

# Year 6 Music

| YEAR 6          | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                  | Autumn 2                                                                                                                                                                               | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 1                                                                                                                                                                                                                                                                                                                                                                                           | Summer 2                                                                                                                                                                                |
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| Unit            | <b>The Music of World War 2</b><br><br><i>Harmonies, history of music, lyric composition and ensemble playing</i>                                                                                                                                                                                                                                                                         | <b>Singing and Pitch</b><br><br><i>Christmas</i>                                                                                                                                       | <b>STOMP</b><br><br><i>Case study: STOMP Polyrhythms, composition and improvisation</i>                                                                                                                                                                                                                                                                                                                            | <b>The Blues</b><br><br><i>Chords, pentatonic scales, 12 bar blues structure and improvisation</i>                                                                                                                                                                                                                                                                                                                                                                 | <b>SMART MUSIC</b><br><br><i>Composition with Garageband and ICT</i>                                                                                                                                                                                                                                                                                                                               | <b>Year 6 Production</b><br><br><i>Leavers show</i>                                                                                                                                     |
| Brief synopsis: | <p>Children learn about the history of music during the WW2 era.</p> <p>Children listen, appraise and compare Fanfare for the Common Man by both Aaron Copland and Emerson, lake and Palmer.</p> <p>They learn how to sing We'll meet again by Vera Lynn In a 3 part harmony.</p> <p>They compose lyrics, chords, rhythms and melodies to create a WW2 song based on a young soldiers</p> | <p>Children learn how to sing simple vocal harmonies and three part songs.</p> <p>Children practice singing in tune, with expression and control for their Christmas performances.</p> | <p>Children watch and listen to STOMP performances. They review, compare and appraise these, using musical features in their explanations for their ideas.</p> <p>Children explore music with polyrhythms and practice working in small groups, using body percussion to create a structured composition that has clear sections.</p> <p>Children perform their group STOMP compositions to the class and peer</p> | <p>Children learn about the history of the blues and its origins in slave songs and gospels. They learn how to sing short blues refrains and listen to Robert Johnson, Muddy Waters and other blues artists.</p> <p>Children learn how to make chords on keyboards, using a triad. They learn, C, F and G chords and they learn how to play them in a 12 bar blues structure. Children practice improvising using the pentatonic minor scale and compose short</p> | <p>Children are introduced to the Garageband programme on iPads. They learn how to use SMART DRUMS and SMART STRINGS to create a simple rhythm and melody piece.</p> <p>Children develop their understanding of dynamics, duration, texture, timbre and tempo to edit and refine their pieces and how to do this on Garageband.</p> <p>Children learn how to record live sound using the audio</p> | <p>Children learn how to sing simple vocal harmonies and three part songs.</p> <p>Children practice singing in tune, with expression and control for their end of year performance.</p> |

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|                             | experience of the war. They play in a class ensemble, using a variety of tuned and untuned instruments to perform their compositions.                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                        | critique each others performances, using their knowledge of musical features to justify their comments.                                                                                                                                                                                                                                                                                                                        | melodic riffs that fit the blue style. Children improvise and compose blues lyrics and perform their compositions to the class.                                                                                                                                                                                                                                                                                                                                       | recorder. They explore recording vocals and instruments and how to achieve the best sound quality for both.                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Skills and knowledge focus: | <p>I can sing a broader range of songs from different styles and genres with good technique, posture, articulation, breathing and sing with increased confidence, expression and control.</p> <p>I can maintain my own part in a group performance and sing in canons, round, harmony and in 3 or 4 parts</p> <p>Create music which demonstrates understanding of structure and purpose</p> <p>Listen and appraise a range of live and</p> | <p>I can sing a broader range of songs from different styles and genres with good technique, posture, articulation, breathing and sing with increased confidence, expression and control.</p> <p>I can maintain my own part in a group performance and sing in canons, round, harmony and in 3 or 4 parts</p> <p>I can demonstrate increasing confidence, skill and musicality in taking different</p> | <p>Create music which demonstrates understanding of structure and purpose</p> <p>Listen and appraise a range of live and recorded music from a range of different periods, genres and styles in music history</p> <p>I can maintain my part when performing a range of musical structures (rondo, ostinato, riff, drone, rhythms chord, patterns)</p> <p>I can improvise, create and compose rhythmic and melodic patterns</p> | <p>I can sing a broader range of songs from different styles and genres with good technique, posture, articulation, breathing and sing with increased confidence, expression and control.</p> <p>Listen and appraise a range of live and recorded music from a range of different periods, genres and styles in music history</p> <p>I can maintain my part when performing a range of musical structures (rondo, ostinato, riff, drone, rhythms chord, patterns)</p> | <p>I can read simple notation (standard and graphic) to follow parts when performing.</p> <p>I can use a range of ICT and music technology to record, modify and refine my own compositions (Garageband)</p> <p>Create music which demonstrates understanding of structure and purpose</p> | <p>I can sing a broader range of songs from different styles and genres with good technique, posture, articulation, breathing and sing with increased confidence, expression and control.</p> <p>I can maintain my own part in a group performance and sing in canons, round, harmony and in 3 or 4 parts</p> <p>I can demonstrate increasing confidence, skill and musicality in taking different roles in performance and rehearsal</p> |

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|  | <p>recorded music from a range of different periods, genres and styles in music history</p> <p>Communicate personal thoughts and feelings when listening to different types of music and respond with creative ideas</p> <p>I can recognise and identify the different genres of music throughout history and their features</p> <p>I can demonstrate increasing confidence, skill and musicality in taking different roles in performance and rehearsal</p> | <p>roles in performance and rehearsal</p> | <p>using a variety of musical devices, timbres, textures and technique in response to a given stimuli</p> <p>I can critique my own work and that of others and offer specific comments, suggestions, justifications for my ideas.</p> <p>I can demonstrate increasing confidence, skill and musicality in taking different roles in performance and rehearsal</p> | <p>I can improvise, create and compose rhythmic and melodic patterns using a variety of musical devices, timbres, textures and technique in response to a given stimuli</p> <p>I can read simple notation (standard and graphic) to follow parts when performing.</p> |  |  |
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| Evidence: | <p><b>In books:</b></p> <ul style="list-style-type: none"> <li>- RAG self assessment</li> <li>- Fanfare for common man graphic score</li> <li>- Comparison worksheet</li> <li>- WW2 lyrics</li> <li>- Final song composed</li> </ul> <p><b>Video/audio:</b></p> <ul style="list-style-type: none"> <li>- Recording of class ensemble piece</li> </ul> | <p><b>In books:</b></p> <p><b>Video/Audio:</b><br/>Recording of Christmas performance</p> | <p><b>In books:</b></p> <ul style="list-style-type: none"> <li>- RAG self assessment</li> <li>- Worksheet (mind map of musical features and personal response)</li> </ul> <p><b>Video/Audio:</b></p> <ul style="list-style-type: none"> <li>- Recording of Group ensemble STOMP piece</li> </ul> | <p><b>In books:</b></p> <ul style="list-style-type: none"> <li>- RAG self assessment</li> <li>- Blues lyrics</li> </ul> <p><b>Video/Audio:</b></p> <ul style="list-style-type: none"> <li>- Recording of Blues composition</li> <li>- Recording of Blues improvisation</li> </ul> | <p><b>In books:</b></p> <ul style="list-style-type: none"> <li>- RAG self assessment</li> <li>- Photo of them using Garageband</li> </ul> <p><b>Video/Audio:</b></p> <ul style="list-style-type: none"> <li>- Audio file of Garageband composition</li> </ul> | <p><b>In books:</b></p> <ul style="list-style-type: none"> <li>- Photo of performance</li> </ul> <p><b>Video/Audio:</b></p> <ul style="list-style-type: none"> <li>- Video recording of performance</li> </ul> |
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