

• **Music: Year 6**

National Curriculum links:

- Play and perform in solo and ensemble contexts, using their voices and 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
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

Sequence of learning:

| Autumn | | Spring | | Summer | |
|--|--|--|---|---|---|
| <u>Dynamics, pitch and texture: Fingals cave</u> | <u>Songs of WW2</u> | <u>Film Music</u> | <u>Theme and variation: Pop Art</u> | <u>Baroque</u> | <u>Composing and performing an leavers song</u> |
| To appraise the work of a classical composer (Felix Mendelssohn). | To use musical vocabulary to identify features of different eras of music | To appraise different musical features in a variety of film contexts | To explore the musical concept of theme and variations | To understand the importance of Monteverdi in the history of opera. | To listen to and describe music |
| To improvise as a group, using dynamics and pitch. | To improve accuracy in pitch and control, singing with expression and dynamics | To identify and understand some composing techniques in film music | To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra' | To read and play a canon | To write lyrics for a song |
| To improvise as a group, using texture. | To identify pitches within an octave when singing | To use graphic scores to interpret different emotions in film music | To use complex rhythms to be able to perform a theme | To demonstrate an understanding of Baroque music features when composing. | To organise lyrics into a song structure |
| To use knowledge of dynamics, texture and pitch to create a group composition. | To use knowledge of pitch to develop confidence when singing in parts | To create and notate musical ideas and relate them to film music | To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time | To combine knowledge of staff notation and aural awareness to play a fugue. | To use vocal improvisation and known melodies against a backing track |
| To use teamwork to create a group composition featuring changes in | To be able to notate a melody using pitches up to an octave | To play a sequence of musical ideas to convey emotion | To use music notation to create visual | To apply their understanding of fugue | To compose a melody |

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| texture, dynamics and pitch. | | | representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. | structure when performing with others. | |
| | | | | | To compose a verse melody |

Key vocabulary:

| | | | |
|---------------|-----------|-----------|------------|
| Graphic score | Texture | phrases | variations |
| Dynamics | 4/ 4 time | 3 /4 time | Sequence |