**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 the  beat. | | |
| **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 = 1  beat) | | |
| **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 | | |
| 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. | | |
| 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. | | |
| 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. | | |
| 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. | | |
| 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 | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** |  | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Rhythm | | **2** | Rhythm | | **3** | Rhythm | | **4** | Rhythm | | **5** | Rhythm | | |
| **Dynamics** | * Lesson 5 | | | | | | |
| **Tempo** | * Lesson 5 | | | | | | |
| **Composition** | * Lesson 3 and 5 | | | | | | |