**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 a  keyboard/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 with  each other | | |
| **Genre** | a style, or particular type of music | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of  music | | |
| **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 is  lengthened 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 overall  quality 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 | | |
| 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. | | |
| 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. | | |
| 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. | | |
| 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. | | |
| 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. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** |  | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | 20th Century Music | | **2** | 20th Century Music | | **3** | 20th Century Music | | **4** | 20th Century Music | | **5** | 20th Century Music | | |
| **Dynamics** |  | | | | | | |
| **Tempo** | * Lesson 2 | | | | | | |
| **Composition** | * Lessons 2, 4, 5 and 6 | | | | | | |