**Year 6 Music Curriculum – Summer Term**

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| **Theme: 20th Century Music** |
| **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  | **Lyrics** | the words to a song | **PSHE** – **History –** **English** – **Science –**  |
| **Beat** | the basic unit in music | **Melody** | notes that are played one after the other to make a tune (a melody) |
| **Chord** | a group of notes played together | **Natural note** | the notes ABCDEFG, which are represented by the white keys on akeyboard/piano |
| **DJ-ing** | manipulating sounds of recordings | **Ostinati** | continually repeated musical phrases or rhythms (singular - an ostinato) |
| **Dynamics** | how loudly or softly to play a piece of music | **Phasing** | identical lines of music played synchronously, but slowly becoming out of time witheach other |
| **Genre** | a style, or particular type of music | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece ofmusic |
| **Harmony** | a combination of notes played together that produces a pleasing effect | **Rapping** | reciting words rapidly and rhythmically over an instrumental backing |
| **Improvisation** | creating music spontaneously in the moment | **Rhythms** | patterns of sounds played through time, formed by a series of notes |
| **Samples** | pieces of sound recordings that are reused in other pieces of music | **Swung (rhythm)** | rhythms where instead of two notes of equal length, the first note islengthened and the second shortened |
| **Solos** | sections played or sung by one performer | **Tempo** | the speed at which a piece of music is played |
| **Standard notation** | the system of writing down music commonly used in Western music,consisting of 5 lines (stave) which individual notes are written onto | **Textures** | how the melodies, rhythms and harmonies are combined, determining the overallquality of the sound in a piece of music |
| **Prior Learning:**20th Century Music – Year 5 | **Future Learning:**N/A |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. Identify and perform features of Hip Hop music
 | * Children will identify the key features of Hip Hop. They will listen to examples of rapping, creating their own lyrics.
 | * Explain some of the key features of hip hop music and perform their section of music
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| 1. Identify and perform features of Minimalism
 | * Children will identify the key features of Minimalism. They will listen to examples of ostinato, and create their own rhythmic compositions.
 | * Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
* Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
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| 1. Identify and perform features of wartime music (swing)
 | * Children will identify the key features of Wartime (swing) music. They will listen for swing rhythms, and join in with a short melody.
 | * Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
* Enhance composed melodies with rhythmic or chordal accompaniment.
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| 1. Create a piece of music using features from different genres
 | * Children will plan and rehearse their own composition in response to the key features of Hip Hop, Minimalism and Swing.
 | * Create music with multiple sections that include repetition and contrast.
* Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
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| 1. Create and practise a piece of music using features of different genres.
 | * Children will rehearse and perform their compositions to an audience.
 | * Create music with multiple sections that include repetition and contrast.
* Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
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| 1. Comment on my own and other people’s performances
 | * Children will watch their performances. They will give and receive feedback about their compositions.
 | * Peer-assess and self-assess the compositions using success criteria.
* Provide success criteria to focus on during the performance.
* Feedback findings in a group setting.
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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** | 20th Century Music |
| **2** | 20th Century Music |
| **3** | 20th Century Music |
| **4** | 20th Century Music |
| **5** | 20th Century Music |

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| **Dynamics** |  |
| **Tempo** | * Lesson 2
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| **Composition** | * Lessons 2, 4, 5 and 6
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