

## Music Curriculum Year 6

<b>Throughout the Year</b>	
<b>Curriculum Drivers</b>	
<p><b>Wellbeing</b> – singing and playing instruments is good for our wellbeing</p> <p><b>Possibilities</b> – careers linked to music-performance, sound engineers, lighting etc.</p>	
<b>Key Knowledge</b>	<b>Skills</b>
<p><u>Listen and Appraise</u></p> <p>To know 5 songs off by heart and who sang or wrote them plus when and why</p> <p>To know the style of the five songs and to name other songs in the same style</p> <p>To choose three or four songs and be able to talk about its style indicators lyrics, dimensions, sections, instruments used and its historical context.</p>	<p>To confidently identify and move to the pulse with ease</p> <p>To think about the message of the song</p> <p>To compare 2 songs of the same style talking about what stands out musically in each of them as well as their similarities and differences</p> <p>To discuss the musical dimensions and how they work in the songs</p> <p>To talk about the music and how it makes you feel using musical language</p>
<p><u>Singing</u></p> <p>To know and confidently sing 5 songs and their parts from memory with a strong internal pulse</p> <p>To know about the style of the songs so you can represent the feeling and context to the audience</p> <p>To choose a song and be able to talk about</p> <ul style="list-style-type: none"> <li>• Its main features</li> <li>• Singing in unison, solo, the lead vocal, the backing vocals or rapping</li> <li>• What the song is about and the meaning of the lyrics</li> <li>• Why you have to warm up your voice</li> </ul>	<p>Sing in unison and as backing vocals</p> <p>Demonstrate a good posture</p> <p>Experience rapping and solo singing</p> <p>Follow a leader when singing</p> <p>Being aware of singing in tune</p> <p>Being aware of the internal pulse when singing</p>
<p><u>Playing</u></p> <p>To know and be able to talk about</p> <ul style="list-style-type: none"> <li>• Different ways of writing music down- staff notation and symbols</li> <li>• The notes CDEFGAB and C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra</li> </ul>	<p>Play an instrument with the correct technique</p> <p>Treat instruments carefully and with respect</p> <p>Use one of the differentiated parts to play by memory or with the use of notation</p> <p>Rehearse and perform a part</p> <p>Listen to and follow musical instructions from a leader</p> <p>Lead a rehearsal session</p>
<p><u>Rhythm</u></p> <p>To know how to keep the internal pulse</p> <p>To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect</p> <p>To create musical ideas for a group to copy or respond to</p>	<p>Through the progressive warm up Games and Challenges that embed pulse, rhythm and pitch</p>

<p><u>Composition</u>          To know that composing is like writing a story with music          To know that the composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure          To use notation</p>	<p>Creating simple melodies using up to 5 notes          Explain the use of the key/home note          Listen to and reflect upon the composition and make musical decisions about how the melody connects with the song          Record the composition with either graphic or pictorial notation</p>
<p><u>Improvisation</u>          To know that improvisation means making up your own tunes          To know that when someone improvises that they make up their own tune and that it has never been heard before          To know that everyone can improvise, and it can involve one or more notes          To know that using one or two notes confidently is better than using many          To know that if you improvise you cannot make a mistake          To use riffs used in other songs          To know 3 well known improvising musicians</p>	<p>To clap and improvise          To sing, play and improvise          Take it in turns to improvise using one or two notes</p>
<p><u>Performance</u>          To know that a performance is sharing music with other people called an audience          To know that a performance can be a special occasion          To know that a performance has to be planned          To know that words or raps must be clear          To know it involves communicating feelings about the music</p>	<p>Choose a song learnt and perform it          Add own ideas          Talk about the venue and how to use it          Record and reflect on the performance</p>

**Unit 1 –Happy**

<b>Objectives</b>	<b>Key knowledge and learning</b>	<b>Core Vocabulary</b>	<b>POP tasks</b>	<b>Links to Curriculum Drivers</b>	<b>Resources</b>
<p>To learn about how music can make us feel happy</p>	<p>Identifying structure and the style of feel good music by finding the types of instruments and the range of voices            Looking at the pulse and being aware of tempo changes and dynamics            Deepen knowledge of theme of happy music through listening and singing to            Top OF the World-The Carpenters</p>	<p>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.</p>	<p><b>Basic</b>            Identify the structure of the piece  <b>Advancing</b>            As above with naming the instruments  <b>Greater Depth</b>            As above with finding the pulse</p>	<p><b>Wellbeing</b>            Music can make us gfeel happy  <b>Love of learning</b></p>	<p>Charanga on line lessons/songs and games            Glockenspiels            Recorders            Untuned percussion</p>

	Don't Worry, Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And The Waves When You're Smiling sung by Frank Sinatra Love Will Save The Day				
<b>Unit 2 – Classroom Jazz 2</b>					
<b>Objectives</b> To continue to know about jazz, improvisation, and swing music(from Y5)	<b>Key knowledge and learning</b> Style indicators of Jazz music Deepen knowledge of theme of improvisation through listening and singing to Take The 'A' Train by Duke Ellington Speaking My Peace by H. Parlan Back 'O'Town Blues by Earl Hines One 'O' Clock Jump by Count Basie	<b>Core Vocabulary</b> Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo	<b>POP tasks</b> <b>Basic</b> Improvise in Bacorach Anorak C, D, E. <b>Advancing</b> Improvise in Bacorach Anorak using CDEFG <b>Greater Depth</b> Improvise in Bacorach Anorak using CDEFG and C	<b>Links to Curriculum Drivers</b>  <b>Love of learning</b> Origins of Jazz <b>Community</b> Performance at Christmas or in a class assembly	<b>Resources</b> Charanga on line lessons/songs and games Glockenspiels
<b>Unit 3-A New Year Carol- (The music of Benjamin Britten)</b>					
<b>Objectives</b> To develop the theme of Gospel Music	<b>Key knowledge and learning</b> Know the difference between pulse and rhythm Deepen knowledge of theme of gospel through listening and singing to ballads from d different eras <b>I Mun Be Married on Sunday Fishing Son</b>	<b>Core Vocabulary</b> Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel	<b>POP tasks</b> <b>Basic</b> Compose a simple melody using simple rhythms <b>Advancing</b> As above with C, D and E <b>Greater Depth</b> With the addition of F and G	<b>Links to Curriculum Drivers</b>  <b>Love of learning</b> Benjamin Britten	<b>Resources</b> Charanga on line lessons/songs and games Glockenspiels Recorders Untuned percussion

<b>Unit 4- You've Got a Friend</b>					
<p><b>Objectives</b> To know about 70's ballads through the music of Carole King</p>	<p><b>Key knowledge and learning</b> Know the difference between pulse and rhythm The Loco-Motion sung by Little Eva One Fine Day sung by The Chiffons Up On The Roof sung by The Drifters Will You Still Love Me Tomorrow (You Make Me Feel Like) A Natural Woman sung by Carole King</p>	<p><b>Core Vocabulary</b> Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.</p>	<p><b>POP tasks</b> <b>Basic</b> The easy part: G, A + B by ear and from notation. <b>Advancing</b> The medium part: C, D, E + F by ear and from notation <b>Greater Depth</b> The harder part: D, E, F, G, A, B + C by ear and from notation</p>	<p><b>Links to Curriculum Drivers</b>  <b>Love of learning</b> The 1970's and musical themes</p>	<p><b>Resources</b> Charanga on line lessons/songs and games Glockenspiels Recorders Untuned percussion</p>
<b>Unit 5 – Music and Me</b>					
<p><b>Objectives</b> To use the genre of Motown music and the rise of the female and black artists</p>	<p><b>Key knowledge and learning</b> <b>Music and Me</b> is the first in a series of units focusing on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative Something Helpful by Anna Meredith O by Shiva Feshareki V-A-C Moscow by Shiva Feshareki Heroes &amp; Villains by Eska Shades Of Blue by Eska And! by Afrodeutsche The Middle Middle by Afrodeutsche</p>	<p><b>Core Vocabulary</b> Gender, racism, rap, lyrics, turntablist, DJ, producer Electronic and Acoustic music, culture, identity, inspirational</p>	<p><b>POP tasks</b> <b>Basic</b> To talk about female and black artists and why these songs were included <b>Advancing</b> As above using some of the key themes such as gender and racism <b>Greater Depth</b> As well as impact of the family and culture on that song</p>	<p><b>Links to Curriculum Drivers</b> <b>Love of Learning</b> Empathy and awareness of race and gender <b>Community</b> Perform to other class or as part of a Showcase assembly</p>	<p><b>Resources</b> Charanga on line lessons/songs and games Glockenspiels Recorders Untuned percussion</p>

**Unit 6- Reflect, Rewind and Replay**

<p><b>Objectives</b> To listen and respond to classical music</p>	<p><b>Key knowledge and learning</b> <b>Reflect</b> - L’Autrier Pastoure Seoit (The Other Day A Shepherdess Was Sitting Armide Overture by Jean-Baptiste Lully – Baroque The Marriage Of Figaro: Overture by Mozart – Classical Erkönig (D 382 Opus 1 Wer Reitet So Spät) by Schubert – Romantic Sonata For Horn In F by Hindemith - 20th Century - Homelands by Nitin Sawhney - Contemporary</p>	<p><b>Core Vocabulary</b> From throughout the unit</p>	<p><b>POP tasks</b></p>	<p><b>Links to Curriculum Drivers</b></p> <p><b>Community</b> Prepare for a performance of songs and activities from the year.</p>	<p><b>Resources</b> Charanga online</p>
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**Unit 7-performance in Summer Term**

<p><b>Objectives</b> To know that a performance is sharing music with other people called an audience To know that a performance can be a special occasion To know that a performance has to be planned To know that words or raps must be clear To know it involves communicating feelings about the music</p>	<p><b>Key knowledge and learning</b> Choose a song and perform it Add own ideas Record and reflect on the performance</p>	<p><b>Core Vocabulary</b> Perform Practice Rehearse Refine Perfect</p>	<p><b>Links to Curriculum Drivers</b> <b>Community</b> Prepare for a performance</p>	<p><b>Resources</b> Charanga on line lessons/songs</p>	
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