Real-World Connections
Current year group Critical Listening: • Understand and identify how melodies interact harmonically. • Recognise examples of counterpoint in compositions such as "Canon in D" by Pachelbel. Composition and Performance: • Create counterpoint melodies using digital tools like Chrome Music Lab. • Perform compositions using both digital and live instruments. Key Learning Objectives: • Understand how to compose syncopated and counterpointed melodic structures. • Explore harmonic interactions within multi-layered music.	**Melody and Counterpoint:** WALT: Compose a second melody using notes from the C major scale that harmonises with a simple four-bar melody. WALT: Perform your counterpoint melody using legato phrasing and include a simple dynamic contrast WALT: Add syncopation to your second melody by emphasising off-beats in bars 2 and 4. WALT: Use crescendo in bars 1-3 and a decrescendo in bar 4 to create a sense of build and release in your performance. WALT: Layer and refine your two melodies using Chrome Music Lab, adjusting the rhythm and pitch for better harmonic balance. WALT: Perform your counterpoint composition as part of an ensemble, synchronising your melody with others and maintaining a steady tempo throughout.	**Current Year Vocabulary** Counterpoint Melody Harmony Syncopation Dynamics (crescendo, decrescendo) Articulation (staccato, legato) Digital Composition Theme Film Score	**Key objectives from Insight current year and term** - Explore counterpoint and how multiple melodies interact. - Compose and perform pieces featuring counterpoint.	**1. How does this unit connect students to the wider world and deepen their understanding of its people, places, and ideas?** *This unit introduces students to counterpoint-a significant aspect of music that spans historical, cultural, and contemporary contexts. By studying pieces such as Canon in D by Pachelbel and exploring digital tools to compose film scores, students gain insight into how music conveys narrative and emotion across different genres, cultures, and time periods. This fosters global awareness and highlights the universal role of music in storytelling and expression.*
Previous year groups related skills Year 3: Introduction to simple harmony and chords. Year 4: Perform melodies using xylophones, keyboards, and recorders. Year 5: Introduction to emotional expression in music through dynamics and articulation.	**Links to Previous Context** Year 3: Exploring Harmony and Chords (Terms 3 and 4) Year 4: Exploring Harmony and Musical Expression (Terms 3 and 4) Year 5: Exploring Melody and Emotions in Music (Terms 3 and 4)	**Vocabulary Links from Previous Years:** Year 3: Chord, Round, Forte, Piano Year 4: Scale (major, minor), Cultural Rhythms, Musical Families Year 5: Time Signature (3/4, 4/4), Emotion, Articulation (introduced earlier), Melody	**Key objectives identified from Insight previous units that link to this unit** Year 3: Exploring Harmony and Chords (Terms 3 and 4) • "Introduction to harmony through rounds and basic chords on instruments (keyboards/xylophones)." Year 4: Exploring Harmony and Musical Expression (Terms 3 and 4) • "Develop more complex harmonies and perform in small groups."	**2. What real-world skills, knowledge, or issues will this unit help students explore or engage with?** This unit enhances teamwork and collaboration as students perform counterpoint compositions in ensembles, synchronising their parts. It also develops problem-solving and creativity through the process of layering melodies and adjusting dynamics for balance. By using digital tools for composition, students engage with modern music technology, reflecting real-world practices in the music industry and related careers.

Future year group skills Compose using multiple parts and more complex harmonic structures Analyse and evaluate different forms of counterpoint Use music technology software for recording and editing compositions			Year 5: Exploring Melody and Emotions in Music (Terms 3 and 4) • "Create melodies that convey different emotions (happy, sad, etc.) and focus on articulations (staccato/legato) to express musical ideas.	**3. How will this unit provide meaningful experiences that broaden students' horizons and appreciation for culture, history, or the environment?** The exploration of counterpoint introduces students to musical traditions from different periods and contexts, such as baroque classical compositions and modern film scores. By composing their own music, students experience the process of creating complex, multi-layered soundscapes, deepening their appreciation for cultural contributions to music and inspiring them to see connections between music, history, and narrative art.

Lesson number	Retrieval (Daily, weekly, or monthly review)	WALT and WILF	Key Vocabulary Key knowledge/facts	Teacher-Led Instructional Strategies (Link to Rosenshine's principles of instruction for structured delivery)	Independent practice
1	**Long-Term Task**: • Task: "Clap and identify the time signature of this rhythm: 4/4 or 3/4?" **Short-Term Task**: • Task: "Listen to these two notes—are they in harmony or dissonance?"	**WALT**: Compose a second melody using notes from the C major scale that harmonises with a simple four-bar melody. **WILF**: • Students understand the concept of melody and harmony. • Students can select complementary notes from the C major scale to create a second melody that harmonises effectively.	• Melody: A sequence of musical notes that is perceived as a single entity. • Harmony: The combination of different musical notes played or sung simultaneously. • Scale (C Major): A series of notes in ascending or descending order that serve as a building block for melodies and harmonies. • Pitch: The degree of highness or lowness of a tone. • Note: A symbol denoting a musical sound, representing a specific pitch.	**Explicit Instruction** The teacher should start the lesson with direct instruction on melody and harmony: **Definition of Key Terms:** Explain 'melody' as a sequence of notes that is musically satisfying. Define 'harmony' as the combination of different musical notes played or sung simultaneously. Introduce the C major scale, explaining that it consists of the notes C, D, E, F, G, A, B, and C. **Demonstration:** Play a simple four-bar melody using the C major scale on a keyboard or an app, demonstrating the existing melody and how it sounds. **Questioning:** Ask questions that provoke thought, such as: "What is a melody, and how does it differ from harmony?" "How do you think the notes in the C major scale can complement each other?" **Guided Practice & Modelling** **Creating Harmony:** Together, the class will choose a note for the second line that will harmonise with each note of the simple melody. Use the piano or keyboard for live demonstrations, showing combinations of notes and discussing why they work well or do not. **Questioning:** Prompt students with questions like, "What note do you think pairs well with this one?" or "Can you listen to how those two notes sound together?" **Key Question to Check Understanding** "Can you explain how your chosen notes complement the original melody, focusing on pitch and harmony?" **STEM Sentence** "I can demonstrate how to create harmony by selecting notes from the C major scale that complement the melody of ***(insert name of melody)***, ensuring that the pitches work together to enhance the overall sound."	Use Chrome Music Lab Melody Maker: **Task Instructions:** Create a simple four-bar melody in C major. Then, compose a second line above or below the first melody to ensure that the notes harmonise. **Scaffold for Less Confident Children:** Provide a handout with a reference C major scale and visual prompts for notes that typically pair well harmonically, as well as an example of a simple four-bar melody. **Depth of Learning Activities** **Linking to Previously Covered Content:** Ask learners to connect today's activity with past lessons on rhythm and dynamics, focusing on how these elements might also affect melody and harmony. **Using Bloom's Taxonomy:** Have students analyse their compositions by identifying which notes create tension and which resolve that tension in their melodies, encouraging higher-order thinking. **Oracy-based Question:** "How would you explain the importance of harmony in your composition to a peer who has never composed music before?"

2	**Long-Term Retrieval Task**: "Clap a rhythm with legato and then switch to staccato-how do they feel different to perform and listen to?" **Short-Term Retrieval Task:** "Sing or hum a four-note phrase and change from soft (piano) to loud (forte) midway-what effect does it create?"	**WALT**: Perform your counterpoint melody using legato phrasing and include a simple dynamic contrast **WILF:** •Demonstrate effective legato phrasing in a counterpoint melody. • Incorporate dynamic contrast (piano and forte) within your performance.	• Legato: A style of playing that is smooth and connected. • Staccato: A style of playing that is short and detached. • Dynamics: The volume of sound in music; commonly referred to as 'soft' (piano) or 'loud' (forte). • Phrase: A musical thought or idea, often marked by a sense of completion. • Bar: A section of music defined by a set number of beats. • Contrast: The difference between two opposing elements, such as loud and soft sounds.	**Explicit Instruction** **Introduction to Concepts**: The teacher will start with an introductory activity where students listen to a piece of music showcasing varied articulations, emphasizing legato and dynamics. The teacher will pause the music to clarify and discuss the concepts. **Demonstration**: The teacher will demonstrate playing a melody first with staccato articulation, then with legato phrasing, highlighting how the sound changes. **Questioning**: Throughout, the teacher will ask open-ended questions, such as "How did the character of the music change with the different articulations?" and "Can you describe the emotional impact of the dynamics used?" **Guided Practice & Modelling** **Melody Creation**: The teacher will guide the students in creating a short, simple counterpoint melody together. The melody will be notated on the board. **Manipulating Dynamics**: Once the melody is established, the teacher will explore dynamics with the class, demonstrating how to play sections at different volumes. **Questioning**: Continuous questioning will be employed to check students' understanding, for instance, "How can increasing the volume affect how we perceive this melody?" and "What could be the emotional effect of playing at piano versus forte?" **Key Questions to Check Understanding** What is legato and how does it differ from staccato? Can you identify an instance in our melody where we could add dynamic contrast? **STEM Sentence** "I can explain the difference between legato and staccato by saying that legato means to play smoothly without breaks, whereas staccato means to play short and detached."	**Independent Task** **Task**: Students will input their melody into Chrome Music Lab Song Maker, using longer note values to showcase legato phrasing and adjusting volume levels to demonstrate contrast between soft and loud sections. **Scaffold for Less Able Students**: Provide a pre-made template of a melody for these students to input and adjust. This ensures they can focus on the dynamics while engaging semi-independently. **Depth of Learning Activities** **Linking to Previously Covered Content**: Ask students how legato and dynamics in their past performances (choirs or instrumental pieces) affected their presentation. **Bloom's Taxonomy Application**: Encourage students to create a new melody that incorporates legato and dynamics, enabling analysis of their choices. **Oracy-based Questions**: Facilitate a discussion on "How does the use of dynamics in music influence the audience's emotional experience?"
3	**Long-Term Retrieval Task:** "Listen to this drum pattern-can you tap along to identify the off-beat syncopation?" **Short-Term Retrieval Task:** "Clap the main beat while a peer claps the off-beat-how does it feel when the beats overlap?"	**WALT**: Add syncopation to your second melody by emphasising off-beats in bars 2 and 4. **WILF:** • Students will demonstrate an understanding of syncopation through the identification of rhythm patterns in provided musical examples. •Students will effectively apply off-beat accents in their own compositions to create a dynamic	**Syncopation:** A displacement of the regular metrical accent in music, often used to create a rhythmic interest. **Rhythm:** The pattern of sounds and silences in music. **Off-beat:** A weak beat in a measure. **Beat:** The basic unit of time in music. **Accent:** Emphasis placed on a particular note or beat.	**Instructional Strategies** **Explicit Instruction** **Introduction to Syncopation:** Begin the lesson by explaining that syncopation involves placing emphasis on beats or portions of beats that aren't typically stressed. This will be illustrated through clapping rhythms. Demonstrate a basic 4/4 tempo clapping pattern and show how accents can shift from the strong beats (1 and 3) to the weak beats (2 and 4). **Step-by-Step Explanation:** Define **syncopation** as a rhythmic concept where accents are placed on off-beats. Discuss **rhythm** and contrast it briefly with melody to highlight their interdependence in music. Explain the terms **off-beat**, **beat**, and **accent** with visual aids and real musical examples—perhaps using well-known songs that utilise syncopation. **Guided Practice & Modelling** **Clapping Exercise:** The teacher leads the class in a clapping exercise where students start with a simple beat and then progressively layer syncopation by adding claps on the off-beats. This encourages participation and solidifies the concept. **Questioning:** Ask guided questions as students clap: "Where do you feel the unexpected accents? How does this change the feel of the rhythm?" **Melodic Demonstration:**	**Task Description:** Students will use **Chrome Music Lab Rhythm** to experiment with creating off-beat patterns. They will then switch to **Song Maker** from the same platform to compose a short piece that incorporates notes off the main beat specifically in bars 2 and 4 to produce a syncopated effect. **Scaffold for Less Able Students:**Provide a worksheet with rhythmic notations featuring guidance on where to place their off-beat notes. Offer a clapping example they can replicate digitally as initial guidance. **Depth of Learning Activities** **Linking to Previously Covered Content:** Students reflect on past lessons about basic rhythm and how these concepts can be manipulated to create syncopation. **Using Bloom's Taxonomy:** Ask students to evaluate the impact of syncopation on a piece of music they enjoy and discuss its effect in terms of rhythm and emotion. **Oracy-Based Question:** Facilitate a discussion where students justify why they think syncopation might be preferred in certain music genres over others (e.g., jazz versus classical).

		melodic line.		Using a keyboard or a digital piano, the teacher plays a simple melody without syncopation, then modifies it to include syncopated off-beat accents, demonstrating how it alters the piece's overall feel. **Key Questions to Check Understanding** Can anyone tell me why syncopation makes music feel more exciting? If we remove the syncopation, what happens to the groove of our music? **STEM Sentence** "In my melody, I added syncopation by placing accents on the off-beats in bars 2 and 4, which makes the rhythm feel more lively and dynamic."	
4	**Long-Term Retrieval Task:** "Identify where a crescendo or decrescendo occurs in this short melody-how does it affect the mood?" **Short-Term Retrieval Task:** "Increase your volume as you count to 4, then decrease as you count back—how smooth can you make the changes?"	**WALT**: Use crescendo in bars 1-3 and a decrescendo in bar 4 to create a sense of build and release in your performance. **WILF** • Demonstrate a clear understanding of musical dynamics through performance . • Apply the concepts of crescendo and decrescendo in a digital music-making tool. • Articulate how dynamics influence the emotional impact of music.	Crescendo: A gradual increase in loudness or intensity in music. Decrescendo: A gradual decrease in loudness or intensity in music. Dynamics: The variations in loudness between notes or passages in music. Build: To increase intensity or volume. Release: To decrease intensity or volume, allowing for resolution. Performance: The act of presenting music to an audience.	**Explicit Instruction** **Introduction to Dynamics:** Begin by defining dynamics using key vocabulary. Explain crescendo as a gradual increase in volume and decrescendo as a decrease in volume. **Key Question:** "How can changing the volume of music affect how we feel when we listen to it?" **Demonstration:** Use a piano or keyboard to demonstrate a simple scale. Play it once softly (piano) and then increase the volume to the loudest point (forte) while having students listen attentively. **Guided Practice & Modelling** **Modelling Through Instruments:** Have students practice playing notes on instruments while subtly varying their volume as modeled by the teacher. Begin with soft notes transitioning to louder notes (creating a crescendo). **Key Question:** "What did you notice happened to the music as the volume changed?" **Partner Work:** In small groups, students will take turns creating a short sequence of notes, practicing dynamic changes, and giving each other feedback. **Key Question to Check Understanding** "Can you explain how using a crescendo and a decrescendo changes the mood of your music?" **STEM Sentence** "Using the terms crescendo and decrescendo, I can explain how my sequence builds tension through a gradual increase and releases it through a gradual decrease in volume."	Students will use **Chrome Music Lab's Song Maker** to create a piece of music. They will place notes in bars 1-3 to form a crescendo (from soft to loud) and then create a decrescendo in bar 4 (from loud to soft). **Scaffold for Less Able Students** Provide a template with pre-selected notes to place, guiding them on how to create the crescendo and decrescendo. Offer an example audio clip to illustrate the sound changes they will create. **Depth of Learning Activities** **Linking to Previously Covered Content:** Ask students to identify dynamics in a song they've discussed earlier in the term. How would they describe the impact on the emotional response? **Using Bloom's Taxonomy:** Students should analyse their compositions and evaluate how effectively they have used dynamics to create emotional impacts. In pairs, discuss what works or what could be improved. **Oracy-Based Question:** "How do you think different cultures utilize dynamics in their music? Can you provide examples?"
5	**Long-Term Retrieval Task:** "Listen to a recorded round (like Row, Row, Row Your Boat)-can you identify when the harmony is strongest?" **Short-Term Retrieval Task:** "Sing a two-note phrase and then hum the second note a tone	**WALT**: Layer and refine your two melodies using Chrome Music Lab, adjusting the rhythm and pitch for better harmonic balance. **WILF**: Students will be able to use digital tools to create layered melodies.	• Layer: To combine different melodies on top of each other in a composition. • Digital Composition: Creating music using digital tools and technology. • Rhythm: A pattern of sounds and silences in music, determined by the timing of notes. • Pitch: The perceived frequency of a sound,	**Explicit Instruction:** **Introduction:** Begin by discussing the importance of layering melodies in music. Explain how a balanced composition allows each melodic line to stand out without overpowering the others. Introduce the vocabulary: *layer, digital composition, rhythm, pitch, balance, refine.* Provide definitions and examples in the context of music. Use questioning to engage the students: "What do you think happens when two melodies clash?" "Can you describe what makes a melody interesting?" **Guided Practice and Modelling:** **Demonstration:** Open Chrome Music Lab's Song Maker on a shared device or projector. Demonstrate how to create two simple melodies. For example, create a short melody using quarter and eighth notes, demonstrating how to adjust rhythm and pitch.	**Task Overview:**Students will use Chrome Music Lab Song Maker to layer two melodies they compose individually. They will refine their work by adjusting rhythm and pitch to create a harmonious balance. **Scaffold for Less Able Children:** Provide a template that includes suggested note patterns and rhythms. Offer a "rhythm bank" that lists common rhythmic patterns and explain how they can layer different melodies. Use a guided worksheet to help them track their changes in rhythm and pitch as they compose. **6. Depth of Learning Activities** **Linking to Previously Covered Content:** Ask students to reflect on a song they previously composed and identify how pitch and rhythm were used effectively.

	higher-what effect does the change in pitch create?"	Students will understand how rhythm and pitch affect the harmony of a piece.	related to how high or low a note sounds. • Balance: The evenness of sound between different musical parts, ensuring that no single melody dominates. • Refine: To improve and perfect a melody by making precise adjustments.	As the teacher demonstrates, question students: "How does changing this note affect the overall sound?" "What happens to the balance when we add this rhythm?" Involve students by asking them to suggest notes or rhythms while you model the layering process. **Key Questions to Check Understanding:** "Can you explain what you mean by 'harmony'?" "How can the tempo impact the feel of our melodies?" **STEM Sentence:** "I can layer melodies by adjusting the rhythm and pitch to achieve balance in my digital composition."	**Using Bloom's Taxonomy:** Challenge students to evaluate two different compositions created by their peers, discussing what works well harmonically and what could be refined. **Oracy-Based Question:** In pairs, ask students to justify their choices in layering melodies: "Why did you select that specific rhythm for your melody? How does it complement the other melody?"
6	**Long-Term Retrieval Task:** "Tap a steady beat while listening to a partner's melody-can you stay in time while listening carefully?" **Short-Term Retrieval Task:** "Start clapping in sync with your group—if one person changes tempo, how does it affect the whole group?"	**WALT**: Perform your counterpoint composition as part of an ensemble, synchronising your melody with others and maintaining a steady tempo throughout. WILF: • Demonstrates an understanding of ensemble performance by listening to and blending with others. • Maintains a steady tempo while performing a counterpoint melody with peers.	Ensemble: A group of musicians playing together. Synchronise: To occur at the same time or rate, making elements work together seamlessly. Tempo: The speed at which a piece of music is played. Melody: A sequence of notes that is musically satisfying; the tune of a piece. Counterpoint: A technique in composition where two or more melodies are played simultaneously while maintaining their independence.	**Explicit Instruction** **Introduce the Importance of Timing and Listening:** Explain that when performing as part of an ensemble, listening is paramount. The teacher can ask, "Why do you think listening to each other is important in music?" and encourage students to express their thoughts. Discuss the concepts of "tempo" and "synchronisation" by using a metronome and demonstrating the effect of playing out of sync. **Guided Practice & Modelling** **Teach and Model the Performance:** Start by clapping a steady beat and have the children clap along to demonstrate tempo, asking them how they feel when they play off-beat. Model a simple counterpoint melody on the piano while the class listens. Afterward, have a few students perform their melodies one at a time, while the rest of the class provides feedback on timing and synchronisation. Pose guiding questions throughout: "How did that sound? Did everyone keep the same beat? What could be improved?" **Key Question to Check Understanding** "How do we ensure that our music sounds good as a group rather than just individuals playing their parts?" **STEM Sentence for Articulation** "Our melody serves as part of the ensemble, and by synchronising our parts and maintaining a steady tempo, we can create a harmonious performance."	Utilising Chrome Music Lab's Shared Piano, students will perform their melody live with classmates. They should focus on keeping in time and blending their parts with others' melodies. **Scaffold for Less Able Children** Provide a simplified version of the counterpoint melody or allow them to play a single, steady note that contributes to harmony. Encourage less confident pupils by pairing them with more experienced classmates who can model the expected performance. **Depth of Learning Activities** **Linking to Previously Covered Content:** Consider how the importance of timing in rhythm parallels with previous lessons on musical dynamics. Engage students in a discussion: "How does playing softly or loudly affect our ensemble?" **Using Bloom's Taxonomy:** Create a task where students must analyse a famous ensemble performance and identify how timing was maintained. Ask them to present their findings. **Webb's Depth of Knowledge:** Challenge students to create a new counterpoint melody that incorporates various tempos. They should justify their design choices based on the characteristics of good ensemble playing. **Oracy-based Question:** "Why do you think the ability to synchronise with others makes an ensemble performance more engaging for the audience?"