

Year 6
Music
Autumn 1
Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)

Previous learning

Looping and remixing

Perform a looped body percussion rhythm; keeping in time with their group.
Use loops to create a whole piece of music, ensuring that the different aspects of music work together.
Play the first section of 'Somewhere Over the Rainbow' with accuracy.
Choose a suitable fragment of music and be able to play it along to the backbeat.
Perform a piece with some structure and two different loops.

In this unit the children will learn to:

Engage in discussion about the sounds of an orchestral piece.
Have a selection of varied vocabulary in response to what they hear.
Change dynamics and pitch, differentiating between the two.
Take the role of conductor or follow a conductor.
Change texture within their group improvisation and talk about its effect.
Create a graphic score to represent sounds.
Follow the conductor to show changes in pitch, dynamics and texture.

Substantive Knowledge in Music

To know that the conductor beats time to help the performers work well together.

To understand that improvisation means making up music 'on the spot'.

To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.

To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.

Disciplinary knowledge in Music

Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.

Using musical vocabulary correctly when describing and evaluating the features of a piece of music.

Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.

Improvising coherently and creatively within a given style, incorporating given features.

Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.

Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.

Recording own composition using appropriate forms of notation and/or technology.

Constructively critiquing their own and others' work,

	<p>using musical vocabulary.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>
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Lesson 1	Exploring Fingal's Cave
	<ul style="list-style-type: none"> To appraise the work of a classical composer (Felix Mendelssohn).
Lesson 2	Making waves: Pitch and dynamics
	<ul style="list-style-type: none"> To improvise as a group, using dynamics and pitch.
Lesson 3	Making waves: Texture
	<ul style="list-style-type: none"> To improvise as a group, using texture.
Lesson 4	Group compositions
	<ul style="list-style-type: none"> To use knowledge of dynamics, texture and pitch to create a group composition.
Lesson 5	We are waves
	<ul style="list-style-type: none"> To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.

Vocabulary
Audio/video, depicting, texture, pitch, dynamics, conductor, improvisation, notation, graphic score, composition, practising, group work, ensemble

<p>Year 6 Music Autumn 2 Songs of World War 2</p>
Previous learning

Engage in discussion about the sounds of an orchestral piece.
 Have a selection of varied vocabulary in response to what they hear.
 Change dynamics and pitch, differentiating between the two.
 Take the role of conductor or follow a conductor.
 Change texture within their group improvisation and talk about its effect.
 Create a graphic score to represent sounds.
 Follow the conductor to show changes in pitch, dynamics and texture.

In this unit the children will learn to:

Use musical and comparative language in discussion.
 Follow the melody line.
 Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.
 Sing the correct words at the correct time.
 Recall the counter-melody line.

Substantive Knowledge in Music	Disciplinary knowledge in Music
<p>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.</p> <p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>A 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</p> <p>Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>

Lesson 1	Singing for victory
	<ul style="list-style-type: none"> To use musical vocabulary to identify features of different eras of music
Lesson 2	The White Cliffs of Dover
	<ul style="list-style-type: none"> To improve accuracy in pitch and control, singing with expression and dynamics
Lesson 3	Pitch up
	<ul style="list-style-type: none"> To identify pitches within an octave when singing
Lesson 4	Harmonise
	<ul style="list-style-type: none"> To use knowledge of pitch to develop confidence when singing in parts
Lesson 5	Let's notate
	<ul style="list-style-type: none"> To be able to notate a melody using pitches up to an octave
Vocabulary	
Music morale, Britain, troops, frontline, Vera Lynn, contrast, tempo, higher and lower, diaphragm, melody, phrase, graphic	

Year 6 Music Spring 1 Film music
Previous learning
Songs of WW2 Use musical and comparative language in discussion. Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody line.
In this unit the children will learn to: Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics, and use these to explain and justify their answers.

Give reasonable and thought-out suggestions for what different graphic scores represent.
 Use their body, voice and instruments to create sounds to represent a given theme.
 Create a musical score to represent a composition.
 Interpret their graphic score and perform their composition appropriately with their group.
 Create sounds that relate to the scene of a film.

Substantive Knowledge in Music	Disciplinary knowledge in Music
<p>To know that a film soundtrack includes the background music and any songs in a film.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p>	<p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Recording own composition using appropriate forms of notation and/or technology.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p>

Lesson 1	Soundtracks
	<ul style="list-style-type: none"> To appraise different musical features in a variety of film contexts
Lesson 2	Scenes and sounds
	<ul style="list-style-type: none"> To identify and understand some composing techniques in film music

Lesson 3	Following the score
	<ul style="list-style-type: none"> To use graphic scores to interpret different emotions in film music
Lesson 4	Composing for film
	<ul style="list-style-type: none"> To create and notate musical ideas and relate them to film music
Lesson 5	The soundtrack
	<ul style="list-style-type: none"> To play a sequence of musical ideas to convey emotion
Vocabulary	
Accelerando body percussion brass characteristics chords chromatics clashing composition convey crescendo descending dynamics emotion imagery	

Year 6 Music Spring 2 Theme and variations (Theme: Pop Art)	
Previous learning	
Film music Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics, and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and perform their composition appropriately with their group. Create sounds that relate to the scene of a film.	
In this unit the children will learn to: Perform rhythms confidently either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make reasonable suggestions for which instruments can be matched to which pieces of art. Recall the names of several instruments according to their orchestra sections. Keep the pulse with the body percussion section and sing with control and confidence. Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. Draw the rhythms accurately and show a difference between each of their variations. Showcase creativity in the finished product.	
Substantive Knowledge in Music	Disciplinary knowledge in Music
To know that a 'theme' is a main melody in a piece of music.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the

<p>To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</p> <p>To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p>	<p>impact of different composers on the development of musical styles</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p>
<p>Lesson 1</p>	<p>Pop Art and music</p> <ul style="list-style-type: none"> To explore the musical concept of theme and variations
<p>Lesson 2</p>	<p>The Young Person's Guide to the Orchestra</p> <ul style="list-style-type: none"> To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'

Lesson 3	Learning the theme
	<ul style="list-style-type: none"> To use complex rhythms to be able to perform a theme
Lesson 4	Exploring rhythms
	<ul style="list-style-type: none"> To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time
Lesson 5	Picturing Pop Art
	<ul style="list-style-type: none"> To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.
Vocabulary	
3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch pizzicato, pulse, quaver	

Year 6 Music Summer 1 Baroque (Pre-classical)	
Previous learning	
Theme and variations (Theme: Pop Art) Perform rhythms confidently either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make reasonable suggestions for which instruments can be matched to which pieces of art. Recall the names of several instruments according to their orchestra sections. Keep the pulse with the body percussion section and sing with control and confidence. Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. Draw the rhythms accurately and show a difference between each of their variations. Showcase creativity in the finished product.	
In this unit the children will learn to: Define some key features of Baroque music, including recitative, canon, ground bass and fugue. Take part in a vocal improvisation task based on Baroque recitative. Play several parts of a canon using staff notation, with or without letter names. Compose a ground bass melodic ostinato. Notate a ground bass pattern using staff notation. Name some well-known Baroque composers and describe what musical features they were known for. Learn a fugue part by reading staff notation, with or without note names. Perform a fugue.	
Substantive Knowledge in Music	Disciplinary knowledge in Music
To know that music in which very similar parts are introduced one by one to overlap is called a canon. To know that a canon is a musical structure or	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

<p>'form' in which an opening melody is imitated by one or more parts coming in one by one.</p> <p>To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon.</p> <p>To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p> <p>To know that ground bass is a repeating melody played on a bass instrument in Baroque music.</p>	<p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing a solo or taking a leadership role within a performance (some children).</p>
<p>Lesson 1</p>	<p>Monteverdi and the invention of opera</p> <ul style="list-style-type: none"> To understand the importance of Monteverdi in the history of opera.
<p>Lesson 2</p>	<p>Johann Pachelbel and the canon</p> <ul style="list-style-type: none"> To read and play a canon from staff notation.

Lesson 3	Henry Purcell and the ground bass
	<ul style="list-style-type: none"> To demonstrate an understanding of Baroque music features when composing.
Lesson 4	J S Bach and the fugue
	<ul style="list-style-type: none"> To combine knowledge of staff notation and aural awareness to play a fugue.
Lesson 5	George Frideric Handel and the oratorio
	<ul style="list-style-type: none"> To apply their understanding of fugue structure when performing with others.
Vocabulary	
Baroque, bass, clef, canon, fugue, ground bass, opera, oratorio, polyphonic, recitative	

**Year 6
Music
Summer 2
Composing and performing a 'Leavers' song**

Previous learning

Baroque

Define some key features of Baroque music, including recitative, canon, ground bass and fugue.
 Take part in a vocal improvisation task based on Baroque recitative.
 Play several parts of a canon using staff notation, with or without letter names.
 Compose a ground bass melodic ostinato.
 Notate a ground bass pattern using staff notation.
 Name some well-known Baroque composers and describe what musical features they were known for.
 Learn a fugue part by reading staff notation, with or without note names.
 Perform a fugue.

In this unit the children will learn to:

Identify and evaluate the musical features of a song.
 Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.
 Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.
 Fit an existing melody over a four-chord backing track.
 Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.
 Record melodies using letter notation.
 Perform the leavers' song with confidence.

Substantive Knowledge in Music

Disciplinary knowledge in Music

To know that a chord progression is a sequence of chords that repeats throughout a song.

To know that a melody can be adapted by changing its dynamics, pitch or tempo.

Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.

<p>To know that chord progressions are represented in music by Roman numerals.</p>	<p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions</p>
<p>Lesson 1</p>	<p>A single year</p> <ul style="list-style-type: none"> To listen to and describe music
<p>Lesson 2</p>	<p>Writing chorus lyrics</p> <ul style="list-style-type: none"> To write lyrics for a song
<p>Lesson 3</p>	<p>Writing verse lyrics</p> <ul style="list-style-type: none"> To organise lyrics into a song structure

Lesson 4	Backing track
	<ul style="list-style-type: none"> • To use vocal improvisation and known melodies against a backing track
Lesson 5	Creating a melody
	<ul style="list-style-type: none"> • To compose a melody
Lesson 6	The final piece
	<ul style="list-style-type: none"> • To compose a verse melody
Vocabulary	
Baroque, bass, clef, canon, fugue, ground bass, opera, oratorio, polyphonic, recitative	