**Year 6 Music Curriculum –Summer Term**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Theme: Technology, structure and form** | | | | | | | | | |
| **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 | **Key Signatures** | a visual symbol printed on a musical stave that indicates what key a section of music  is written in (eg. The key of C) | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Audio effects** | effects used to alter the character and sound of an instrument or audio loop | **Loops** | a repeating section of sound | | |
| **Audio recording** | make a recording of sound | **Lyrics** | the words to a song | | |
| **Bar** | A segment of time corresponding to a specific number of beats marked in the music by vertical  ‘bar lines’ to group them together | **Music technology** | Using an electronic device or equipment to make music | | |
| **Bridge** | A section in a song that changes from the original verses and chorus. A bridge does not get repeated anywhere else in the song. It is used to contrast one part of the song to another part,  making it more enjoyable to listen to. | **Outro** | the section that ends a song. The last part of song structure. | | |
| **Coda** | another word for an outro (section that brings the piece to an end). | **Paired quavers** | two quavers, half a beat each which together equals 1 beat | | |
| **Crotchet** | A 1 beat note | **Pre-chorus** | a short section that helps to transition from the verse to the full chorus of song | | |
| **Dynamics** | How loudly or softly to play a part or piece of music | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music | | |
| **Intro** | A song introduction, or ‘intro’ for short, is the first part of song structure. | **Rap** | a musical form of vocal delivery that uses rhyme, rhythmic speech, and everyday speech | | |
| **Rhythm** | a pattern of sounds played through time, formed by a series of notes | **Tempo** | the speed at which a piece of music is played | | |
| **Song structure** | the arrangement of a song, typically in sections | **Texture** | how the melody, rhythms and harmony are combined, determining the overall quality of the  sound in a piece of music | | |
| **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 |  |  | | |
| **Prior Learning:**  Technology, structure and form- Year 5 | | | | | **Future Learning:**  N/A | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Listen to and evaluate the structure and key features of a range of music | | * Children will learn about a wide range of musical sections, hearing explanations and examples. Pupils will work in pairs to identify these sections and their order whilst listening to a variety of songs. | | | | | * Listen to and evaluate the structure and key features of a range of music | | |
| 1. Use a variety of musical devices when creating and playing music | | * Children will recap prior skills learnt in Bandlab Education. Chn will also learn how to search for loops by key signature and how to apply audio effects. Using these new skills, chn will create an A and B section which will be heard and appraised by the audience before saving their work for next lesson. | | | | | * Compose a structured piece using music software/apps to create and record it and discuss how musical contrasts are achieved. | | |
| 1. Use a variety of musical devices when creating and playing music | | * Children will recap prior skills and focus on the intro and outro sections of their songs. They will move their entire existing loops to allow space for a 2 bar intro and outro section. Discussions around texture will give chn further ideas of how to adapt and create clear distinctions between their sections. | | | | | * Create music with multiple sections that include repetition and contrast | | |
| 1. Create music with a secure understanding of structure and the key features | | * Children will work in groups to compose their own raps and body percussion rhythms which fit the structure of the backing beats created in previous lessons. | | | | | * 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. * Create music with multiple sections that include repetition and contrast. * Compose a ternary piece using music software/apps to create and record it and discuss how musical contrasts are achieved. | | |
| 1. Create music with a secure understanding of structure and the key features | | * Children will work in their groups to have final rehearsals before performing their rap song and body percussion piece to the rest of the class. The performances will be audio / video recorded for feedback in the next lesson. | | | | | * Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. | | |
| 1. Comment on my own and other people’s performances using Yr 6 vocabulary learnt | | * Children will watch / listen back to their performances from the last lesson. The audience and performers will be asked to appraise the performances and think about what went well and what could be improved (and how it could be improved). | | | | | * Comment on my own and other people’s performances using Yr 6 vocabulary learnt | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lesson 4 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Technology, structure and form | | **2** | Technology, structure and form | | **3** | Technology, structure and form | | **4** | Technology, structure and form | | **5** | Technology, structure and form | | |
| **Dynamics** |  | | | | | | |
| **Tempo** |  | | | | | | |
| **Composition** | * Lessons 2, 3, 4 and 5 | | | | | | |