

Music – Year 6

Content

Big Questions

Autumn 1: Which element of music is more important?

Autumn 2: Can music help us process big emotions?

Spring 1: Do different time signatures feel different?

Summer 1: How can singing help us to be better recorder musicians?

Summer 2: Can you hold your own part in a mixed ensemble?

NC objectives - areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<ul style="list-style-type: none"> ▪ Use all musical elements to describe, compare and evaluate music. ▪ Explain and describe how different musical elements have been used to create different effects. ▪ Compose a short piece based on a theme. ▪ Maintain their own part in a performance, with confidence to take the lead and suggest ideas to others. ▪ Maintain a complex part within an ensemble and to sing accurately in tune. ▪ Perform from and write using all notation taught. 	<ul style="list-style-type: none"> ▪ Use all musical elements to describe, compare and evaluate music. ▪ Explain and describe how different musical elements have been used to create different effects. ▪ Compose a short piece based on a theme. ▪ Maintain their own part in a performance, with confidence to take the lead and suggest ideas to others. ▪ Maintain a complex part within an ensemble and to sing accurately in tune. ▪ Perform from and write using all notation taught. ▪ To be able to play tuned and untuned instruments as a part of an ensemble. ▪ To begin to make use of technology within music lessons. 	<p><u>Term 1</u> texture musical elements composer purpose composition</p> <p><u>Term 2</u> independence ensemble conductor body language pitch control evaluate</p> <p><u>Term 3</u> notation repeat symbol sheet music</p>	<p><u>Term 1</u> character bars</p> <p><u>Term 2</u> gesture accuracy vocal</p> <p><u>Term 3</u> technique</p>	<p><u>Term 1</u> timbre analyse time signature note value</p> <p><u>Term 2</u> musicality diaphragm singing toolkit performance quality</p> <p><u>Term 3</u> fingering stave pianissimo fortissimo allegretto vivace</p>

		<u>Term 5</u> crotchet semibreve minim quaver rhythm performance	<u>Term 5</u> value transition	<u>Term 5</u> music elements musicianship
		<u>Term 6</u> Setlist rehearsal repetition conductor unison	<u>Term 6</u> structure fluency direction quality	<u>Term 6</u> musical elements cues repertoire

Knowledge

Substantive Knowledge	Disciplinary Knowledge
<p><u>Term 1 – Listening & Appraising (Which element of music is more important?)</u></p> <p><u>Lesson 1: LO – To know what timbre is and how it is used in music.</u></p> <p>timbre, texture, character</p> <p><i>Children to know that timbre in music is the quality of a musical note. Timbre refers to the character, texture and colour of a sound. Timbre allows us to recognise different instruments because they all have a particular type of sound. Play the children musical examples and ask them how they would ‘describe the sound’. By doing this, they are describing the timbre of the instruments and the music they are listening to.</i></p> <p><u>Lesson 2: LO – To understand how the elements of music contribute to a piece of music.</u></p> <p>musical elements</p> <p><i>Children to know that the elements of music all contribute into a piece of music. Choose two songs from below list to analyse in comparison to each other. How do the musical elements contribute to the overall piece? Children to comment on pitch, tempo, dynamics, duration, structure, texture and timbre. Are any used differently in comparison – what is the reason for this?</i></p> <p><u>Lesson 3: LO – To know how instruments are used to have a particular impact.</u></p> <p>analyse, composer, purpose</p> <p><i>Using ‘O Fortuna’, children to analyse the impact of the instruments used. What is the purpose of some of the instruments – are there any that stand out? Children to comment on the intentions of the composer – what were they trying to achieve with this piece? What emotions are they trying to create for the listener? How do the instruments enable that?</i></p>	<p>Children can feel the time signature and clap on the first beat of the bar</p> <p>Children understand the seven elements of music and have the vocabulary to describe their application</p> <p>To compose bringing different elements of music together</p> <p>To read music on the treble clef with an understanding the pitch and the duration of the note.</p> <p>To interpret the time signature of the written music and to pay attention to rests.</p> <p>To respond to a conductor’s direction for tempo, dynamics and when to begin a part within an ensemble.</p> <p>To sight read rhythms and pitches</p> <p>To identify phrasing within songs and breathe at an appropriate time</p> <p>To hold a part when singing in three-part rounds even when stood away from others singing that part</p> <p>To tongue and finger the recorder producing a clean sound</p> <p>Have the aural ability to discern woodwind instruments, brass wind instruments, keyboard instruments, string instruments and percussion instruments within songs and orchestral pieces.</p>

Reflect on how Carl Orff suffered in WW1 and how this impacted his composition.

Lesson 4: LO – To know what a time signature is.

time signature, note value, bars

Children to know that time signatures are used to indicate how many beats are in each bar and also what note value is being counted. Children to know that the most common time signature is 4/4 which is 4 crotchet beats per bar. Children to also know that 3/4 means three crotchet beats per bar. Challenge children to group notes into 4 beats (4/4) and 3 beats (3/4). Provide children with a sequence of notes (crotchets/minims/semibreves/quavers) – children to group them so their values add up to either 4 beats (4/4) or 3 beats (3/4). *Dance and express themselves by moving to the music.*

Lesson 5: LO – To know how to keep in time using different time signatures.

time signature, note value, bars

Children to use time signatures 4/4 and 3/4 to keep time. Children to clap in beats of 4 initially to keep a simple 4/4 rhythm. Children then to clap/play in beats of 3 in order to keep a simple 3/4 rhythm. Develop this further by changing the tempo (faster/slow). Encourage children to count aloud to keep in time, emphasising beat 1 each time to keep rhythm.

To consider how music makes us feel and can move us.

Lesson 6: LO – To analyse the composition of a piece of music.

musical elements, analyse, composition

Children to choose a piece of music of their choice to analyse using the elements of music. Children to comment on pitch, tempo, dynamics, duration, structure, texture and timbre as well as the instruments used and the impact they have on the listener. Using knowledge from throughout their primary music experiences, children to analyse a piece of music of their choosing.

Term 2 – Singing (Can music help us process big emotions?)

Lesson 1: LO – To understand how to develop independence when singing in parts.

Independence, musicality, ensemble

Children to develop singing in different parts in groups but position children in different areas and in different directions to ensure musicality is being tested. Children to maintain performance qualities as an ensemble despite being positioned in different ways and not just all stood together.

Lesson 2: LO – To know how to follow a range of conductor directions.

conductor, gesture

Children to know how to follow a range of conductor directions when singing. Children should be fluent in their responses to the conductor and be able to respond to hand gestures alone rather than vocally. Children should be developing into the role of conductor themselves.

Lesson 3: LO – To understand how to perform as a choir effectively.

body language, pitch control, accuracy, diaphragm

Children to identify an appropriate singing toolkit for performance and articulate what makes an effective choir and singing performance. Refer to body language, pitching control and

accuracy, using the diaphragm and vocal control/projection. Children should also refer to diction and ability to pronounce words clearly. Children to demonstrate the toolkit in action.

Lesson 4: LO – To demonstrate effective vocal skill when performing.

singing toolkit, vocal Perform at the care home and experience a sense of others.

Children to continue rehearsing the songs used this term using the toolkit for performing.

Children to demonstrate effective vocal skill when performing to an audience. Children to use singing toolkit for performance through the key strategies when performing as a choir.

Lesson 5: LO – To know how to evaluate a singing performance.

evaluate, performance quality

Children to know how to evaluate their singing performance effectively. Children have done this for an instrumental performance (Y4/Y5) but not whilst singing. Children to evaluate against their toolkit. What were the strengths, what could be adapted and what would could be changed for next time to improve performance quality? [Answer the big question](#)

Term 3 – Recorder (Do different time signatures feel different?)

Lesson 1: LO – To know how to play the F sharp note.

technique, fingering, notation

Children to know how to play the note of F sharp. Using 'Recorder from the Beginning' book – model to children what this should sound like with appropriate technique. Show the children an example of a professional musician playing this note. Recap key technique strategies. Children should be able to use finger charts to recognise the note too. Allow practice and rehearsal time in order to play the note confidently with a clear sound. Develop by playing short, simple rhythms.

Lesson 2: LO – To understand how the repeat symbol works.

repeat, symbol, notation, sheet music

Children to know what the repeat symbol looks like in music and are able to identify it. Children can see through musical examples (inc. sheet music) where a repeat symbol is used and which parts/sections repeat. Discuss with children why this might be used. Link to our knowledge of choruses that repeat. This can still be the same for key phrases in instrumental phrases.

Lesson 3: LO – To know how to follow sheet music with symbols.

repeat, symbol, notation, sheet music, stave

Children to develop the skill of following sheet music with additional symbols (inc. repeat symbol). Refer back to knowledge of notation.

Lesson 4: LO – To know how to play as part of a round.

stave, notation, repeat

Children to use knowledge of singing in rounds to begin playing in rounds. Use 'Recorder from the beginning' book to pick a short tune that can be repeated easily. Children to practice playing in different parts and starting at different points to create a round. Allow time for practice and clearly model the start/end points of each section.

[Work with others to experience delight by creating beautiful sounds.](#)

Lesson 5: LO – To understand how musical elements can be applied differently.

pianissimo, fortissimo, allegretto, vivace

Children to develop the use of musical elements when playing the recorder. Children should demonstrate playing at different tempos and with different dynamics. Furthermore, children should demonstrate how notes can be played with different durations. Link to emotions – *can the children enable the song to portray different emotions through how they use the musical elements when playing the recorder?*

Term 5 – Recorder (How can singing help us be better recorder musicians?)

Lesson 1: LO – To know how to play a crotchet and semibreve rhythms.

crotchet, semibreve, value

Children to retrieve that crotchet have a value of one and semibreves have a value of four. Children should demonstrate how to play different sequences of crotchet and semibreve rhythms. Provide children with different sequences mixed with crotchets and semibreves. Children to demonstrate how to play these sequences correctly using their knowledge of music notation.

Lesson 2: LO – To know how to play minim and quaver rhythms.

Minim, quaver, value *In this lesson, children show curiosity by creating their own music.*

Children to retrieve that minims have a value of two and quavers have a value of a half. Children should demonstrate how to play different sequences of minim and quaver rhythms. Provide children with different sequences mixed with minims and quavers. Ensure quavers always come as a pair in a sequence – do not use a single quaver on its own in a sequence. Children to demonstrate how to play these sequences correctly using their knowledge of music notation. Begin to include some crotchets and semibreves in these sequences to challenge key children.

Lesson 3: LO – To know how to play rhythm notation cards.

Music elements, notation, rhythm

Using 'Recorder from the Beginning', develop the use of reading sheet music that exposes children to notation taught. Children to learn a new tune/song to build their recorder playing repertoire and ability to apply knowledge of notation.

Lesson 4: LO – To know how to combine rhythms in an ensemble.

performance, transition, notation

Using 'Recorder from the Beginning', children to develop their ability to play different rhythms – this is through exposure to sequences of notes that have been taught (crotchets, minims, semibreves, quavers). Children to continue developing fluency in transition between notes and demonstrate performance qualities.

Lesson 5: LO – To demonstrate an effective recorder performance.

musicianship, performance, music elements

Children to work individually, pairs or small groups to *choose a song (that they think might move others or create joy for them)* from a selection provided from this term (Recorder from the Beginning) and perform the piece (individual or in unison with partner/small group) to a small audience. Allow time for rehearsal and practice. Adults to provide feedback on quality of sound, musicianship and technique.

Term 6 - End of Year Performance (Can you hold your own part in a mixed ensemble?)

Lesson 1: LO – To know the songs to rehearse.

setlist, structure, repertoire

Children to be shown the songs that make up the performance that will be being rehearsed throughout the term. Allow time for children to listen through the set before choosing two to focus on at these early stages.

Lesson 2: LO – To understand the parts of the songs.

rehearsal, repetition, fluency

Children to understand the different parts of the song (e.g. verse/chorus). Children to know that the chorus repeats. This should be practiced first to ensure it is fluent and clear. Break down the songs being rehearsed into small chunks. Encourage children to stand when singing; retrieve Y2 knowledge of warm-up techniques before singing.

Lesson 3: LO – To know how to sing collectively as a group.

conductor, music elements, direction

Children to know that in order to sing collectively together, it is important to listen to each other carefully and watch/listen for the leader (conductor). Children to know that the conductor leads a group of musicians when performing – the conductor determines the tempo and leads musicians into a piece of music before, during and after a performance. Practice singing key parts collectively and ensure children are in time together and singing using appropriate level of dynamics.

Are the opinions of my peers important to me when reflecting on my performance?

Lesson 4: LO – To understand how to follow cues.

unison, quality, cues

Children to understand the importance of following cues. Children to practice following an adults lead (conductor) when rehearsing songs. Adult may signal for children to sing louder/quieter or faster/slow and children should practice watching, looking and following those cues. Children should also be aware of starting and stopping with instruction from the conductor. Children should start and stop at the same time in order to sing in unison and to sing collectively.

Lesson 5: LO – To know how to rehearse ready for a performance.

rehearsal, repertoire, music elements

Children to rehearse the full set of songs using all skills taught and rehearsed. Children should sing collectively, in unison, whilst following the conductor/leader. Children should pitch accurately and use appropriate tempo/dynamics when singing along to the music. Stop and practice key parts where necessary in order to ensure the performance sound is tight.

Spiritual experience of performing a full production.

Concepts

Appraising

Experimenting

Expressing

Performing

Skills

Listening and Appraising

Composition

Musicianship

Singing

Performing/
Instrumental
Performance

All seven elements of music are used by pupils to describe, evaluate and discuss the purpose of their application in the contribution to the overall impact of the piece.

Pupils to listen to music and to identify the instruments used and comment on their impact.

Pupils can explain why the instruments are used to create the feeling/mood of the piece.

Pupils can clap the pulse of music and move in time with the beat appropriately with an awareness of the time signature being used.

Pupils comment confidently on the composition and performance of the music.

Use:

O Fortuna – Carmina Burana
Boogie-woogie Bugle boy – Andrew sisters
Black and Red -Les Mis
If Ye love me – Thomas Tallis
Blue Danube - Strauss

Working independently/ in pairs to compose a short ternary piece on the recorder, discussing how musical contrasts are achieved.

Extend improvised vocal melodies a groove for a purpose.

Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.

Capture and record creative ideas and performances using all notation taught, time signature and bars. Use technology if available.

Instrumental Performance

Play a melody following written notation written on one staff
Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.

Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.

Reading Notation

Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.

Further develop the skills to read and perform pitch notation

Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.

Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.

Continue to sing three- and four-part or partner songs, and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts and vocal independence.

Use:

*Descant parts for Hark the Herald angels and Once in Royal David's City
*Feeling Good (Easy Soul book)

Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience creating feeling to impact the audience.

Recorder

Revisit tunes from Y5
Learn D and F sharp, DC al Coda, time signatures and play in rounds.

P53-P63

P66-p76

I feel it in my fingers
Assembly songs

<p><u>Live music experience</u>: attend a West End Musical Show.</p>		<p>Develop sight reading to include rhythm and pitch</p>	<p>*Ho Hey (Easy Hits book) * I feel it in my fingers *The National Anthem *We go together (Grease)</p>	
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ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.