**Year 6 Music Curriculum –Spring Term**

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| **Theme: Pitch** | | | | | | | | | |
| **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 | **Harmony** | The sound of two or more notes played simultaneously | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Arpeggio** | A type of broken chord, using notes 1,3,5 and 8 from a scale played one after another,  ascending or descending | **Improvise** | Composing music while performing it without notation | | |
| **Chord** | A group of notes which sound at the same time | **Interval** | The difference in pitch between 2 sounds | | |
| **Chromatic** | a scale that uses all 12 pitches found in Western music | **Melodic phrase** | A ‘musical sentence’ created by a series of notes which sounds complete even when played alone | | |
| **Dissonance** | lacking in harmony, harsh sounding | **Motif** | A short musical ‘idea’ representing a mood or character in a piece of music | | |
| **Dynamics** | How loudly or softly to play a part or piece of music | **Ostinato** | A repeated musical phrase or rhythm | | |
| **Genre** | The style of music | **Pitch** | How high or low a note is | | |
| **Graphic notation** | using non- standard symbols to represent written music | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music. This is also known as the beat. | | |
| **Rhythm** | The pattern of syllables or sounds played through time, formed by a series of notes | **Tempo** | the speed at which a piece of music is played | | |
| **Round** | A song in which singers perform the same melody but at staggered starting points, producing  overlapping harmony. | **Texture** | The way that pitch and rhythm are combined in a piece of music which determines the overall quality of the sound. | | |
| **Scale** | An ordered sequence of notes in either ascending or descending order | **Timbre** | The quality or ‘colour ‘ of sound that makes one voice or instrument different from another | | |
| **Semitone** | Half a tone (the smallest interval in Western Classical music) | **Tone cluster** | A group of notes close together played at the same time resulting in a dissonant sound | | |
| **Prior Learning:**  Pitch- Year 5 | | | | | **Future Learning:**  N/A | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through composition and discussion. | | * Children will listen to some well-known pieces of music from iconic films. They will explore how semitone intervals can be used to create a feeling of dread which builds on their prior knowledge of pitch being a powerful tool for creating mood. | | | | | * 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. | | |
| 2. Use a variety of musical devices such as timbre, texture, dynamics and tempo changes when creating and making music. | | * Children will develop what they learned last lesson by using semitones to create their own mood pieces. They will also be encouraged to explore further musical features to create different moods and emotions. | | | | | * Enhance composed melodies with rhythmic or chordal accompaniment. | | |
| 3.Create music which demonstrates understanding of basic structure with a focus on contrasting pitches and melodies | | * Children will listen to Aaron Copland’s, ‘Fanfare for the Common Man’. They will work with peers to generate observation and discussion points which they will write down. The original will then be compared with the more modern version of the piece by Emerson, Lake and Palmer. | | | | | * Use chord changes as part of an improvised sequence. * Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. * Accompany melody using block chords or a bass line | | |
| 4.  Use a variety of musical devices such as timbre, texture, dynamics and tempo changes when creating and making music. | | * Children will create their own fanfare style piece, inspired by ‘Fanfare for the Common Man’. They will incorporate arpeggios into their music and create further atmosphere through the use of dynamics, timbre, texture and tempo awareness. | | | | | * Extend improvised melodies beyond 8 beats, creating a satisfying melodic shape. * Make decisions about dynamic range | | |
| 5. Demonstrate increasing confidence, expression, skill and levels of musicality when taking different roles in performance and rehearsal. | | * Children will compose a motif and theme for a character from ‘The Gruffalo’. They will be encouraged to use and incorporate all the musical devices they have learned throughout the unit. | | | | | * Make decisions about dynamic range * Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. * Enhance composed melodies with rhythmic or chordal accompaniment. | | |
| 6. Comment on my own and other’s performances using Yr 6 vocabulary learnt | | * Children will use their character motifs from the previous lesson to create a whole class composition. The children will then perform their group pieces to the class and external audience, assess each other’s work and give feedback to their peers. | | | | | * Practise and perform pieces as a whole class performance to another class, Y1/ EYFS, T.A’s class teachers ; with teachers/T.A’s to comment on how the use of pitch created different moods and atmosphere in each group’s performance. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lessons 1, 3 and 6 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Pitch | | **2** | Pitch | | **3** | Pitch | | **4** | Pitch | | **5** | Pitch | | |
| **Dynamics** | * Lessons 2, 4 and 5 | | | | | | |
| **Tempo** | * Lessons 2 and 4 | | | | | | |
| **Composition** | * Lessons 2, 3, 4 and 6 | | | | | | |