



Big Ideas

Term: Autumn 1

Year group: 6

Subject: Music

Topic: Understanding pitch, dynamics and tempo: Rivers

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture, timbre, notation and duration** and will have described these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: ostinato, crescendo, decrescendo, largo, andante, moderato, allegro, presto, forte, piano, mezzo, mezzo forte, mezzo piano, fortissimo (ff), pianissimo (pp)

Musical Elements

Knowledge	Key Strands	Music / Musicians
<p>Ostinato - a continually repeated musical phrase or rhythm</p> <p>Tempo – fast or slow</p> <p>Largo – really, really slow Andante – slow and steady</p> <p>Moderato – moderate</p> <p>Allegro – fast Presto – really, really fast</p> <p>Dynamics – loud or soft</p> <p>Forte (f) – loud Piano (p) – soft</p> <p>Mezzo forte (mf) – moderately loud</p> <p>Mezzo piano (mp) – moderately soft</p> <p>Fortissimo (ff) – very loud Pianissimo – (pp) – very soft</p> <p>Crescendo – getting louder Decrescendo – getting softer</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Learning though the inter-related dimensions of music</p>	<p>Line Halstad & Hallheir Bjerke – The River is Flowing – American Folk Song</p> <p>Smetana – Ma Vlast-Moldau – Romantic</p> <p>Ben E King – Satnd By Me – R7B</p> <p>KT Tunstall – Black Horse and the Cherry Tree – Popular music</p>

Musical Skills

- Singing** in two parts with expression and dynamics.
- Performing** a vocal ostinato as part of a layered ensemble.
- Using** musical vocabulary to describe the detailed features of a piece of music.
- Suggesting** improvements to their own and others work.
- Creating** a rhythmic ostinato.

End point

Pupils represent the different stages of the river through vocal and percussive ostinatos and appraise performances using appropriate vocabulary.



Big Ideas

Term: Autumn 2

Year group: 6

Subject: Music

Topic: Songs of World War 2

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture, timbre, notation and duration** and will have described these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: morale, troops, Vera Lynn, tempo, dynamics, melody, diaphragm, octave, Solfa scale, pitch, harmony

Musical Elements

Knowledge and understanding	Key Strands	Music/ Musicians
<p>Music was very important during the World War 2 effort. The songs are sentimental: they encourage feelings of fondness, affection, sadness, hope.</p> <p>Songs from World War 1 had been about strength and keeping up morale: energetic and military.</p> <p>Morale – keeping spirits high</p> <p>Vera Lynn – a singer who became well-known for her songs that offered hope.</p> <p>Tempo – speed Dynamics – volume Melody – tune</p> <p>Diaphragm – the most efficient muscle for breathing</p> <p>Solfa scale – 7 notes do, re, mi, fa, sol, la, and ti</p> <p>Pitch – higher/lower Octave – eight notes</p> <p>Harmony – playing several notes together to make a chord</p>	<p>Performing</p> <p>Listening</p> <p>The history of music</p> <p>Learning though the inter-related dimensions of music</p>	<p>Composed and lyrics by Felix Powell, performed by Sarah Frecknall – Pack Up Your Troubles – Popular music</p> <p>Composed by Hughie Charles, lyrics by Hughie Charles and Ross Parker, performed by Sarah Frecknall – We'll Meet Again – Popular Music</p> <p>Composed by Walter Kent, and lyrics by Nat Burton, performed by Sarah Frecknall – The White Cliffs of Dover – Popular music</p> <p>Julie Andrews – 'Do-Re-Mi' The Sound of Music – Musical Theatre</p>

Musical Skills

Singing a war-time favourite with expression and dynamics.

Improving accuracy in pitch using the Solfa Scale.

Singing different parts to create a harmony. Performing a melody from a notated score.

Recognising the stylistic features of the music of WW2.

Identifying pitch changes in music.

Understanding what war-time music sounded like in WW1 and WW2.

End point

Children will follow scores with a good sense of timing, singing in parts.



Big Ideas

Term: Spring 1

Year group: 6

Subject: Music

Topic: Dynamics, pitch and texture
(Theme: Fingal's Cave)

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture, timbre, notation and duration** and will have described these inter-related dimensions of music. Children have previously used graphic scores.

Subject specific (Tier 3) vocabulary: dynamics, pitch, texture, conductor, graphic scores

Musical Elements

Knowledge and understanding

Key Strands

Music/ Musicians

Dynamics - volume

Pitch – high or low

Texture – layers of music

Conductor – signal to the performers

Graphic scores – a pictorial representation of sound

Notation - symbols used to represent music played or sung

Performing

Listening

Composing

Learning through

the inter-related

dimensions of

music

Felix Mendelssohn – Hebrides Overture (Fingal's Cave) -

Romantic

Musical Skills

Following a conductor to perform. Improvising as a group and class to create wave sounds featuring changes in dynamics, texture and pitch.

Appraising the work of a classical composer.

Characterising music using language.

Notating ideas to create a wave composition using dynamics, pitch and texture.

End point

Children will represent the waves through music, using dynamics, texture and pitch to create a group composition, inspired by Fingal's Cave by Mendelssohn.



Big Ideas

Term: Spring 2

Year group: 6

Subject: Music

Topic: Advance Rhythms

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture, timbre, notation and duration** and will have described these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: Kodaly, crochet, quaver, minim, rest, ensemble, rhythm, pulse, Solfa scale, notation, chant, unison, syllables

Musical Elements

Knowledge	Key Strands	Music/ Musicians
<p>Kodaly (Ko-Dye) – TA (one beat - crochet), TiTi, (one beat, two notes - quavers) SH (rest for one beat), TWO (two beats - minim)</p> <p>Ensemble – a group performance</p> <p>Rhythm – a regular repeated pattern of sound</p> <p>Pulse/beat – steady, like a heartbeat</p> <p>Pitch – high or low</p> <p>Solfa Scale – 7 notes do, re, mi, fa, sol, la, and ti</p> <p>Notation - symbols used to represent music played or sung</p> <p>Chant – words spoken or sung over and over</p> <p>Unison – at the same time</p> <p>Syllables – the parts into which words can be separated</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>The history of music</p> <p>Learning though the inter-related dimensions of music</p>	<p>Steve Reich – Clapping Music – Minimalism, modern classic</p>

Musical Skills

- Performing** a rhythmic canon as a class by clapping.
- Performing** a composition by following their own notation.
- Notating** a song by listening to the pulse.
- Identifying** the difference between pulse and rhythm.
- Constructively** critique compositions, using musical vocabulary.
- Improvising** and composing rhythms using the Kodaly Method.
- Using** knowledge of rhythm to compose a simple rhythm.
- Learning** about different method for teaching music

End point

Children develop a sense of pulse before composing and notating a piece of their own.



Big Ideas

Term: Summer 2	Year group: 6	Subject: Music	Topic: Film Music
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Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture, timbre, notation and duration** and will have described these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: soundtrack, major/minor key, tempo, pitch, rhythm, unison, harmony, melody, descending, ascending, tremolo, chords, graphic score, notation, staff, stave, accelerando, rallentando, crescendo, decrescendo

Musical Elements

Knowledge and understanding	Music/ Musicians
Soundtrack – music that plays in a film that can stir emotion: fear, trepidation, sorrow, happiness Major key – happy sounding music Minor key – sad/ passionate sounding music Tempo – speed of the music Pitch – high or low sounds Rhythm – a regular repeated pattern of sound Unison – playing together Harmony – a combination of tones sung together Melody – tune Descending – sound getting lower Ascending – sounds getting higher Tremolo – dark and expectant Chords – notes played at the same time Graphic score – a picture representation of musical sounds Notation – symbols used to represent music played with instruments or sung by the human voice Staff/stave – five lines on which the notes are placed to represent pitch Accelerando – getting faster Rallentando – getting slower Crescendo – getting louder Decrescendo – getting quieter	John Barry – Main Theme from James Bond – Film Soundtrack Elgar – Pomp and Circumstance Military March – Post-romantic Key Strands Performing Listening Composing Learning though the inter-related dimensions of music

Musical Skills

- Performing** a soundtrack to a film scene as a group.
- Discussing** the features of film music.
- Identifying** different instruments and composing techniques.
- Interpreting** emotions in film music using graphic scores.
- Creating** and notating a composition which uses sounds to represent a given theme.

End point

Children will compose a soundtrack to play alongside film clips.