

St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 6

Term: Autumn 1 & 2



Unit: Stomp / beatboxing



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>beat - the basic unit of time, the pulse</p> <p>pulse - a steady beat</p> <p>rhythm - music's pattern in time made from long and short sounds.</p> <p>texture - how layers of sound within a piece of music interact.</p> <p>beat boxing - a form of vocal percussion primarily involving the art of mimicking drum machines, using one's mouth, lips, tongue, and voice.</p>	<p>Beat boxing is a form of percussion using the voice.</p> <p>Body percussion is a form of percussion using sounds made using parts of the body</p> <p>Anna Meridith is composer who uses body percussion and beat boxing within her music</p> <p>Music can still be recorded even if it is not using musical notation</p> <p>Rhythms are more difficult to keep together if they are longer</p> <p>Music can still use structure even if it is not using musical notation</p>	<p>That some rhythmic phrases may sound more pleasing than others</p> <p>How to improvise by trying out different musical ideas</p> <p>By listening to your composition and playing it back, you can change your ideas and improve them.</p> <p>rhythms can be recorded using a graphic score / rhythm grid</p>	<p>Listening</p> <p>Be able to hear different rhythmic phrases and be able to clap and play them by ear.</p> <p>be able to recognise how rhythms have been put together</p> <p>Composing</p> <p>Compose own rhythmic phrases and how to combine these with others.</p> <p>Compose beat boxing phrases and be able to keep these rhythmic</p> <p>Show evidence of rhythms using graphic score and rhythm grids.</p>

<p>body percussion - percussion sounds that can be made using parts of the body.</p> <p>dynamics - defined by loud / quiet and the variation between them</p> <p>tempo - the speed at which a piece of music should be played</p> <p>structure - how the sections (verses and choruses etc) of a song are ordered to make the whole piece.</p> <p>improvise - create and perform spontaneously or without preparation</p> <p>compose - to create music and record it in written form</p> <p>graphic score - another way (besides the more conventional 5-line staff) of notating music or sounds on a page. Unlike a normal piece of music, with its lines and dots showing exactly what note should be played when, a graphic score may be interpreted differently by everyone who plays or sings it.</p>	<p>Improvising is making something up which is not written down or can be repeated</p> <p>Composing is when you write down the pitch, rhythm or symbol for an idea and can return to play it over and over.</p>		<p>Musicianship Copy a range of rhythmic phrases</p> <p>Work together as a group to combine body percussion and beat boxing phrases to create a finished composition.</p> <p>Perform as part of a group and as an individual</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 6

Term: Spring 1



Unit: Fresh Prince of Bel Air



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>rap - "content" (what is being said, e.g., lyrics), "flow" (rhythm, rhyme), and "delivery" (cadence, tone). Rap differs from spoken-word poetry in that it is usually performed off-time to musical accompaniment</p> <p>chorus - a repeated section in a song which gives the main message</p> <p>verse -a section in a song which has the same tune but different words</p> <p>coda -short section which brings the song or piece to an end.</p>	<p>Rap music combines spoken words and a musical accompaniment</p> <p>Songs are made from a structure including verses and chorus, often with an introduction.</p> <p>Improvising is making something up which is not written down or can be repeated</p> <p>Composing is when you write down the pitch, rhythm or symbol for an idea and can return to play it over and over.</p>	<p>How the structural elements are put together differently in different songs</p> <p>How to improvise by trying out different musical ideas</p> <p>By listening to your composition and playing it back, you can change your ideas and improve them.</p>	<p>Listening</p> <p>listen to the structure of the songs and be able to say which section is which</p> <p>listen out for different instruments which are playing and be able to identify them</p> <p>Singing</p> <p>sing the song all together as a class and in groups</p> <p>Composing</p> <p>improvise using up to 5 notes</p> <p>compose using up to 5 notes</p>

<p>introduction -music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.</p> <p>melody - tune</p> <p>ostinato - a repeated pattern</p> <p>phrase - a musical sentence</p> <p>pulse - a steady beat</p> <p>structure - how the sections (verses and choruses etc) of a song are ordered to make the whole piece.</p> <p>improvise - create and perform spontaneously or without preparation</p> <p>compose - to create music and record it in written form</p>			<p>show evidence of recording compositions on stave notation</p> <p>Musicianship</p> <p>perform pre-written parts using glockenspiels</p> <p>perform own improvisations and compositions within the song</p> <p>perform as part of a whole class and in smaller groups</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 6

Term: Spring 2



Unit: Anna Meredith



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>canon - where 2 or more instruments, voices or sounds play the same music but starting at different times</p> <p>Motif - a small musical idea</p> <p>orchestrate - choose which instruments perform which parts of the music</p> <p>Tuned percussion - percussion instruments that can play different pitches – xylophones, glockenspiels, chime bars etc.</p> <p>pulse - the steady 'beat' underneath much music made up of notes of the same length (like a ticking clock or steady footsteps)</p>	<p>Anna Meredith is a contemporary composer who uses body percussion and music technology</p> <p>A melodic motif is a small musical idea that makes use of pitch and rhythm</p> <p>Improvising is making something up which is not written down or can be repeated</p> <p>Composing is when you write down the pitch, rhythm or symbol for an idea and can return to play it over and over.</p> <p>Structures are used within compositions</p>	<p>How to improvise by trying out different musical ideas</p> <p>By listening to your composition and playing it back, you can change your ideas and improve them.</p> <p>All composers use some form of structure when composing.</p> <p>Music is influenced by what is going on at the time</p>	<p>Listening</p> <p>listen with attention to detail</p> <p>listen to peers when performing</p> <p>compare Anna Meredith's music to music by Handel</p> <p>Composing</p> <p>create body percussion motifs</p> <p>create a canon</p> <p>create a graphic score</p> <p>Musicianship</p>

<p>Untuned percussion - percussion instruments that can only make a limited number of sounds – drums, shakers woodblocks, tambourine etc</p> <p>structure - how the sections (verses and choruses etc) of a song are ordered to make the whole piece.</p>			<p>perform as part of a group and individually</p> <p>appraise their own performance</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 6

Term: Summer 1



Unit: Keyboards



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Staff -five parallel lines on any one or between any adjacent two of which a note is written to indicate its pitch</p> <p>Notation - a series of written symbols used to represent musical elements</p> <p>Crotchet - a musical note with the value of 1 beat</p> <p>Minim - a musical note with the value of 2 beats</p> <p>quaver - a musical note with the value of a half beat</p> <p>semibreve - a musical note with the value of 4 beats</p>	<p>Musical notation uses dot notation on a staff made using quavers, crotchets, minims and semibreves.</p> <p>The lines and spaces on a treble staff all have different notes assigned to them</p> <p>The time signature shows you how many beats are in the bar</p> <p>Composing is when you write down the pitch, rhythm or symbol for an idea and can return to play it over and over.</p> <p>you can use different fingers to play the notes</p>	<p>as the pitch goes up and down, the notes on the keyboard will do the same</p> <p>By listening to your composition and playing it back, you can change your ideas and improve them.</p> <p>how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.</p> <p>how to perform simple, chordal accompaniments.</p> <p>how to create a melody using varied staff notation and using the time signature</p>	<p>Listening</p> <p>Be able to hear different note values and count the beats</p> <p>Listen to where the pitch of the note changes in the melodies</p> <p>Singing</p> <p>Be able to sing back pitched notation before trying to play them</p> <p>Compose</p> <p>compose a short piece using 5 different notes</p> <p>write compositions using staff notation using the correct time signature / rhythms.</p>

<p>time signature - indicates how many counts are in each measure and which type of note will receive one count</p> <p>pitch- the property of a sound (musical tone)</p> <p>rhythm - music's pattern in time made from long and short sounds.</p> <p>Compose - write or create a piece of music</p> <p>chords - when two or more single pitches are heard simultaneously.</p>	<p>chords can be added, usually at the start of each bar</p>		<p>Musicianship</p> <p>Be able to read musical notation and play a range of written music on the keyboard</p> <p>Perform as part of a group and as an individual</p> <p>be able to conduct to the music in beats of 2, 3 and 4</p> <p>add chords to the performances (either 1, 2 note or 3 note chords)</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 6

Term: Summer 2



Unit: Music technology



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>music technology - the use of electronic devices, computer hardware and computer software that is used in the performance, composition, sound recording and reproduction, mixing, analysis and editing of music.</p> <p>drums</p> <p>bass</p> <p>melody - a musical tune</p> <p>mixing</p> <p>Compose - write or create a piece of music</p>	<p>how to add different instruments into the YuStudio App</p> <p>how to create different styles of music</p> <p>music technology is used to produce and create the majority of music in 21st century</p>	<p>music is a personal preference</p> <p>By listening to your composition and playing it back, you can change your ideas and improve them.</p> <p>how changing one factor e.g. the dynamics can completely change how the whole piece sounds</p>	<p>Listening</p> <p>listen to music created through different modes including DAW (Digital audio workstation)</p> <p>listen to others compositions and provide constructive feedback</p> <p>Composing</p> <p>create own tracks and loops to make a hip hop style piece using DAW</p> <p>Musicianship</p> <p>perform as a member of a group and as part of the whole class</p>

<p>chords - when three or more single pitches are heard simultaneously.</p> <p>texture - how layers of sound within a piece of music interact.</p> <p>tempo - the speed at which a piece of music should be played</p> <p>dynamics - defined by loud / quiet and the variation between them</p>			
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