Music Year 6 Autumn Term 1
Treasure Island

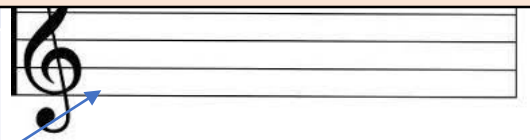
Context:
We will look at the classic text *Treasure Island* by Robert Louis Stevenson. There are seven songs to learn and we will work with vocal coach David Grant. The styles range from *rock 'n' roll* to *rap*, *blues* to *waltz*...there's a Latin flavour and lots of opportunity for percussion and plenty of adventure!

Key Knowledge:

1. What is **harmony**?
2. What is the **Blues** style of music?
3. What does **Accelerando** and **Fortissimo** mean?
4. What are **Major** and **Minor** keys and how do they impact the mood of the music?
5. The meaning of: **Pitch, Rhythm, Pulse, Dynamics**
6. Can we **sing with control and clarity** as a **group, in parts and in harmony**?
7. Can we **compose a 12 bar blues** to fit with 'Jim's Blues'?

Key Vocabulary

Word	Definition
Harmony	The sound of two or more notes heard at t same time
Blues	A type of music which was originated in the Deep South of the United States around the 1860s by African-Americans
Bar	A way of organising the music containing a specific number of beats
Accelerando (Italian)	To get faster
Fortissimo (Italian)	To get louder
Beats	The heartbeat of the music (pulse)
Pitch	High and low notes
Dynamics	Volume
Minor Key	Notes that can make the music sound sad or eerie.

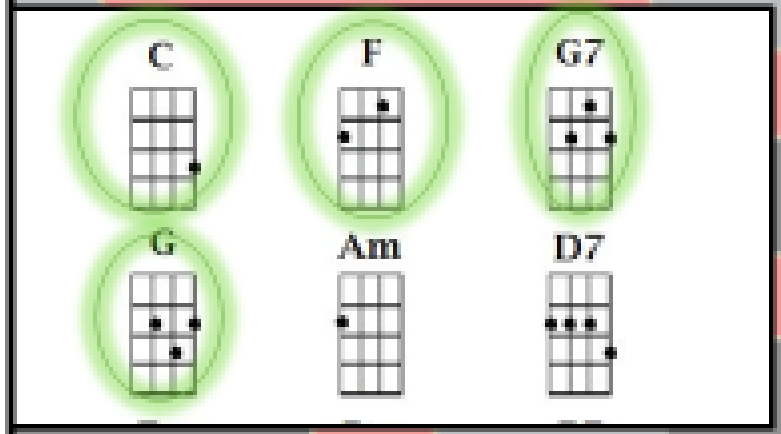


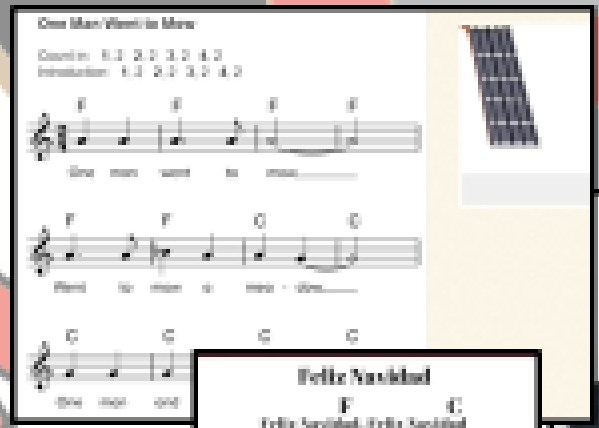
Key Questions:
How does a composer make us 'feel' the mood of the music?
How do we sing in harmony?
Can we practise for a performance?
Can we warm up our voices?

Ukulele Part 1 – Wider Opportunities Year 6

Autumn Term 2

- Pupils will learn the chords C, F, G7 and G in order of difficulty, beginning with the easiest; the chord of C.
- We will also learn to read music with chords written above it
- We will look at rests in music
- We will learn how to tune our instrument (RESILIENCE!)
- We will learn how to be RESPONSIBLE and look after our instrument
- We will learn songs in preparation for a performance at Christmas!
- We will think about how playing an instrument for others makes us and them feel (REFLECTIVE)





Key Vocabulary we will learn:

Chords, Pulse
Rest, Dynamics
Strum, Texture

The Ukulele Orchestra of Great Britain

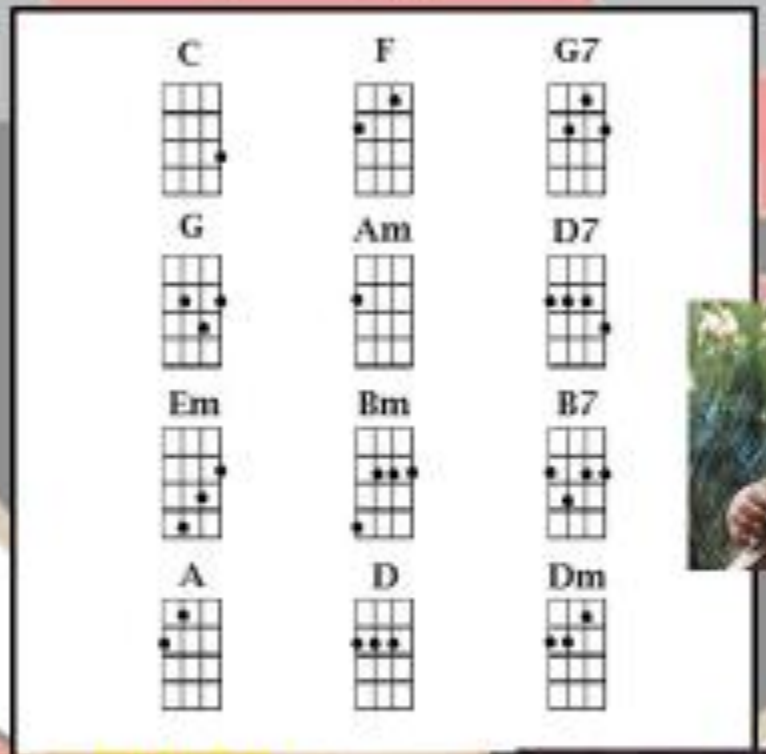
We will listen and watch the famous composer Jake Shimabukuro and other famous musicians play their Ukuleles (CURIOUSITY)

- How do they hold the instrument?
- How do they make the sound?
- How are their hands positioned?
- How do they strum?

Ukulele Part 2 – Wider Opportunities Year 6

Spring Term 1

- Pupils will expand our knowledge of chords to include Am, Em, D and others we may need for certain songs.
- We will learn to play and sing 'Happy' by Pharrell Williams and 'You've got a friend' by Carole King
- We will compose and improvise using Glockenspiels or our own tuned instruments and accompany this with our Ukuleles as a group
- We will perform for our Parents and friends at a concert.



Key Vocabulary we will learn:

Chords, Pulse
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- We will listen to our chosen pieces and discuss using our key vocabulary.
- We will explore the use of the Ukulele in popular music including: Mumford and Sons and Israel Kamakawiwo'ole

Music Year 6 Spring Term 2

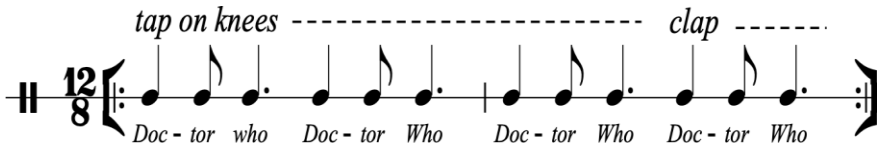
Delia Derbyshire – Dr Who

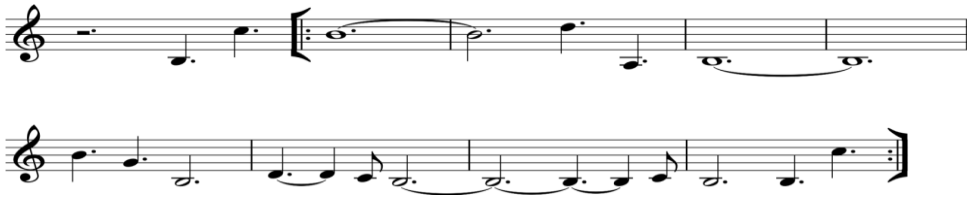
Key learning:

- Listen and reflect on a piece of orchestral music
- Create their own piece of music using instruments, voice and technology
- Learn musical language appropriate to the task
- listen with increasing discrimination to a wide range of music from great composers and musicians
- play and perform confidently in a range of solo and ensemble contexts using voice, playing instruments fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, genres and traditions

Context:

Trailblazer: Composer Delia Derbyshire created a new soundworld using electronic sounds, using these to arrange the melody for Doctor Who – one of the most famous TV shows ever! She was given very little credit for her work and received no payment! We will explore how she arranged this famous piece and use Garage Band on the IPad to create our own electronic piece with 'found sounds'





Key Vocabulary:

Glossary of music terms used:

Found sound sounds found in the 'natural' world or made from non-musical objects and then used to make music

Melody another word for 'tune'. A musical sentence

Orchestrate choose which instruments perform which parts of the music

Ostinato a repeating (often rhythmic) pattern

Sample a small snippet of an existing sound recording

Dynamics: The volume of music or instruments

BBC TEN PIECES TRAILBLAZERS

Key Knowledge:

What is **improvisation**?

What is a **melody**?

What is an **Ostinato** (revision from Y4) ?

How is technology used to create music?

The interrelated dimensions of music: **Pitch, Dynamics, Tempo, Rhythm, Pulse, Melody, Timbre.**

Music and Me! Year 6 Summer Term

We will:

Listen & Appraise music from four different inspirational female artists:

- Anna Meredith - Something Helpful. Anna is a British composer and performer of Electronic and Acoustic music.
- Shiva Feshareki - O and V-A-C Moscow. Shiva is a turntablist who works with orchestras, she DJ's and composes. She is British of Iranian descent.
- Eska Mtungwazi - Heroes & Villains and Shades Of Blue. Eska is a London-born UK singer-songwriter and multi-instrumentalist.
- Afrodeutsche - And! and The Middle Middle. Afrodeutsche is a British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.

We will investigate:

How do they each go about creating music?
How has creating music helped them to build their confidence?
How do you know that making music and performing makes them happy?
What do they say about themselves through their music?

We will then compose our own music based on all we have learnt. Can we create our own rap? Our own beats?

Key Vocabulary:

Gender, racism, rap, lyrics, turntablist,

DJing, producer, Electronic and Acoustic music.