

Year 6 Overview – Music

<u>Term</u>	<u>Tasks</u>	<u>Knowledge, Skills and Understanding - taken from National Curriculum and Focus Statements.</u>	<u>Resources</u>	<u>Useful information and links.</u>
<u>Autumn</u> <u>1</u>	<u>Who Knows? – Music Express</u> 1. Film soundtracks - Composer John Williams - Does the theme track, match the film? Does it build anticipation? Does it capture the correct mood? Children to create a sound board page to show all 3 films and add - feelings, instruments they can hear, opinions and mark making to show. Discuss findings and opinions. 2. Lesson 2, section 3 - Link to V.E Day. 'The Fanfare for the Common Man' was composed by Aaron Copland in 1942 to recognise the work of the 'ordinary' people in World War 2. Watch the Power point - the pictures can be moved along as the music plays. Discuss VE Day, historic importance, title, reason for composition. Give opinions, reasons and discuss. How would you review the piece? Write a music review on the overall impact of this piece. 3. Lesson 3, section 1,2,3 - Adding musical accompaniment to a mime. Children to work in small groups to create mimes, create a cartoon strip, compose sound effects and/or musical accompaniment, perform, evaluate and review others' work. (Assessment sheet in file) 4. Listen to 4 well known war time songs - Nightingale, Tipperary, Run Rabbit Run and White Cliffs of Dover. What is their message? Are they fast? Slow? High pitched? Verses? Chorus? Try singing along. People in war times used songs to improve their moods - why? Were these songs good for that? Evaluate. (Assessment sheet in file)	• <u>LISTEN</u> - Listen with attention to detail and recall sounds with increasing aural memory: Accurately recall a part of the music listened to. Explain why silence is often needed in music and explain what effect it has. • <u>COMPOSE</u> - Improvise and compose music for a range of purposes using inter-related dimensions of music : Compose music which meets specific criteria. Choose the most appropriate tempo for a piece of music. Use a variety of different musical devices in composition (including melody, rhythms and chords) • <u>APPRECIATE</u> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Evaluate how the venue, occasion and purpose affects the way a piece of music is created. • <u>USE AND UNDERSTAND</u> - Use and understand staff and other musical notations : Analyse features within different pieces of music.	• Music Express book pages 54 - 61 • Photocopy page 58 • Tuned and un-tuned instruments	• Shared - SLT - Music Cathy and Steph - VE Day presentation. This file has all of the music tracks, Power points, song words etc, so you don't need to use the clips from the Music Express book/CDs. • There is no specific order for these sessions.

<u>Autumn</u> <u>2</u>	<u>Cyclic Patterns - Music Express.</u> - Lesson 1, sections 1 and 2. Use Smartboard to show instruments used in 'Winds on the Mountain'. Which western instruments do they look like? Listen again and identify the different instruments in the piece. What is a Cyclic pattern? Discuss and identify the pattern in the songs and changes that occur through the piece and the cyclic structure. - Create posters for display to explain what a Cyclic pattern is and what the instruments are that are used in 'Winds on the Mountain'. Make a Siku from art straws. - Lesson 2, Section 1 and 2. Introduce the music of Gamelan - see book for information. Listen to Baris gede - 'bandrangan' and identify the cyclic pattern. Identify high/low pitch and match to instruments. - Lesson 2, Section 3. In small groups, create, compose, rehearse and perform a cyclic pattern using tuned and untuned percussion.	<u>LISTEN</u> - Listen with attention to detail and recall sounds with increasing aural memory: Accurately recall a part of the music listened to. <u>APPRECIATE</u> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Identify and describe different purposes of music. <u>PERFORMING</u> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression : Play clear notes on instruments and use different composition elements. Maintain own part whilst others are performing their part. Perform parts from memory. <u>COMPOSE</u> - Improvise and compose music for a range of purposes using inter-related dimensions of music : Combine different sounds to create a specific mood or feeling. Compose music which meets specific criteria. Choose the most appropriate tempo for a piece of music. <u>USE AND UNDERSTAND</u> - Use and understand staff and other musical notations : Analyse features within different pieces of music.	- Music Express book pages 34 - 43 - CD tracks 40 - 42, 43 - 45 - Photocopy page 35, 37 - Picture clip 2, 3-6 - Tuned and un-tuned percussion	Example of traditional Indonesian Gamelan music. https://www.youtube.com/watch?v=c1AiCTJ9t8g
<u>Spring</u> <u>1</u>	<u>Music Appreciation - German composers: Bach, Handel and Mendelssohn.</u> Aim - To look in detail at three famous German composers and their work - compare, contrast, research, give opinions using musical terms, recreate and compose new versions using modern technology (ipads - GARAGE BAND) and present findings. - Bach - Piano - Handel - Orchestra - Mendelssohn - Piano and orchestra - Evaluate, compare, present.	<u>USE AND UNDERSTAND</u> - Use and understand staff and other musical notations : Analyse features within different pieces of music. <u>HISTORY OF MUSIC</u> - Develop an understanding of the history of music : Recognise the work of at least one famous composer. Contrast the work of a famous composer with another and explain preferences. Compare and contrast the impact that different composers from different times have had on people of that time. <u>COMPOSE</u> - Improvise and compose music for a range of purposes using inter-related dimensions of music : Use a variety of different musical devices in composition.(Including melody, rhythms and chords)	- Smartboard - Ipads - Music clip links	Bach - The Well Tempered Clavier (1:05 onwards, skip through different points to hear a range of melodies as the performance is 1hr 48) https://www.youtube.com/watch?v=dX_wvYfjTiI Handel - Mixed collection of examples -skip through to hear a range. https://www.youtube.com/watch?v=joVvx20oVIg Mendelssohn - Piano and orchestral compositions. https://www.youtube.com/watch?v=sWiCHa9DFOY

<u>Spring</u> <u>2</u>	<u>Song Writer -Music Express.</u> - Lesson 1, section 1 and 2. Learn 'I Wanna Sing Scat' in 2 parts. Talk about the different styles of music. Learn, and play along, the 3 note ostinato. Create a new ostinato to play along. - Lesson 2, sections 1 and 2. Investigate mood music - the effect it has on an audience and its message/story. - Lesson 3, sections 1,2 and 3. Identify features of Blues music and the similarities and differences between Blues, Swing, Jazz and Folk. Listen to Track 35 'Hard Time Blues' and learn the chord sequence to play along. - Lesson 4, section 2/Lesson 5 - Aim : To create a Blues verse/poem with chord and percussion accompaniment.	<u>LISTEN</u> - Listen with attention to detail and recall sounds with increasing aural memory: Accurately recall a part of the music listened to. <u>PERFORMING</u> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression : Sing in harmony confidently and accurately. Perform parts from memory. Take the lead in a performance. <u>COMPOSE</u> - Improvise and compose music for a range of purposes using inter-related dimensions of music : Use a variety of different musical devices in composition. (Including melody, rhythm and chords) <u>USE AND UNDERSTAND</u> - Use and understand staff and other musical notations : Analyse features within different pieces of music. <u>HISTORY OF MUSIC</u> - Develop an understanding of the history of music.	- Music Express book pages 26 - 33 - CD tracks 29 - 36 - Photocopy page 28, 30 - Tuned and un-tuned percussion - Keyboards - ipads	Example of Jazz - listen to 3:15 https://www.youtube.com/watch?v=oGkkusOMFj0 Example of Swing - listen to 2:14 https://www.youtube.com/watch?v=zPfjomqZuXc Example of Folk - listen to 1:15 https://www.youtube.com/watch?v=wbHqaW6hJZc Extra task - Young Voices 2019 - 'It's a Swing Thing' -This is a medley of 3 swing style songs with children singing in different parts and with moves also. Class could learn the song and moves and perform the 3 parts together.
<u>Summer</u> <u>1</u>	<u>Music Appreciation - Coventry link with The Specials.</u> - Do ch know of any famous musicians from Coventry? Discuss. Talk about The Enemy, Pete Waterman and Bastille and listen to the tracks provided through the web links. Do ch know any of the songs/artists in the Stock, Aitken and Waterman mix? (1980s/1990s - pop, fun songs)Are any of those artists still around? Why do you think Kylie Minogue is still famous today? - Have the ch heard of The Specials? They are a famous 2 tone/ska/reggae/punk rock band from Coventry who have been around since the late 1970s. They are still making music today, though their line up has changed multiple times over the years. Lots of their songs had/have a political message and they also addressed issues in society and racism through some of their music.Politicians of the time were quite unpopular and so music brought people together. Listen to the two songs, through the links. What instruments are used? Encourage ch to identify	<u>APPRECIATE</u> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Identify and describe different purposes of music. Evaluate how the venue, occasion and purpose affects the way a piece of music is created. <u>HISTORY OF MUSIC</u> - Develop an understanding of the history of music. Compare and contrast the impact that different composers from different times have had on people of that time.	- Smart board - ipads	Bastille - Pompeii https://www.youtube.com/watch?v=m326LNIRB3k The Enemy – Away from here – DON'T play the video and only listen to 1:40. https://www.youtube.com/watch?v=7ZCVds_Q3WE Pete Waterman productions https://www.youtube.com/watch?v=Rxx0bxRmQOW The Specials – A message to you, Rudy https://www.youtube.com/watch?v=cntvEDbagAw The Specials – Ghost Town https://www.youtube.com/watch?v=RZ2oXzrnti4 Midlands Today broadcast about The Specials concert at Coventry Cathedral https://www.youtube.com/watch?v=PwRevu1RG7Y Madness – One Step Beyond https://www.youtube.com/watch?v=SOJSM46nWwo

and recreate (through claps/taps) the rhythm of the continuous beat of the songs.

3. The Specials played a 'home-coming' gig at Coventry Cathedral in 2019 and are due to play at festivals during the summer. Watch the news clip about the concert. What is it like listening to live music in comparison to CD? - atmosphere, crowd interaction/singing along, excitement of seeing idols.
4. Having listened to a few songs, what do you think two tone/ska/reggae/punk rock actually means through music? Have a look at the definitions. The Specials would be classed as a Two Tone group, using elements of ska, reggae, punk and rock to create their own unique genre of music. Listen to the Madness track - a famous song : One Step Beyond. There are two clear rhythms playing here. What are they? What instruments are playing them? Go back to The Specials song: Rudy. Repeat the questions - What are the two rhythms? What instruments are playing them?
5. Use Garage Band on the ipads to layer two different rhythms using different instruments. Look for rock and then the jazz styles in order to get the saxophone sounds. Ch to work in pairs. Invite pairs to present their tunes to the class, explaining which instruments were chosen and how they came up with their piece.
6. Ch to give their piece a title and design an album cover, as if it was by The Specials. Black and white patterns were common with ska music.

<u>Summer</u> <u>2</u>	<u>Leaver's Production - songs, movement and accompaniment.</u> 1. Leaver's Production - Learn songs, lyrics and movements as a collective, including those that may have solo or small group sections. 2. Choose a song from the production to create an accompaniment for. Work in small groups to create, compose, rehearse and perform the accompaniment alongside the song. 3. Think back over the year - creating mood/using music to enhance mime. Use play script, choose different points in the play that would benefit from a musical accompaniment to set the mood in order to enhance the performance for an audience. Understand that sometimes it is ok not to use a sound effect and that silence can also be a sound effect. Children could use tuned or un-tuned percussion, their own instruments if they play any, ipads - Garage Band. Children to work together in small groups to create, compose, practice and perform.	• <u>LISTEN</u> - Listen with attention to detail and recall sounds with increasing aural memory : Explain why silence is often needed in music and explain what effect it has. Repeat a phrase from the music after listening intently. Accurately recall a part of the music listened to. • <u>PERFORMING</u> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression : Play clear notes on instruments and use different elements in composition. Sing songs from memory with accurate pitch. Maintain own part whilst others are performing their part. Sing in harmony, confidently and accurately. Perform parts from memory. Take the lead in a performance. • <u>COMPOSE</u> - Improvise and compose music for a range of purposes using inter-related dimensions of music : Combine different sounds to create a specific mood or feeling. Use notation to record compositions in a small group or individually. Compose music which meets a specific criteria. Choose the most appropriate tempo for a piece of music. Use a variety of different musical devices in composition.	• Production script and CD • Wide range of tuned and un-tuned Percussion instruments • Ipads	• Please take photographs and create a topic page as evidence for Music files.
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