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|  Year 6 Unit 1 - How does music bring us together? |
| **Links made with other subjects** | Understanding feelings, Friendship, kindness, respect, Standing up for democracy and eliminating oppression, Knowing our cultural roots, Engaging to protect and care for our planet earth: ecosystems, recycling etc  |
| **The BIG Question** | Year 6 Unit 1 - How does music bring us together? |
| **Music objectives**(link to NC)  | Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: * 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.
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| **Prior knowledge**What prior knowledge is needed for children to be successful in this unit?   | Children already know:**Musicianship: Understanding Music** Using body percussion, instruments and voices In the key centres of: C major, D major, F major, A minor In the time signatures of: 2/4, 3/4, 4/4, 5/4, 6/8 Find and keep a steady beat Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation Copy back melodic patterns using the notes CDE, DEF♯GA, DEF♯GABC♯, ABCDEFG♯, FGAB♭CDE **Listening** Talk about feelings created by the song Justify a personal opinion with reference to musical concepts Find and demonstrate the steady beat Identify 2/4, 3/4, 6/8 and 5/4 metre Identify the musical style of a song Identify instruments by ear and through a range of media Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB Explain a bridge passage and its position in a song Recall by ear memorable phrases heard in the music Identify major and minor tonality Recognise the sound and notes of the pentatonic and blues scales by ear and from notation Explain the role of a main theme in musical structure Know and understand what a musical introduction is and its purpose Explain rapping Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk and Musicals **Singing** Rehearse and learn songs from memory and/or with notation Sing in 2/4, 3/4, 4/4 and 6/8 time Sing in unison and as part of a smaller group Sing ‘on pitch' and 'in time' Sing a second part in a song Self-correct if lost or out of time Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to dynamics and articulation Develop confidence as a soloist Talk about the different styles of singing used for different styles of song Talk confidently about how connected you feel to the music and how it connects in the world Respond to a leader or conductor**Notation** Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation. Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of: C D E F G A B F G A B♭ C D E G A B C D E F♯ A♭ B♭ C D♭ E♭ F G G G♯ A B♭ C D E F G A B C Identifying: Stave Treble clef Time signature Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers Recognising how notes are grouped when notated Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign**Playing Instruments** Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, A♭ major, D minor**Playing the recorder** Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, A♭ major, D minor by ear or from notation**Creating: Improvising** Explore improvisation within a major scale using the notes C D E♭ F G, C D E F G, C D E G A, F G A B♭ C, D E F G A **Creating: Composing** Create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C) F G F G A F G A B♭ F G A B♭ C Start and ending on the note F (Pentatonic on F) G A G A B G A B C G A B C D Start and ending on the note G (G major) G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) D E D E F D E F G D E F G A Start and ending on the note D (D minor) **Performing** Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience Perform from memory or with notation, with confidence and accuracy Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance Explain why the song was chosen, including its composer and the historical and the cultural context of the song A student leads part of the rehearsal and part of the performance Record the performance and compare it to a previous performance. Explain how well the performance communicated the mood of each piece Discuss and talk musically about the strengths and weaknesses of a performance Collect feedback from the audience and reflect how future performances might be different |
| **Future learning**Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:Pulse/Beat/Metre, Rhythm, Pitch: Melody, Tempo, Dynamics, Timbre, Texture, Structure (Form) |
| **Music strands from MMC** | * Singing

Create, rehearse and present a holistic performance for a specific event, for an unknown audience Create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts Perform from memory or with notation Understand the value of choreographing any aspect of a performance A student or a group of students rehearse and lead parts of the performance Understand the importance of the performing space and how to use it Record the performance and compare it to a previous performance Collect feedback from the audience and reflect how the audience believed in the performance Discuss how the performance might change if it was repeated in a larger/smaller performance space* Listening

Rehearse and learn Year 6 Unit songs from memory and/or with notation Sing in 2/4, 4/4, 3/4, 5/4 and 6/8 Sing with and without an accompaniment Sing syncopated melodic patterns Demonstrate and maintain good posture and breath control whilst singing Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to dynamics and articulation Lead a singing rehearsal Talk about the different styles of singing used for the different styles of songs sung in this year Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world* Composing

Create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major) G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) D E D E F D E F G D E F G A Start and ending on the note D (D minor) F G F G A F G A C F G A C D Start and ending on the note F (Pentatonic on F) F G F G A♭ F G A♭ B♭ F G A♭ B♭ C Start and ending on the note F (F minor)* Performing/ Instrumental performance

Create, rehearse and present a holistic performance for a specific event, for an unknown audience Create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts Perform from memory or with notation Understand the value of choreographing any aspect of a performance A student or a group of students rehearse and lead parts of the performance Understand the importance of the performing space and how to use it Record the performance and compare it to a previous performance Collect feedback from the audience and reflect how the audience believed in the performance Discuss how the performance might change if it was repeated in a larger/smaller performance space |
| **Vocabulary/ Glossary** | Staff notation, octave range, tuned percussion, semibreves, minims, crotchets, quavers, semiquavers, rests, ternary, pentatonic, three and four part rounds, syncopated |
| **SEND expectations** | * Differentiated lessons
* SEND Charanga scheme – Anyone can play. 5 activity sequence
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