**Year 6 Music Curriculum – Autumn Term**

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| **Theme: Pulse** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
* improvise and compose music for a range of purposes using the inter-related dimensions of music.
* listen with attention to detail and recall sounds with increasing aural memory.
* use and understand staff and other musical notations.
* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

develop an understanding of the history of music. | **Keyword** | Definition  | **Paired quavers** | two quavers, half a beat each which together equals 1 beat | **PSHE** – **History –** **English** – **Science –**  |
| **Crotchet** | a 1 beat note | **Pentatonic** | A five note scale Eg Major pentatonic C, D, E, G, A or Minor pentatonic: A, C,D, E, G |
| **Crotchet rest** | a 1 beat rest | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece ofmusic |
| **Drone** | A sustained sound, which could be a single note or a chord. | **Rhythm** | The pattern of sounds played through time, formed by a series of notes |
| **Dynamics** | How loudly or softly to play a part or piece of music(p = piano / softly pp = pianissimo / very softly f = forte / loudly ff = fortissimo / very loudly) | **Semibreve** | a 4 beat note |
| **Improvise** | Composing music while performing it without notation | **Semiquaver** | a note worth 1⁄4 of a beat so 4 played together equal a crotchet beat |
| **Minim** | a 2 beat note | **Tempo** | the speed at which a piece of music is played |
| **Ostinato** | A repeated musical phrase or rhythm | **Time signature** | two numbers that sit on top of each other to specify how many beats arecontained in each musical bar, and which note value is equivalent to a musical beat. |
| **Triplets** | 3 note pattern that equals the same duration as 1 crotchet beat |  |  |
| **Prior Learning:**Pulse- Year 5 | **Future Learning:**N/A |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. Play confidently, identifying and maintaining a strong sense of pulse and recognise when going out of time.
 | * In this lesson, children will listen to pieces which are in unfamiliar time signatures. They will then explore these time signatures using a range of body percussion patterns.
 | * Further understand crotchets and their equivalent rests
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| 1. Play confidently, identifying and maintaining a strong sense of pulse and recognise when going out of time.
 | * In this lesson, children will begin working in small groups to compose and play their own rhythms with a steady and consistent pulse. This will be expanded with the whole class producing a short performance, using their composed rhythms and conducted by the teacher.
 | * Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
* Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
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| 1. Play in regular (2/4,3/4, 4/4)  and irregular (5/4) timings
 | * In this lesson, children will watch Anna Meredith’s body percussion piece to gain inspiration for how the body can be used to create a range of sounds. Children will then work in groups to create their own body percussion rhythms which will be brought together as a whole class piece.
 | * Create music with multiple sections that include repetition and contrast.
* Compose a ternary piece and discuss how musical contrasts are achieved.
* Make decisions about dynamic range
* Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
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| 1. Maintain an independent part in a group when singing or playing with an awareness of other parts / performers
 | * In this lesson, children will listen to the BBC Ten pieces version of Mars and use rhythms and ideas from this piece to create their own composition. They will explore a range of parts that include the percussion rhythm from the song and a suitable drone. HAPs will have the opportunity to create a tuned ostinato to incorporate into their group’s performance.
 | * Compose melodies made from pairs of phrases in G minor
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| 1. Maintain an independent part in a group when singing or playing with an awareness of other parts / performers
 | * In this lesson, children will work in small groups to compose their own rhythms and ostinatos to produce their own final piece, using the same format as last lesson’s piece. They will have to work together to ensure that there is an established range of dynamics, order and a clear start and finish to the piece. Group performances will be recorded.
 | * Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.
* Enhance composed melodies with rhythmic or chordal accompaniment.
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| 1. Share opinions about my own and others’ music and be willing to justify these using musical vocabulary.
 | * In this lesson, children will assess and give feedback about their own and their peer’s performances, making observations from the recordings made in the last lesson.
 | * Plan and compose an 8 or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.
* Enhance composed melodies with rhythmic or chordal accompaniment.
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| **Themes and links** |
| **Music themes** | **Where these are covered:** | **Links across the Music curriculum** |
| **Pitch** |  |

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| **EYFS** | Understanding the World |
| **1** | Pulse |
| **2** | Pulse |
| **3** | Pulse |
| **4** | Pulse |
| **5** | Pulse |

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| **Dynamics** | * Lesson 5
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| **Tempo** | * Lessons 1 and 2
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| **Composition** | * Lessons 2, 3, 4, 5 and 6
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