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| **National Curriculum Coverage** | **Year 6 focus**   * Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.   **Expected musical learning for the end of Key Stage 2:**   * 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. | | | | | | | | | |
| **Concepts** | * **Perform**- This concept involves understanding that music is created to be performed. * **Compose** - This concept involves appreciating that music is created through a process which has a number of techniques. * **Transcribe** - This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them. * **Describe music-** This concept involves appreciating the features and effectiveness of musical elements | | | | | | | | | |
| **Procedural Knowledge (Skills)** | **Listen and appraising**  ● To think about the message of songs.  ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  ● Listen carefully and respectfully to other people’s thoughts about the music.  ● When you talk try to use musical words.  ● To talk about the musical dimensions working together in the Unit songs.  ● Talk about the music and how it makes you feel.  To identify and move to the pulse with ease. | | **Singing**  ● To sing in unison and to sing backing vocals.  ● To demonstrate a good singing posture.  ● To follow a leader when singing.  ● To experience rapping and solo singing.  ● To listen to each other and be aware of how you fit into the group.  ● To sing with awareness of being ‘in tune’. | | **Playing**  ● Play a musical instrument with the correct technique within the context of the Unit song.  ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  ● To rehearse and perform their part within the context of the Unit song.  ● To listen to and follow musical instructions from a leader.  ● To lead a rehearsal session. | | **Composition**  ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.  ● Explain the keynote or home note and the structure of the melody.  ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | | **Performance**  ● To choose what to perform and create a programme.  ● To communicate the meaning of the words and clearly articulate  them.  ● To talk about the venue and how to use it to best effect.  ● To record the performance and compare it to a previous performance.  ● To discuss and talk musically about it – “What went well?” and “It  would have been even better if...?” | |
| **Declarative Knowledge** | **Listen and appraising**   * To know five songs from memory, who sang or wrote them, when they were written and why? * To know the style of the songs and to name other songs from the Units in those styles. * To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style) * The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) * Identify the structure of the songs (intro, verse, chorus etc.) * Name some of the instruments used in the songs * The historical context of the songs. What else was going on at this time, musically and historically? * Know and talk about that fact that we each have a musical identity. | | **Singing**  Know and be able to talk about:  ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music  ● How to keep the internal pulse  ● Musical Leadership: creating musical ideas for the group to copy or respond to  ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.  ● To know about the style of the songs so you can represent the feeling and context to your audience  ● To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice | | **Playing**   * To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols * The notes C, D, E, F, G, A, B + C on the treble stave * The instruments they might play or be played in a band or orchestra or by their friends | | **Composition**  To know and be able to talk about:  ● A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.  ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure  ● Notation: recognise the connection between sound and symbol | | **Performance**  To know and be able to talk about:  ● Performing is sharing music with an audience with belief  ● A performance doesn’t have to be a drama! It can be to one person or to each other  ● Everything that will be performed must be planned and learned  ● You must sing or rap the words clearly and play with confidence  ● A performance can be a special occasion and involve an audience including of people you don’t know  ● It is planned and different for each occasion  ● A performance involves ommunicating ideas, thoughts and feelings about the song/music | |
| **Term** | A1 | | | Sp1 | | | | S1 | | |
| **Eras/ Genres of Music** | Pop/ Neo Soul | Bacharach and Blues | | Classical and Urban Gospel | | 70’s Ballad/Pop | | Hip hop, Electronic, Soul ,Contemporary. | | Classical- revisit history of music. |
| **Knowledge of the music** | * Happy is a song written, produced and performed by Pharrell Williams. * Happy is a Pop song that has a soul music sound and groove from the 1960s; very much like a Motown song. | * Bacharach AnorakI has a Latin American groove. * Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz. | |  | | * You've Got A Friend was a song written by Carole King in 1971. * It was first recorded by Carole and featured on her famous album, Tapestry. * In the 1960s, Carole King was employed to write pop songs for artists to perform. | |  | |  |
| **Key Vocabulary** | style indicators, melody, compose,  improvise, cover, pulse, rhythm, pitch, tempo,  dynamics, timbre, texture, structure, dimensions of  music, neo soul, producer, groove, Motown, hook,  riff, solo | Blues, Jazz, improvisation, by ear,  melody, compose, improvise, pulse, rhythm,  pitch, tempo, dynamics, timbre, texture,  structure, dimensions of music, hook, riff, solo | | Melody, compose, improvise, cover,  pulse, rhythm, pitch, tempo, dynamics, timbre,  texture, structure, dimensions of music, ostinato,  phrases, unison, urban gospel | | Melody, compose, improvise, cover,  pulse, rhythm, pitch, tempo, dynamics, timbre,  texture, structure, dimensions of music, hook, riff,  solo, civil rights, gender equality, unison, harmony | |  | |  |