**Year 6 Music Curriculum –Spring Term**

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| **Theme: Rhythm** |
| **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  | **Ostinato** | A repeated musical phrase or rhythm | **PSHE** – **History –** **English** – **Science –**  |
| **Crotchet** | A symbol and musical measurement of time representing 1 beat | **Pulse** | The regular ‘heartbeat’ of a piece, holding the core timing together. This is also known as thebeat. |
| **Dynamics** | How loudly or softly to play a part or piece of music | **Quaver** | A symbol and musical measurement of time representing 1/2 a beat (paired quavers = 1beat) |
| **Graphic notation** | using non-standard symbols to represent written music | **Rhythm** | A pattern of sounds played through time, formed by a series of notes. |
| **Groove** | Persistent repeated units, giving a feel of swing or togetherness | **Semiquaver** | A note worth 1/4 a beat |
| **Improvise** | Composing music while performing it without notation | **Semibreve** | A note worth 4 beats |
| **Melody** | the tune | **Tempo** | the speed at which a piece of music is played |
| **Minim** | A symbol and musical measurement of time representing 2 beats | **Ternary form** |  Music composed in three sections, often referred to as ’sandwich’ music, illustrating that the outer sections are the same with a contrasting middle section |
| **Standard notation** | notation on a stave | **Texture** | The way that pitch and rhythm are combined in a piece of music which determines the overall quality of sound. |
| **Syncopation** | Playing on the off-beat | **Timbre** | The quality or ‘colour’ of sound that makes one voice or instrument different from another. |
| **Prior Learning:**Rhythm- Year 5 | **Future Learning:**N/A |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. Interpret a graphic score and use it to perform.
 | * Children will watch a video demonstrating how a graphic score can be interpreted and performed. After a class discussion, the children will subsequently interpret and perform further graphic score examples.
 | * Capture and record creative ideas using graphic symbols
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| 1. Read, play and identify short passages of rhythms using standard notation.
 | * Children will play the rhythm clock game to revise and develop their understanding of notation, rests and aural identification of rhythms, this time including semibreves and semiquavers.
 | * Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
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| 1. Create and perform a piece using my awareness of timbre and texture.
 | * Children will look at timbre and texture. They will use their listening skills and a range of musical vocabulary, to describe rhythmic performances by their peers.
 | * Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
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| 1. Maintain a part in a group performance where rhythms are ‘on’ and ‘off’ the beat
 | * Children will listen to music where the off-beat is stressed. They will listen for changes to the melody and rhythms that occur over the groove. They will then have a go at creating their own off-beat rhythms over a count of 8 and finally try out improvising a rhythm using Chrome Lab Rhythm software.
 | * Extend improvised rhythms beyond 8 beats over a fixed groove, creating a satisfying shape.
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| 1. Notate and perform a piece of music using dynamic and tempo changes.
 | * Children will work in small groups to create new pieces which will include contrasting textures, dynamics and tempo in a ternary form. They will perform these compositions on untuned percussion (or optional tuned).
 | * Read and play from notation a four-bar phrase, confidently identifying durations
* Create music with multiple sections that include repetition and contrast.
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| 1. Assess, evaluate and offer feedback to peers and also discuss ways to improve my own performance.
 | * Children will watch the performances from the previous lesson, giving peer feedback and self-evaluating while referring to the lesson’s success criteria.
 | * Assess, evaluate and offer feedback on peers’ performances
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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** | Rhythm |
| **2** | Rhythm |
| **3** | Rhythm |
| **4** | Rhythm |
| **5** | Rhythm |

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| **Dynamics** | * Lesson 5
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| **Tempo** | * Lesson 5
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| **Composition** | * Lesson 3 and 5
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