**THE HARMONY TRUST**

Believe ∙ Achieve ∙ Succeed

Westwood Academy

Year 6 Long term plan

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| **Subject/Term** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Mathematics** | In Maths, we follow the White Rose Curriculum, which is a small step, mastery-based scheme of learning.  |
| **Place value**Step 1 Numbers to 1,000,000Step 2 Numbers to 10,000,000Step 3 Read and write numbers to 10,000,000Step 4 Powers of 10Step 5 Number line to 10,000,000Step 6 Compare and order any integersStep 7 Round any integerStep 8 Negative numbers**Addition/Subtraction/****Multiplication/Division**Step 1 Add and subtract integers Step 2 Common factors Step 3 Common multiples Step 4 Rules of divisibility Step 5 Primes to 100 Step 6 Square and cube numbers Step 7 Multiply up to a 4-digit number by a 2-digit number Step 8 Solve problems with multiplication | **Fractions**Step 1 Equivalent fractions and simplifyingStep 2 Equivalent fractions on a number lineStep 3 Compare and order (denominator)Step 4 Compare and order (numerator)Step 5 Add and subtract simple fractionsStep 6 Add and subtract any two fractionsStep 7 Add mixed numbersStep 8 Subtract mixed numbersStep 9 Multi-step problems**Fractions** Step 1 Multiply fractions by integers Step 2 Multiply fractions by fractions Step 3 Divide a fraction by an integer Step 4 Divide any fraction by an integer Step 5 Mixed questions with fractions Step 6 Fraction of an amount Step 7 Fraction of an amount – find the whole**Converting units**Step 1 Metric measures Step 2 Convert metric measures Step 3 Calculate with metric measures Step 4 Miles and kilometres Step 5 Imperial measures | **Ratio**Step 1 Add or multiply?Step 2 Use ratio languageStep 3 Introduction to the ratio symbolStep 4 Ratio and fractionsStep 5 Scale drawingStep 6 Use scale factorsStep 7 Similar shapesStep 8 Ratio problemsStep 9 Proportion problemsStep 10 Recipes**Algebra**Step 1 1-step function machinesStep 2 2-step function machinesStep 3 Form expressionsStep 4 SubstitutionStep 5 FormulaeStep 6 Form equationsStep 7 Solve 1-step equationsStep 8 Solve 2-step equationsStep 9 Find pairs of valuesStep 10 Solve problems with two unknowns**Decimals**Step 1 Place value within 1Step 2 Place value – integers and decimalsStep 3 Round decimalsStep 4 Add and subtract decimalsStep 5 Multiply by 10, 100 and 1,000Step 6 Divide by 10, 100 and 1,000Step 7 Multiply decimals by integersStep 8 Divide decimals by integersStep 9 Multiply and divide decimals in context | **Fractions, decimals and percentages**Step 1 Decimal and fraction equivalentsStep 2 Fractions as divisionStep 3 Understand percentagesStep 4 Fractions to percentagesStep 5 Equivalent fractions, decimals and percentagesStep 6 Order fractions, decimals and percentagesStep 7 Percentage of an amount – one stepStep 8 Percentage of an amount – multi-stepStep 9 Percentages – missing values**Area, Perimeter and volume**Step 1 Shapes – same areaStep 2 Area and perimeterStep 3 Area of a triangle – counting squaresStep 4 Area of a right-angled triangleStep 5 Area of any triangleStep 6 Area of a parallelogramStep 7 Volume – counting cubesStep 8 Volume of a cuboid**Statistics**Step 1 Line graphsStep 2 Dual bar chartsStep 3 Read and interpret pie chartsStep 4 Pie charts with percentagesStep 5 Draw pie chartsStep 6 The mean**Shape**Step 1 Measure and classify anglesStep 2 Calculate anglesStep 3 Vertically opposite anglesStep 4 Angles in a triangleStep 5 Angles in a triangle – special casesStep 6 Angles in a triangle – missing anglesStep 7 Angles in a quadrilateralStep 8 Angles in polygonsStep 9 CirclesStep 10 Draw shapes accuratelyStep 11 Nets of 3-D shapes | **Shape**Step 1 Measure and classify anglesStep 2 Calculate anglesStep 3 Vertically opposite anglesStep 4 Angles in a triangleStep 5 Angles in a triangle – special casesStep 6 Angles in a triangle – missing anglesStep 7 Angles in a quadrilateralStep 8 Angles in polygonsStep 9 CirclesStep 10 Draw shapes accuratelyStep 11 Nets of 3-D shapes**Position and direction**Step 1 The first quadrantStep 2 Read and plot points in four quadrantsStep 3 Solve problems with coordinatesStep 4 TranslationsStep 5 Reflections**Revision and consolidation** | **Themed projects, consolidation and problem solving** |
| **English** | In English, we teach over a two-week cycle, using quality texts to inspire our writing.  |
| **1st cycle****Setting description** of a picture from WW2(Assessed Piece and cold write)**Non-Chronological Report** on the trigger of the war(Extended write)**Book Focus: The little ships****2nd cycle****Persuasive leaflet** persuading soldiers to keep fighting the Germans(Cold write)**Short narrative** re-telling soldiers rescue from Dunkirk(Extended write)**Book Focus: Goodnight Mister Tom****3rd cycle****Diary letter** written from the perspective of William to his mother (Cold Write)**Character description** describing appearance traits and contrasting personality traits (Extended write)**Book Focus: Rose Blanche****4th cycle****Diary entry** on Rose’s opinion of the German soldiers in her town(Extended write)**Recount** on trip to Imperial War Museum(Cold Write) | **Book Focus: My Secret War Diary****1st cycle****Dramatic narrative** of child’s experience during the blitz(cold write)**Explanation text** on The Blitz(Extended write)**Book Focus: A Boy In Striped Pyjamas****2nd cycle****Informal letter** from Shmuel to Bruno(Cold write)**Setting description** describing Nazi Germany and concentration camps(Extended write)**Book focus: Research and articles****3rd cycle****A newspaper article** on The Blitzkrieg and its effects on Great Britain(cold write)**A newspaper article** on victory for the Allies(Extended write) | **Book Focus: The Secrets of the rainforest****1st cycle****Persuasive text** on why we should save the rainforest(Extended write)**Book focus: Experience and research****2nd cycle** **Recount** of trip to Robin wood(Cold write)**Biography** of famous South American(Extended write)**3rd cycle Research** **Alternative ending** of The Secrets of the Rainforest(Cold write)**Non-chronological report** on Amazonian animals(Extended write)**Book Focus: The Explorer****4th cycle****Play script** based on characters from the explorer(Extended write) | **Book Focus: The Explorer****1st cycle****Setting description** of the rainforest(Cold write)**Newspaper report** on Plane crash(Extended write)**Book Focus: Research****2nd cycle****Diary recount** of trip to Buenos Aires(Cold write)**Travel Brochure** on the Grand Buenos Aires Hotel(Extended write)**3rd cycle****Instructions** on how to run a restaurant(Cold write)**A Formal letter** complaining about the experience of a trip to the Grand Buenos Aires Hotel(Extended write) | **Book Focus: Flossie’s War Diary****1st cycle****Setting description** of a town before and after WW2**Narrative** on a soldier’s adventure during WW2(Extended write)**Book Focus: Childhood in the 50s****2nd cycle****Re-tell** of someone’s day, noticing the issues facing Britain(Cold write)**Persuasive text** on how to improve Britain(Extended write)**Book Focus: Granny came here on the Windrush****3rd cycle****Diary** of an immigrant who came on Empire Windrush(Extended write) | **Video Focus: Francis****1st cycle****Formal letter** inviting Francis to Quetico national park(Cold Write)**Descriptive narrative** on Francis’ trip to Quetico National Park(Extended write)**Book Focus: The story of Rock, Paper, Scissors****2nd cycle****Character description** of characters in book(Cold write)**Retell** of characters story(Extended write)**Book Focus: Rainforest poems****3rd cycle****Balanced argument** on chopping down the rainforest(cold write)**Rhyming couplets poem** on the rainforest(Extended write) |
| **Science** | **Electricity (Physics)**This unit begins with a look at Thomas Edison and Nikola Tesla. The children then learn circuit symbols, and construct some of their own circuit diagrams. The idea of complete and broken circuits is taught using the ‘Energy Stick’. Voltage is then studied which leads into the children planning and conducting their own investigation around the relationship between the brightness of bulbs and wire length. Children also plan and design their own circuit to send Morse code messages to each other. | **Evolution and inheritance (Biology)**In the unit ‘Evolution and Inheritance’, we learn about how offspring inherit physical attributes from their parents. We learn about Darwin’s theory of evolution and natural selection. The children investigate the idea of this with the ‘Battle of the Beaks’ lesson, where they use apparatus to simulate different beaks. The unit ends with a look at how humans have evolved over time, comparing their physicality and skeletons. | **Living things and their habitats (Biology)**This is a unit that the children study to some degree in every year group throughout Key Stage 2. In Year 6, we begin by looking at what an organism is and revisiting the acronym MRS NERG (first introduced in Year 2) to provide the criteria for this. We revise groups of living things, before building on previous study from Year 4 by using classification keys specifically to classify different species of an animal (we focus on different species of frogs). We extend this by creating our own classification keys. The unit ends with a focus on life cycles of different animal groups. | **Light (Physics)**The children learn about light. They begin by learning that light travels in straight lines and reflects from objects. We then investigated how shadows are formed, building on vocabulary learnt in Year 3, such as transparent, translucent and opaque. Before investigating how shadows change over time throughout the day, the children learn about refraction before finishing the unit with the light spectrum. | **Animals including humans (Biology)**Here, the unit ‘Animals including humans’ begins with study of the different systems of the human body including the digestive system, skeletal system and the muscular system. There is then an age-related shift to a focus on circulation and the heart. To help children visualise and understand this concept we act out the process of respiration using drama. This is built upon by investigating the effect of exercise on heart rate which incorporates mathematical skills as the children create their own line graphs. The unit ends with a look at how we can lead healthy lives, focusing on the effects of substances such as alcohol on the body and the need for a balanced diet. |
| **Working scientifically – Taught throughout all topics in science**Asking questions, setting up enquiries, making observations gathering information, recording and reporting findings, drawing conclusions pattern identification, using evidence to answer questions |
| **History** | **Peace for our time**In Year 6, our pupils study World War 2, predominantly from a child’s perspective (linking to the novel ‘Goodnight Mister Tom’). To understand the chronology of the war, the children first complete a timeline which places key events in order. Many of the sessions that follow are based on these key events. The unit includes a trip to Stockport Air Raid Shelters, which allows the children to handle primary sources and gain a first-hand experience of conditions at the time. This builds the children’s empathy skills. They also learn about key figures, key dates and key events in British history. Throughout the unit, the children consolidate their art skills due to the wide variety of history lessons. The ‘Fantastic Finish’ involves the children preparing their own street party to celebrate Britain’s victory (VE Day). |  | **Rebuilding Britain**Rebuilding Britain is a fascinating history topic all about Britain after WW2, following on from our previous history unit; Peace For Our Time . This unit allows children to build on their prior learning of WW2 and also learn about how Britain recovered from the devastating effects of war. This includes understanding how immigration to the UK changed, the introduction of the National Health Service and how the government planned the development of new towns and cities. |
| **Geography** |  | **Don’t cry for me… Argentina!**The weekly sessions begin with key map skills, identifying oceans, continents and countries of South America before focusing specifically on Argentina as a Spanish-speaking country. The children compare Argentina’s human geography to that of the UK throughout these sessions, utilising knowledge gained from their study of Spain in Year 5. The English writing focuses on the Amazon rainforest (recalling prior learning from Year 4’s ‘Beneath the canopy’ topic and linking to the class novel ‘The Explorer’) before advancing to work around Buenos Aires, capital of Argentina. The ‘Fantastic Finish’ involves the children experiencing a ‘Culture afternoon’ where they experience the food, drink, music and dance of Argentina. |  |
| **Art** | **Painting – Captain Albert Richards**In Autumn 1, the children spend some time studying the work of Captain Albert Richards, a war artist from Liverpool who was killed in action during World War 2. They begin by learning some key facts about Richards and compare his work to that of L. S. Lowry (also a WW2 artist who they studied in Year 5). The children study some of his paintings and analyse them before practising some of his techniques, including perspective (that they also focused on in Year 5). Finally, the children produce one of his pieces. |  |  | **Drawing and illustration - Nate Williams**This unit focuses on the 6 main elements of art. The children learn about shape, line, colour, pattern, tone and texture. The unit is planned in such a way that the children are taught about two of the elements in one session before applying them in completing a piece of artwork inspired by Argentina-based artist/illustrator Nate Williams in the following session. | **You’re Hired! (Business Enterprise Challenge)**This term-long cross-curricular project incorporates Art, DT and Computing skills. The children are briefed with the task of raising money to fund part of their end-of-year celebratory trip, or to donate to a charity (academy choice). In order to do this, the children learn about enterprise first and foremost. They then start to operate their own business, operating day-to-day within their academy (e.g. selling toasties, ice pops etc.). This element can be adapted to meet the needs and context of our academies. They use the profits made from this to produce their own enterprise products, which are then merchandised and sold at the ‘Summer Fayre’. In addition to selling their products, the fayre can contain other stalls that the children can organise too such as a tombola, raffle etc.**Art**The children practise their art skills by exploring and developing enterprising ideas as well as investigating and making arts and crafts products. They will create visually appealing and effective signage for their stalls, marketing materials such as posters, and logos for their ‘mini-businesses’.**DT**The children practise their DT skills by exploring and developing enterprising ideas as well as investigating and making a variety of high-quality products with a range of tools. This is very much dependent on the ideas that the children come up with and will vary year on year.**Computing**The internet will be a powerful tool used for researching enterprising ideas. A spreadsheet will be used to monitor expenditure and profit. Publishing software may be used to help produce marketing materials such as posters and name badges and price tags for the ‘mini-businesses’. |
| **DT** |  | **Modelling – Anderson Shelters**During this unit of work, the children design and make an Anderson shelter when they reach the point of ‘Goodnight Mister Tom’ where William builds an Anderson shelter himself. They draw what their shelter might look like from given research; construct it using a range of media (wood/cardboard/tissue paper etc.); and then evaluate the strategies used to consider how the models could have been improved. | **Textiles - Weaving**Building on the Tudor rose that the children sewed with a variety of stitches in Year 5, the children weave a tapas placement having been given a task brief from ‘The Range’ and having researched Argentine textiles and patterns. They use a paper plate as their loom, which is decorated in appropriate colours and patterns. This is then followed by some circular weaving in the centre of the plate. Finally, the product is evaluated, and the children consider how their products could have been improved. |  |
| **Computing** | **Online Safety (2) Unit 6.2**The children learn about the dangers they may face online and how they should respond to these, about their digital footprint, and the importance of managing their own screen time.**Networks (3) Unit 6.6**This short unit looks at how networks work – in terms of basic equipment, a LAN, a WAN, the internet and the world wide web. | **Coding (6) Unit 6.1 Crash Course**This unit reintroduces the students to using 2Code on Purple Mash. They are taught how to use the 2Code interface before focusing more specifically on repetition commands, ‘if’ statements and variables. The unit concludes with the children designing their own game that uses each of these skills. | **Text Adventures (5) Unit 6.5**In this unit, students learn about what a text adventure is and plan their own text adventure using 2Connect. They then use 2Create a Story to turn their plan into a fully functioning text adventure that gives the reader choices to make throughout. Previous learning from Autumn 2 on 2Code helps children to understand the coding elements involved in this. | **Blogging (5) Unit 6.4**Students are taught what a blog is in this unit. They identify the features of a blog, and create their own success criteria, before learning how to make their own blog using 2Blog. They then use the blog that they have written in their Writing lessons (English books) to make their first official blog post. | **During the ‘You’re Hired!’ topic…**The internet will be a powerful tool used for researching enterprising ideas. A spreadsheet will be used to monitor expenditure and profit. Publishing software may be used to help produce marketing materials such as posters and name badges and price tags for the ‘mini-businesses’. |
| **RE** | **How does faith enable resilience?**In this unit, children study how faith can help people through difficult times in their lives. | **Christmas in the Gospels: why do Christians believe that Jesus is the Messiah?**This unit helps children understand how the gospel leads people to believe that Jesus is the Messiah. | **Is it better to express your religion in arts and architecture or in charity and generosity?** This unit helps children explore how religion can be expressed and asks children to evaluate the best way to express religion. | **How and why do some people inspire others?**In this unit, children look at famous historical and religious figures and begin to understand why they inspired so many people. | **What does faith look like in Oldham? What will make Oldham a more respective place?**This unit gets children to explore their local community, investigating and understanding the diverse community we live in. | **If God is everywhere, why go to a place of worship?**In this unit, children learn about the different holy places for different religions and why these places are special to people. |
| **PSHE** | **Rights and Responsibilities**Children move on from just looking at the school rules and why they are important and move onto rights and responsibilities. They re-visit some of the respect objectives and then move on to learning about diversity, how it has a positive impact on society and how they can use their knowledge of respect and apply it in different ways. Diversity is a key element of SMSC and the British Values too. | **Changes**Children focus on changes and how they are a fact of life. They will talk about difficult experiences they have experienced in life and how they can/cannot be changed and why. Along with this they will discuss coping with difficult changes and how they can make themselves and others feel better. Then they will look into how family situations could change for some and how this can make people feel. Finally, they will think about how all these changes or worries can contribute to having mental ill health and how to seek appropriate help when this is the case. | **Healthy relationships**Children will learn more about boundaries and what is appropriate in friendships and relationships with others. Within this, they will also look at digital boundaries and what a healthy and unhealthy relationship might look like online. They will also learn about the difference between appropriate and inappropriate touch and develop the vocabulary to report a concern to others. | **Aspirations**In this unit, children look in greater detail at themselves and what they have achieved. In the goals session, they will gain more understanding of what they need to acquire e.g. education/skill wise to achieve their goal. | **Business enterprise and Economic awareness**In Year 6 children move onto to look into needs vs wants when spending money. They also look deeper into budgeting and put it to practical use within their business enterprise project. Furthermore, they are taught about financial dilemmas and debt. Finally, they also look at peer pressure from others when it comes to money. | **Moving forward**In this unit children will focus on their feelings about going to secondary school and the truths and myths that surround this. They will also look in more detail at their friendships and how these might change as they move to different secondary schools. |
| **PE** | **Gymnastics**In Gymnastics, children will be learning how to travel and link action, roll, balance and make shapes with their bodies. They will also be using apparatus to learn how to perform different jumps. Through this unit, children will be applying skills learnt in prior years in a performance setting. | **Dance**Throughout this unit, children will identify and practise the patterns and actions in a variety of dance styles. They will demonstrate an awareness of the music’s rhythm and phrasing when improvising. They will create a dance that represents a dance style. Finally, they will perform and analyse their own and others’ performance. | **Bench ball**Throughout this unit children will apply previous skills learnt including passing, travelling and possession. They will also learn how to perform and apply a variety of skills and techniques confidently, consistently and with precision. Finally, they will take part in competitive games with a strong understanding of tactics and composition. | **Handball**Throughout this unit children will apply previous skills learnt including passing, travelling and possession. They will also learn how to perform and apply a variety of skills and techniques confidently, consistently and with precision. Finally, they will take part in competitive games with a strong understanding of tactics and composition. | **Orienteering**In this unit children will: orientate themselves with confidence an accuracy around an orienteering course under pressure, design an orienteering course that can be followed and offers challenge to others and use navigation equipment (maps, compasses etc.) to improve the trail. They will also: use clear communication to effectively complete a particular role in a team, compete in orienteering activities both as part of a team and independently and use a range of map styles and make an informed decision on the most effective. Finally, they will learn to communicate clearly, perform competitively and evaluate their own performances. | **Athletics**In this unit children spend time revising and consolidating prior skills learnt before focusing on applying these skills in a competitive environment. Children will evaluate their performances and change aspects to improve when competing in the future.. |
| **Football**Through this unit, children will learn how to pass, travel and shoot with a ball in football. They will develop their skills to successfully pass a ball with speed and accuracy in competitive games. They will also apply different attacking and defending tactics in game situations to improve their chances of winning.  | **Netball**Throughout this unit children will apply previous skills learnt including passing, travelling and possession. They will also learn how to perform and apply a variety of skills and techniques confidently, consistently and with precision. Finally, they will take part in competitive games with a strong understanding of tactics and composition. | **Tennis** During this unit children will learn and apply key skills involving striking a ball, using space and following tactics and rules. Children will use the following skills to compete/perform where they will apply a variety of skills and techniques confidently, consistently and with precision.  | **Rounders**During this unit children will learn and apply key skills involving striking a ball, using space and following tactics and rules. Children will use the following skills to compete/perform where they will apply a variety of skills and techniques confidently, consistently and with precision. |
| **MFL (Spanish)** | **Extra teaching Units** **Fonetica (Alphabet/Phonics) (lesson 1 - 4)**During this half term, pupils will learn all about key phonics and key words such as days of the week, months of the year, numbers, greetings and colours. They will also learn about the culture and traditions in Spain as well as the countries where Spanish is mostly spoken.**Extra teaching Units** **(Regular verbs) (lesson 3 and 4 I eat…I live)** Pupils will focus on personal/subject pronouns and verb stems before learning how to conjugate regular verbs in Spanish. **Intermediate Language unit** **(At the café)**Pupils begin to grasp basic grammar concepts (gender, determiners, and plurality). | **Extra teaching Units (Grammar)** **(Irregular verbs)**Pupils will focus on personal/subject pronouns before learning how to conjugate four high frequency irregular verbs in the foreign language. To have, to be, to go and to do. | **Intermediate Language unit** **La fecha (What is the date?)**Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish. | **Intermediate Language unit** **Mi casa (My home)**By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses. | **Progressive Language Units** **En el colegio(At school)**In this unit pupils will learn the nouns and determiners/definite articles for ten school subjects in Spanish. They will also learn how to conjugate the verb ‘to study’, an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time / day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit. | **Progressive Language Units** **El fin de semana (The weekend)**In this unit pupils will learn ten phrases for activities they may do at the weekend in Spanish. They will also be presented with further extension on telling the time and opinions / justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit. |
| **Music** | Britain in the twentieth Century**Exploring pitch and accompaniments***Can we play simple chordal accompaniments to songs?*Singing; NotationHey Mr MillerYesterdayYellow SubmarineShe loves youIn the mood – Glen Miller12 – bar chord progressionWe explore the music of Glen Miller in historical context. We learn about triads and play C,F and G chords using boomwhackers and GarageBand to accompany simple wartime and Beatles’ songs. We learn about the 12-bar blues progression and play along to it. We compose our own 12-bar chord progressions using GarageBand on ipads.We revise reading pitch notation on the treble clef and play simple Beatles’ melodies using staff notation. | Where in the World?**Exploring musical styles***Can we create our own calypso rhythms?**Can we write our own pentatonic melody?*Playing; Improvising and Composing; NotationYellow BirdAny time you need a calypsoCoconut TreeHere’s a Japanese scaleTrinidad Steel BandSamba bandJapanese pentatonic musicPentatonic compositionWe explore calypso and samba music. We learn about syncopation and we sing calypso songs adding syncopated ostinato accompaniments.We create our own samba music which includes a basic samba rhythm, breaks, copycat, call and response and ending. Children create their own sambas in groups.We create, notate (using staff notation) and perform our own pentatonic melodies in pairs. | Pictures at an Exhibition**Exploring Composition**Can we create our own composition inspired by art?Listening; Improvising and composingThe Great Gate of Kiev – MussorgskyOwn Pictures at an Exhibition compositionsWe listen to the music of Mussorgsky and draw a picture of what we think the music depicts. We look at the work of LS Lowry and compose music to match his art. In groups, we compose music to match pictures to create our own ‘Pictures at an Exhibition’ | Transition Project**Exploring Composition***Can we create our own school leaver’s rap using GarageBand?*Improvising and composing; Music TechnologyThe Human Drum KitRap music – Drake/Will.i.amLeavers’ RapThe children use Smart Drums, guitar, bass guitar and keyboard on GarageBand to create their own band track. They compose Leavers’ raps using the microphone to the band track to share with the class. They may add other instruments using GarageBand into their performance. |