**Year 6 Music Curriculum – Autumn Term**

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| **Theme: Voice** | | | | | | | | | |
| **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 | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Legato** | smooth / long - the opposite of staccato | **Pitch** | how high or low a note is | | |
| **Dynamics** | the volume of sound | **Scale** | a set of musical notes ordered by pitch | | |
| **Rallentando** | gradually getting slower | **Rhythm** | The pattern of sounds played through time, formed by a series of notes | | |
| **Lyrics** | the words of a song | **Graphic score** | the representation of music through the use of visual symbols | | |
| **Stave (or staff)** | a set of 5 horizontal lines and 4 spaces used for standard notation to show  the pitch of the notes | **Tempo** | the speed at which a piece of music is played. | | |
| **Staccato** | Short and spiky, the opposite of Legato. | **Verse and Chorus** | Music composed in alternating sections Verse/Chorus/Verse/Chorus/  where the verse will change words but the chorus will stay the same | | |
| **Melody** | A group of notes played one after another to make a tune | **Harmony** | A musical effect created by a combination of tones or arrangement of multiple parts | | |
| **Unison** | Playing or singing the same notes together, at the same pitch |  |  | | |
| **Prior Learning:**  Voice- Year 5 | | | | | **Future Learning:**  N/A | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Read and write graphic scores and perform sung interpretations of different pitches. | | * In this lesson, children will work in pairs to interpret some graphic scores. They will then create and perform their own graphic scores. | | | | | * Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance whilst observing rhythm, phrasing, accurate pitching and appropriate style. * Continue to sing three- and four-part rounds or partner songs whilst positioned randomly within the group to develop greater listening skills, balance between parts and vocal independence. | | |
| 1. Experiment with and refine sounds and pitches with my voice. | | * In this lesson, children will learn what a scale is. They will use a solfa staircase to create their own melodies for a short piece. They will then perform these to the rest of the class. | | | | | * Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance whilst observing rhythm, phrasing, accurate pitching and appropriate style. * Continue to sing three- and four-part rounds or partner songs whilst positioned randomly within the group to develop greater listening skills, balance between parts and vocal independence. | | |
| 1. Maintain a sung part in a group performance. | | * In this lesson, children will learn two sections from ‘Sing’ by Ed Sheeran. As a class they will then put these sections together to create a class performance. | | | | | * Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance whilst observing rhythm, phrasing, accurate pitching and appropriate style. * Continue to sing three- and four-part rounds or partner songs whilst positioned randomly within the group to develop greater listening skills, balance between parts and vocal independence. * Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. | | |
| 1. Maintain a sung part in a group performance. | | * In this lesson, children will begin to learn ‘Viva la Vida’ by Coldplay. They will learn the chorus, the anthemic ‘Oaoh oh oh’ part and start to look at the verses. | | | | | * Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance whilst observing rhythm, phrasing, accurate pitching and appropriate style. * Continue to sing three- and four-part rounds or partner songs whilst positioned randomly within the group to develop greater listening skills, balance between parts and vocal independence. | | |
| 1. Work with a group to perform parts from a song with accurate pitch. | | * In this lesson, the class will finish learning ‘Viva la Vida’ by Coldplay, focusing on the meaning of the words and how to interpret this in their performance. | | | | | * Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance whilst observing rhythm, phrasing, accurate pitching and appropriate style. * Continue to sing three- and four-part rounds or partner songs whilst positioned randomly within the group to develop greater listening skills, balance between parts and vocal independence. | | |
| 1. Comment on my own and other peoples’ performances. | | * In this lesson, children will perform to an audience. Afterwards they can watch the recorded performances from the previous sessions or this performance and  self and peer assess. They will share feedback comments. They will also complete the self assessment grid for the unit. | | | | | * Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance whilst observing rhythm, phrasing, accurate pitching and appropriate style. * Continue to sing three- and four-part rounds or partner songs whilst positioned randomly within the group to develop greater listening skills, balance between parts and vocal independence. * Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lessons 1-6 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Voice | | **2** | Voice | | **3** | Voice | | **4** | Voice | | **5** | Voice | | |
| **Dynamics** |  | | | | | | |
| **Tempo** |  | | | | | | |
| **Composition** | * Lessons 1, 2 and 3 | | | | | | |