

Year 6 music Knowledge and Skills

	Talking 'bout a Revolution (7)	ART WEEK	Rise of the Robots (5)	DT WEEK: Racing Cars	Heroes & Villains (6)	Dinosaurs (4)	Fabulous Physics (2) Fitness Freaks	Tomb Raiders (5)
Values	SERVICE Friendship PERSEVERANCE Respect	PERSEVERANCE Respect	GENEROSITY Thankfulness	JUSTICE Courage	JUSTICE Courage	COMPASSION Service	FORGIVENESS	TRUTHFULNESS Trust RESPECT
	<p>Music express: World Unite Step dance performance: beat, syncopation, pitch and harmony.</p> <p>Cross curricular links: Lord of the Rings Soundtrack. Explore how music creates feelings, atmosphere, settings. The sound of the Shire</p>		<p>Music express: Journeys Song cycle performance: challenging journeys/ change and transition.</p>		<p>Cross curricular links: WW2 songs/ music BBC radio WW2 Run rabbit run rabbit. Using rhythms to compose and perform in an ensemble, led by a conductor.</p>	<p>Music express: Growth Street dance performance: Ravel's Bolero – rhythmical mime, songs with musical accompaniment – leading to street performance.</p>	<p>Music express: Year 4 - Ancient worlds You could use this for Egyptians as not planned into Yr 4.</p>	

Music
Topic 1: Talking 'bout a Revolution (7)

Assessment questions:

- What is syncopation?
- What is harmony?
- Do you find it easy/ hard to play a syncopated rhythm? Do you find it easy or hard to sing in harmony? What helps you?

KNOW	DO	UNDERSTAND
<p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music • Pupils are taught to sing and play musically with increasing confidence and control • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory 	<p>Music express: World unite (6)</p> <p>The children will listen to <i>World unite</i>, noticing how the verses are arranged, that there is a steady beat which supports syncopated (off-beat) rhythms and melodies. They will explore the syncopation with rhythm games. They will then create new body beat patterns and use a compass beat structure to build a repeated pattern which can be used as an accompaniment. They will then develop their coordination and rhythm skills by playing a cup game (repeating movements with cup and passing on, in time to the beat). After, they can make up their own cup passing game by changing direction, including syncopation, playing the cup in different ways. They will then watch movies (Latitude moves) which show the pitch shape of each melody from <i>World unite</i>. They can rehearse these shapes with their body movement before looking at the graphics (stave notation). They will use tuned percussion to learn to play each melody. Using the inspiration of scat singing (a jazz style), they will then make up their own vocalised version of <i>world unite</i>. The children will progress onto learning to sing the song in harmony, exploring how the first phrase continually repeats with the harmony layers building above in turn. They will then work on a way of performing the whole song incorporating instrumental sections, cup performance and harmony sections. They will continue to develop their rhythmic knowledge by combining rhythms through a dance sequence called 'move it' and one called 'two part step dance'. They will work with 8 beat step sequences and combine up to 3 rhythmic patterns to create a class performance.</p> <p>Cross curricular links:</p> <p>The Hobbit/ Lord of the Rings soundtrack can be used alongside topic work. Listen to the instruments, the effect it gives to the scene (folk style with pipe and fiddle, optimistic, fun and cheerful/playful etc)</p> <p>The sound of the Shire</p>	<p><i>The children have had experience of singing in parts and performing rounds. They have also followed rhythms and used stave notation to play melodies. This unit takes it further by layering rhythms and including syncopation. The patterns used here are complex and challenging for many children and require lots of games and movement of the body to secure them.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> ◦ Music has a steady beat, and rhythms off the beat are syncopated. ◦ You need to develop your coordination and rhythm skills to perform a rhythmic sequence to a piece of music (dance and movement can help this) ◦ Pitch has a shape to it which you can see in graphic notation (which will help you to play using it) ◦ Rhythms can be layered together for musical effect. ◦ To sing in harmony you must be able to sing your melody accurately, and listen carefully to others. <p>Vocabulary:</p> <p>Beat Syncopation Rhythm Melody Harmony Pitch shape Scat Stave notation</p>

KNOW	DO	UNDERSTAND
Topic 2: Rise of the Robots (5)		
<p>Assessment questions:</p> <ul style="list-style-type: none"> • What is a song cycle? • What is the difference between a major and minor key? • When performing ‘something inside so strong’, what makes a difference to the performance? (Look for an understanding of pitch, accuracy, dynamics, an awareness of the audience, a clear structure and organised performers) 		
KNOW	DO	UNDERSTAND
<p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Pupils explore structure, texture, and pitch • Pupils use technology appropriately • Pupils understand and explore how music is communicated 	<p>Music express: Journeys (5 – can miss out lesson 3 in the unit)</p> <p>The children will use the song ‘voices calling’ to sing in 3 part harmony, in a waltz time (3 beats to a bar). They will look at the structure of the song comparing unison sections with harmonised, and discussing how the music gives the idea of movement and determination. They will then learn how else a song can be structured by learning the echo song ‘refuge’. They will rehearse for a performance once they have learnt the structure of verse, chorus and coda. They can also explore different groupings, e.g. mixed groups; soloist or small group leads, the remainder sing the echoes. The children will then read the lyrics to ‘Something inside so strong’ by Labi Siffre and talk about the background to the song. They will watch a live performance and look at how certain elements have an impact on the song e.g. the key change (modulation). They will then learn the song in verses and the middle eight and consider how to perform using harmony sections, small groups of lead vocals, backing singers etc. In the next lesson, the children will play vocal warm up games looking at how to move mouth, and use scales (major and minor). They will then learn ‘Life is what you make it’ which uses these skills. They will learn how to pitch accurately and breathe in phrases. The children will consider how they could enhance the song e.g. with movements, groupings, dynamics to create a performance that communicates the mood and meaning of the lyrics. Finally, the children will be introduced to the idea of performing a song cycle entitled <i>Journeys</i> to include the four songs: <i>Voices calling</i>, <i>Refuge</i>, <i>Something inside so strong</i> and <i>Life is what you make it</i>. They can think about the journeys described in the songs:</p> <ul style="list-style-type: none"> – animal migration; – human migration; – finding a refuge and building new relationships, e.g. at your new Secondary school; – finding inner strength in difficult circumstances, or emerging from apartheid; – looking to the future with optimism and determination. 	<p><i>Throughout their music lessons, the children have learnt and performed a range of songs. This takes the idea that songs can be grouped together under a theme/ a journey and different songs can be performed together in a song cycle.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> ◦ A range of contrasting songs can be developed together to into a performance called a ‘song cycle’ ◦ When you stage a performance, you need an awareness of the audience. ◦ That songs need to be sung clearly and with good pitch (knowing to sing major and minor patterns accurately), ◦ That elements can be combined together to enhance a performance (direction, movement, dynamics, groupings etc) <p>Vocabulary:</p> <p>Major Minor Key Middle eight Melody Vocals Backing vocals Structure Verse</p>

	If time, this could be enhanced with ICT visuals, poetry, dance and performed to a larger audience/ filmed.	Chorus Coda Song cycle Modulation
DT WEEK: Racing Cars		
KNOW	DO	UNDERSTAND
Topic 3: Heroes and Villains (6)		
<p>Assessment questions:</p> <ul style="list-style-type: none"> • What is the role of a conductor? • What is a chord? • Is this cluster of noted dissonant or in harmony? 		
KNOW	DO	UNDERSTAND
<p>NC Areas covered:</p> <ul style="list-style-type: none"> • Perform, listen to, review, and evaluate music across a range of historical periods • Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory • Play and perform in solo and ensemble contexts, 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 • Use and understand staff and other musical notations • Develop an understanding of the history of music 	<p>Cross curricular links: Songs from World War 2</p> <p>The children will listen to different songs from WW2 and find out about the significance or impact of them (Dame Vera Lynn, Marlene Dietrich, Flanagan and Allen, Glen Miller). This link gives all of the background information and clips. BBC radio WW2</p> <p>They will then look at the structure and rhythms in the song . Run rabbit run rabbit., Wikipedia background to song. The children will identify key phrases in the song and work out what the rhythm notation would be. They will divide the rhythm into 4 different sections and play games where they combine rhythms, try layering them and see if they can play in time with each other in pairs and then larger groups. They will be introduced to time signatures for 4 beats in a bar and shown how to conduct (can also look at 3 time and 2 time - conducting in 4,3 and 2. In groups they will make up their own compositions using the 4 rhythmic patterns and record them using notation. They will present this with a conductor leading them (they can combine elements of dynamics, tempo changes). They will progress on to using tuned percussion instruments looking at which notes can be combined together. They will look at clusters of notes and hear if they are discordant (sound unpleasant) or if they harmonise. They will be shown how notes can be put together to make chords. They will use this information to build a tuned composition using the rhythmic patterns from run rabbit run.</p>	<p><i>The children have had lots of experience performing and composing using rhythms and patterns. Here they have more responsibility for recording the notation and making decision on how it should be performed (using a conductor) and what notes to use by finding out how to create chords.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> ◦ Songs are written for many different purposes (to entertain, to reassure, to uplift etc) and that music was used this way during WW2 ◦ When in an ensemble, a conductor is there to guide the performers and therefore needs to use consistent signs and be watched carefully. ◦ Music can be in different time signatures (4/4 being common time and the most popular) ◦ That notes can be put together to build chords <p>Vocabulary:</p> <p>Melody Structure Rhythm Notation</p>

		Conduct Time signature Cluster Chord harmony
Topic 4: Palaeontologists (4)		
Assessment questions:		
<ul style="list-style-type: none"> • What is a flashmob? • How does a composer thicken the texture of a piece of music? (Can prompt by talking about what happens if you add different ostinato on top of each other) • What makes a good performance? If needed prompt discussion with: how well everyone kept in time with each other, whether everyone showed enjoyment during the performance, whether the performance captured the contrasting moods, how well the transitions worked in the performance, whether everyone performed with expression and dynamics. 		
KNOW	DO	UNDERSTAND
<p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils perform and listen to music, including the works of the great composers • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory • Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression 	<p>Music express:</p> <p>The children will explore rhythm and beat through listening to Ravel’s <i>Boléro</i>. They will look at how the music grows (The instruments join in one by one. In music this is called thickening the texture.) and notice how it has a metre of three. The beat is set up by a solo snare drum and a double bass and the children will identify how this ostinati continues throughout. They will explore how a mime artist puts actions to the audio and plays them in time. The children will try their own mimes and make them fit to the beat. A class conductor can try to build the texture by asking children to start their mimes one after the other in time with the <i>Boléro</i> audio when directed. They can film and watch back to notice how the growing texture of mime artists matched the growth of texture in the music. The children will then look at a street scene and pick out all the buskers – listening to the parts of the Bolero that they are playing. They will then look at how the scene can be built on with street call chants. They can improvise their own calls and fit them in time to the Bolero ostinato. They will refine this further by looking at the structure of the whole piece and selecting effective instruments to use. In the next lesson, they will look at the texture of a line and see how singing in harmony can thicken the texture. They will learn how to perform <i>Street busker</i> in three-part harmony with the double bass ostinato and chordal accompaniment with the performance or backing audio. The children will learn about flashmobs and compare the ‘Flashmob’ performance to the street scene. They will learn the flashmob lyrics and rhythms and think about movements that could go with it. They will look at other flashmob videos and discuss what they have in common/ what makes them effective. They will then revise all of the elements they have learnt over the past few weeks and put them together to rehearse and perform their own busker bash. After the performance, they can watch a recording of it and discuss:</p>	<p><i>The children should be confident identifying ostinati and playing rhythms over the top. This unit combines all this together into the new concept of a flashmob and the children now have to consider how to perform and choreograph their composition.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> ◦ Ostinati and different rhythical patterns can be added in layers and taken away to change the texture of a piece of music. ◦ To sing in harmony you have to listen to those around you and pitch your notes carefully. ◦ To perform music, you need to revise it, rehearse it and make developments to it ◦ Different musical elements can impact the effectiveness of a performance <p>Vocabulary:</p> <p>Rhythm Beat Texture Ostinati Flashmob Harmony</p>

	<ul style="list-style-type: none"> – how well everyone kept in time with each other; – whether everyone showed enjoyment during the performance; – whether the performance captured the contrasting moods; – how well the transitions worked in the performance; – whether everyone performed with expression and dynamics. 	<ul style="list-style-type: none"> chord Mood Expression dynamics
Topic 5: Fabulous Physics (2)		
KNOW	DO	UNDERSTAND
	<u>Last unit rolls over into these weeks</u>	
POETRY WEEK		
KNOW	DO	UNDERSTAND
<p>Topic 6: Tomb Raiders (5) - this may not be covered due to Year 6 end of year production. However, assessment questions relevant to any performance.</p> <p>Assessment questions:</p> <ul style="list-style-type: none"> • Tell me about your performance – by this stage, expect children to talk knowledgeably about different musical elements (pitch, timbre, structure, texture, dynamics) as well as key elements to performance (practise, refining, ensemble work, presentation, awareness of audience when staging) 		
KNOW	DO	UNDERSTAND
<p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression 	<p>Music express: Year 4 unit on ancient worlds (use this as a base, and take opportunities to build on learning and bring in Year 6 elements covered)</p> <p>Children will learn the song ‘amazing Egyptians’ looking at the structure and use of dynamics. Children will need to refine breathing, look at phrasing and sing expressively. They will listen to the opening of <i>The Funeral of Amenhotep III</i> (0.00 – 1:33), composed by Philip Glass to represent an ancient Egyptian funeral procession. They will discuss the melodies and how they are composed in a minimalist style. The children will re-arrange the song <i>Amazing Egyptians</i> to give it a new structure similar to that of <i>The Funeral of Amenhotep III</i>. They will move into groups to perform and when secure, they can record a performance, listen back and discuss how effective the layering was. They will then listen to ‘Amazing procession’ and discuss how this has been structured layer by layer. The shifting between verses and chorus is again a feature of minimalism. Finally, the children will put on a performance of an ‘amazing procession’ using a layered structure (melody verses and a range of ostinati)</p> <p>Cross curricular links: Further links for information about what instruments Ancient Egyptians used and when and where music was played History for kids, Ancient Egypt for kids music and dance</p>	<p><i>This unit fits in with the Egyptian topic. By now, the children should be leading their performances and suggesting how musical elements can be used/ how performances should be staged etc.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> ◦ There are different ways to layer and structure sounds for effect (minimalism) ◦ To improve future performances, you should take time to evaluate and reflect on those you have done. <p>Vocabulary: Minimalist/ minimalism Elements Melody Structure layering</p>