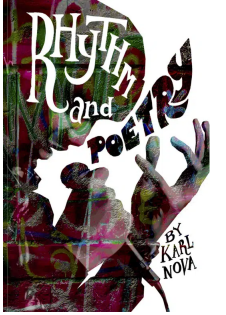


Year 6 – Music Overview



Topic	Dynamics, pitch and tempo (Theme: Fingal's Cave by Mendelssohn)	Advanced rhythms	Songs of World War 2	Film music	Themes and variations (Theme: Pop Art)	Composing and performing a leavers' song
Linked Books	  	  	  	  	  	  

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<p>Prior learning</p>	<p>To understand the history of musical theatre                  To identify character songs and action songs                  To create a musical theatre scene                  To rehearse a musical theatre scene                  To perform a musical theatre scene</p>	<p>To develop an understanding of the Kodaly music method                  To strengthen the feeling of pulse when working with rhythmic patterns                  To explore rhythmic patterns in order to build the sense of pulse                  To use knowledge of rhythm to create own composition                  To use knowledge of rhythmic notation to notate own composition</p>	<p>To apply work of a classical composer (Felix Mendelssohn)                  To improvise as a group, using dynamics and pitch                  To improvise as a group, using texture                  To use knowledge of dynamics, texture and pitch to create a group composition                  To use teamwork to create a group composition featuring changes in texture, dynamics and pitch</p>	<p>To use musical vocabulary to identify features of different eras of music                  To improve accuracy in pitch and control, singing with expression and dynamics                  To identify pitches within an octave when singing                  To use knowledge of pitch to develop confidence when singing in parts                  To be able to notate a melody using pitches up to an octave</p>	<p>To develop an understanding of the Kodaly music method                  To strengthen the feeling of pulse when working with rhythmic patterns                  To explore rhythmic patterns in order to build the sense of pulse                  To use knowledge of rhythm to create own composition                  To use knowledge of rhythmic notation to notate own composition</p>	<p>To appraise different musical features in a variety of film contexts                  To identify and understand some composing techniques in film music                  To use graphic scores to interpret different emotions in film music                  To create and notate musical ideas and relate them to film music                  To play a sequence of musical ideas to convey emotion</p>
<p>Artist/designer /composer</p>	<p>Steve Reich: Clapping Music (1972)</p>	<p>Felix Mendelssohn: Hebrides Overture (Fingal's Cave)</p>	<p>Composed and lyrics by Felix Powell, performed by Sarah Frecknall: Pack Up Your Troubles                  Composed by Hughie Charles, lyrics by Hughie Charles and Ross Parker, performed by Sarah Frecknall: We'll Meet</p>	<p>John Barry: Main theme from James Bond                  Elgar: Pomp and Circumstance Military March</p>	<p>Benjamin Britten: The Young Person's Guide to the Orchestra</p>	<p>Take That: Never Forget                  Randy Newman: You've Got a Friend In Me (from Toy Story)                  The Beatles: With A Little Help From My Friends                  Lukas Graham: Once I was In Year One</p>

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			<p>Composed by Walter Kent, and lyrics by Nat Burton, performed by Sarah Frecknall: The White Cliffs of Dover                  Julie Andrews: "Do-Re-Mi" - The Sound of Music</p>			<p>(adapted from Seven)                  S Club 7: Reach                  Axis of Awesome: Clean</p>
<p>Substantive knowledge</p>	<p>To develop an understanding of the Kodaly music method                  To strengthen the feeling of pulse when working with rhythmic patterns                  To explore rhythmic patterns in order to build the sense of pulse                  To use knowledge of rhythm to create own composition                  To use knowledge of rhythmic notation to notate own composition</p>	<p>To appraise the work of a classical composer (Felix Mendelssohn)                  To improvise as a group, using dynamics and pitch                  To improvise as a group, using texture                  To use knowledge of dynamics, texture and pitch to create a group composition                  To use teamwork to create a group composition featuring changes in texture, dynamics and pitch</p>	<p>To use musical vocabulary to identify features of different eras of music                  To improve accuracy in pitch and control, singing with expression and dynamics                  To identify pitches within an octave when singing                  To use knowledge of pitch to develop confidence when singing in parts                  To be able to notate a melody using pitches up to an octave</p>	<p>To appraise different musical features in a variety of film contexts                  To identify and understand some composing techniques in film music                  To use graphic scores to interpret different emotions in film music                  To create and notate musical ideas and relate them to film music                  To play a sequence of musical ideas to convey emotion</p>	<p>To know that a 'theme' is a main melody in a piece of music.                  To know that 'variations' in music are when a main melody is changed in some way throughout the piece.                  To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.                  To understand that representing beats of silence or 'rests' in written music is important as it</p>	<p>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.                  To know that chord progressions are represented in music by Roman numerals.</p>

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					helps us play rhythms correctly.	
Skills	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.	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.	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.	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.	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.	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
Listening	Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Use 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.	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect.	Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.	Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.	Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.



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			<p>effect</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p>	<p>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>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>	
Composing	<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 and incorporating.</p> <p>Constructively critique their own and others'</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</p>	<p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</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 and incorporating.</p> <p>Constructively</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</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</p>

Year 6 – Music Overview



	work, using musical vocabulary.	variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary.		critique their own and others' work, using musical vocabulary.	melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary.	original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary.
Performing	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and	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. Performing a solo or taking a leadership role within a performance.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and	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. Performing with accuracy and fluency from graphic and staff notation and	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and

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	communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.	Performing with accuracy and fluency from graphic and staff notation and from their own notation.	comr with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.	from their own notation.	communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.	communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation.
New Vocabulary	bar, beats, chant, crotchet, crotchet rest, inter-related dimensions of music, Kodaly, minim, music critic, notate, pulse, quaver, rhythm, rhythmic canon, rhythmic elements, rhythmic notation, rhythmic patterns, SH, syllable, Ta, TiTi, unison	classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture	accuracy, backing track, compare, contrast, complement, control, counter-melody, diaphragm, dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, morale, notate, octave, parts, performance techniques, phrase, phrasing, pitch, purpose, score, Solfa, Solfa ladder, tempo	accelerando, Body percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise, interpret, interval, major, melodic, melody, military, minor, modulate, musical, orchestral, pitch, polished, sequence, solo, soundtrack, symbol,	3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind	allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, structure, upbeat, verse

# Year 6 – Music Overview



				timpani, tension, texture, tremolo, unison, urgency		
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