

<p>Subject: Music – SPRING 1 Year: 6</p> <p>Unit Title: <i>Theme and Variations</i> unit (Theme: Pop Art)</p> <p>Based on: Kapow Primary – Year 6 <i>Theme and Variations</i> unit (Theme: Pop Art)</p> <p>Focus: Developing musical understanding through theme and variations, composition, performance, improvisation and appraisal</p>
<p>Overview</p> <p>This Year 6 unit introduces pupils to theme and variations, using Pop Art-inspired music as a stimulus. Pupils explore how a musical theme can be developed through variation techniques including rhythm, pitch, tempo, dynamics, timbre, and texture. They apply these ideas to their own compositions and performances, consolidating and extending Year 5 musical skills.</p> <p>Key Skills Developed in Year 6:</p> <ul style="list-style-type: none">• Recognise and analyse musical features of a theme and its variations• Improvise and compose variations on a given theme• Perform individually and as part of an ensemble with expression and accuracy• Use musical vocabulary to appraise and evaluate compositions
<p>NC/PoS: Singing, Listening, Composing and Performing</p> <p>Pupils will:</p> <ul style="list-style-type: none">• Play and perform in solo and ensemble contexts with increasing confidence• Improvise and compose music for a range of purposes• Listen with attention to detail and recall sounds• Use and understand staff and other musical notations• Appreciate and understand a wide range of high-quality live and recorded music
<p>Expected Prior Learning</p> <p>Pupils already know and can:</p> <ul style="list-style-type: none">• Perform and compose using simple structures, motifs, and scales• Identify musical features (pulse, rhythm, melody, dynamics, texture)• Improvise short melodic or rhythmic phrases• Use musical vocabulary to describe music• Work collaboratively in ensembles and perform to an audience
<p>End Points – What Pupils Must Know and Remember</p> <p>SINGING</p> <p>Know that:</p> <ul style="list-style-type: none">• A theme can be developed into multiple variations• Singing can be expressive, using dynamics, pitch and timbre to convey character

Know how to:

- Sing with control, expression and accurate pitch
- Adapt vocal delivery for variations in melody or style

LISTENING

Know that:

- Pop Art music often includes short motifs, repetition, and distinctive textures
- Musical variations can involve changes in rhythm, pitch, dynamics, tempo, timbre, and texture

Know how to:

- Identify how a theme is altered in each variation
- Use musical vocabulary to describe what they hear

COMPOSING

Know that:

- A composition can be structured around a theme and variations
- Variation techniques include rhythm, pitch, tempo, dynamics, timbre, articulation, and texture

Know how to:

- Compose a theme and create at least one variation using musical techniques
- Notate ideas clearly using staff or graphic notation

PERFORMING

Know that:

- A performance can communicate the character of the theme and its variations
- Ensemble and solo parts can be combined to enhance texture and interest

Know how to:

- Perform theme and variations with awareness of expression, dynamics, and pulse
- Collaborate with others to deliver a polished performance

Session 1 – Introduction and Analysis of Theme

Learning focus: Understanding theme and variations

- Listen to Pop Art music and identify themes and motifs
- Discuss rhythm, melody, texture, dynamics, timbre and articulation
- Suggest ways a theme could be varied

Kapow coverage: Lesson 1

Key vocabulary: Theme, motif, variation, pulse, rhythm, melody, texture, dynamics, timbre, articulation

Outcome: Pupils can identify a musical theme, describe its features and suggest possible variations

Session 2 – Creating Rhythmic and Melodic Variations

Learning focus: Improvisation and variation techniques

- Improvise rhythmic and melodic variations on a given theme
- Explore chord changes, ostinato and accompaniment patterns
- Develop and refine ideas collaboratively

Kapow coverage: Lessons 2 & 3 (combined)

Key vocabulary: Rhythm, syncopation, beat, ostinato, melody, pitch, harmony, chord, interval, sequence

Outcome: Pupils can perform rhythmic and melodic variations on a theme

Session 3 – Composing and Refining Variations

Learning focus: Composition and structure

- Combine rhythmic, melodic, harmonic and dynamic changes
- Compose at least one clear variation on a theme
- Notate ideas using staff or graphic notation

Kapow coverage: Lesson 4

Key vocabulary: Compose, variation, dynamics, tempo, texture, ensemble, notation, articulation

Outcome: Pupils have composed a theme and at least one variation ready for performance

Session 4 – Performance and Evaluation

Learning focus: Performing and appraising compositions

- Rehearse and perform theme and variations
- Evaluate own and others' work using musical vocabulary
- Reflect on effectiveness of variation techniques

Kapow coverage: Lesson 5

Key vocabulary: Performance, evaluate, audience, expression, dynamics, collaboration

Outcome: Polished performance with thoughtful evaluation

Future Learning This Content Supports

This unit prepares pupils for further musical learning by:

- Developing confidence in **structural composition techniques** transferable to other genres
- Strengthening **improvisation and variation skills** for KS3 music
- Enhancing **ensemble and solo performance skills** with expression and technical control
- Consolidating use of **musical vocabulary** for appraisal and evaluation

Assessment Opportunities

- Teacher observation of performance and composition in each session

- Peer and self-assessment during improvisation and group work
- Written or verbal reflections on listening and analysis tasks
- End-of-unit performance evaluation against End Points

Resources

- Kapow Primary: Year 6 Theme and Variations unit
- Musical instruments (tuned and untuned percussion, keyboards, classroom instruments)
- Backing tracks or Pop Art-inspired audio examples
- Staff and graphic notation templates
- Listening examples of Pop Art music and other theme and variation pieces

Cross-Curricular Links

- **Art:** Explore Pop Art visual concepts to inspire musical creativity
- **English:** Storytelling and lyrical composition in variations
- **Maths:** Patterns, rhythm, and timing in musical sequences
- **PSHE:** Expressing emotion and identity through music

Next steps in KS3 may include:

- Composing more complex pieces using theme and variation forms
- Exploring variations in a wider range of genres (classical, jazz, pop)
- Using notation with increasing complexity and accuracy
- Performing with greater independence and expressive control