

Music Year Six



Autumn 2: Developing Ensemble Skills

National Curriculum

- 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.

Prior Unit:

Music and Technology

Future Unit:

Creative Composition

Sticky knowledge and skills:

- Identify 2/4, 4/4, 3/4, 6/8 and 5/4.
- Identify the musical style of a song using some musical vocabulary to discuss its musical elements.
- Recall by ear memorable phrases heard in the music.
- Sing expressively, with attention to dynamics and articulation.
- Sing expressively, with attention to breathing and phrasing.
- Rehearse and learn to play one of four differentiated parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, D minor and F minor.
- Explore improvisation within a major scale using the notes: C, D, E, F, G
G, A, B, C, D
F, G, A, C, D
- Recognise how notes are grouped when notated.
- Compose song accompaniments.
- Plan and compose an 8 or 16 beat melodic phrase, using the pentatonic scale (C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion.
- Create, rehearse and present a holistic performance for an audience.
- Understand the importance of the performing space and how to use it.
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Vocabulary:

Pupils will be taught the meaning of and encouraged to use:

Style indicators, melody, compose, improvise/improvisation, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, elements, Soul, producer, groove, hook, riff, ostinato, solo, Jazz, by ear, phrases, unison, harmony, bassline, brass section, melody, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords, Pop, Rock, Romantic, Folk, Film Music, Musicals, crescendo, diminuendo, mezzo forte, mezzo piano.

	LO	Lesson outline
Lesson 1	LO: To be able to play and perform an instrumental part of the song 'My Best Friend'.	<p>The unit question is: How does music connect us to our past? Refer back to this question as you move through each lesson in this unit.</p> <p>Complete the baseline quiz</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Steady beat • Metre 2/4 • Rhythmic and melodic patterns • Recognising and/or reading simple notation and tonic sol-fa • Tonal centre is A minor and the A minor scale (natural minor) is used • Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers <p>Improvise Together This activity gives you the opportunity to practice improvising together using the following notes.</p>

		<ul style="list-style-type: none"> • C, D, E • C, D, E, F, G, • C, D, E, F, G, A, B, C <p>Listening Listen to ` My Best Friend`. Explain it is a Soul song all about friendship. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing Learn to sing the song ` My Best Friend`. The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choregraph movement to the song. You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control • Listening to each other and singing in tune together <p>Playing Play and perform an instrumental part of the song by ear or from notation.</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` My Best Friend` with some understanding of the musical, cultural and historical contexts • Invite a child to lead the performance • Present what has been learnt in the lesson with confidence and ease • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 2</p>	<p>LO: To be able to create your own composition.</p>	<p>Recap- What song did we learn to sing last week? Can you remember what the song was about and anything else connected to it and you? What style of music is the song ` My Best Friend`.</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Steady beat • Metre 2/4 • Rhythmic and melodic patterns • Recognising and/or reading simple notation and tonic sol-fa • Tonal centre is A minor and the A minor scale (natural minor) is used • Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers <p>Improvise Together This activity gives you the opportunity to practice improvising together using the following notes.</p> <ul style="list-style-type: none"> • C, D, E • C, D, E, F, G, • C, D, E, F, G, A, B, C <p>Listening Listen to ` Why`. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing Continue to learn to sing the song ` My Best Friend` The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choregraph movement to the song. You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control • Listening to each other and singing in tune together <p>Composing and improvisation</p>

		<p>There are several improvise and/or compose options. Decide which activity below to use in the lesson and perhaps use the others for extension work.</p> <p>Compose with the song ` My Best Friend` In this composition activity, choose from the differentiated note sets and as a whole class or in groups, compose a new, simple melody that will be played with the song it its performance. Children to compose an eight- bar melody using three or five notes over the backing track.</p> <p>Compose with a theme- `Rock Track` This activity uses a different backing track in which you can create your own melody inspired by a given theme. Choose from the differentiated note sets as a whole class or in groups, compose a new melody. Children compose an eight- bar melody, using three or five notes over the backing track. The melody can be included as part of the final performance. The children can create using their imaginations.</p> <p>Music Notepad Using the Music Notepad, create your own compositions as a class or in differentiated groups to assess the music theory that has taken place in this unit. The home screen allows you to tailor the settings of your composition by selecting the time and key signatures, clef and numbers of bars. Once these have been selected, you are able to notate your own composition.</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` My Best Friend` with some understanding of the musical, cultural and historical contexts • Invite a child to lead the performance • Present what has been learnt in the lesson with confidence and ease • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 3</p>	<p>LO: To sing the song ` Singing Swinging Star` expressively, with attention to dynamics and articulation.</p>	<p>Recap: Can you remember the song we learnt last week? Sing ` My Best Friend`. What can you remember about Soul music?</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Steady beat • Metre 2/4 • Rhythmic and melodic patterns • Recognising and/or reading simple notation and tonic sol-fa • Tonal centre is A minor and the A minor scale (natural minor) is used • Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers <p>Improvise Together This activity gives you the opportunity to practice improvising together using the following notes.</p> <ul style="list-style-type: none"> • C, D, E • C, D, E, F, G, • C, D, E, F, G, A, B, C <p>Listening Listen to ` Singing Swinging Star`. Explain swing music was an extremely popular type of Jazz in the 1920s and people loved to dance along. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing Learn to sing the song ` Singing Swinging Star` The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choregraph movement to the song. You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control • Listening to each other and singing in tune together <p>Playing Play and perform an instrumental part of the song by ear or from notation.</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` Singing Swinging Star` with some understanding of the musical, cultural and historical contexts • Invite a child to lead the performance

		<ul style="list-style-type: none"> • Present what has been learnt in the lesson with confidence and ease • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 4</p>	<p>LO: To be able to identify memorable phrases heard in the music.</p>	<p>Recap: Can you remember the song we learnt last week? What can you remember about the song?</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Steady beat • Metre 2/4 • Rhythmic and melodic patterns • Recognising and/or reading simple notation and tonic sol-fa • Tonal centre is A minor and the A minor scale (natural minor) is used • Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers <p>Improvise Together This activity gives you the opportunity to practice improvising together using the following notes.</p> <ul style="list-style-type: none"> • C, D, E • C, D, E, F, G, • C, D, E, F, G, A, B, C <p>Listening Listen to `The Rite of Spring, Pt. 1 Adoration of the earth- No. 1 Introduction`. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing With your class learn to sing the song `Singing Swinging Star`. The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song. You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of `Singing Swinging Star` with some understanding of the musical, cultural and historical contexts • Invite a child to lead the performance • Present what has been learnt in the lesson with confidence and ease • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 5</p>	<p>LO: To understand the emotion/feeling/intent of the song and explain it to the class or each other</p>	<p>Recap: Can you remember the song we learnt last week? What can you remember about the song?</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Steady beat • Metre 2/4 • Rhythmic and melodic patterns • Recognising and/or reading simple notation and tonic sol-fa • Tonal centre is A minor and the A minor scale (natural minor) is used • Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers <p>Improvise Together This activity gives you the opportunity to practice improvising together using the following notes.</p> <ul style="list-style-type: none"> • C, D, E • C, D, E, F, G, • C, D, E, F, G, A, B, C <p>Listening Listen to `Roll Alabama`. Explain this song is a Folk song performed in a Rock style which is about a ship in the American Civil War. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the</p>

		<p>composer’s intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing</p> <p>With your class learn to sing ` Roll Alabama ` . The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song.</p> <p>You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` Sunshine on a rainy day ` with some understanding of the musical, cultural and historical contexts • Invite a child to lead the performance • Present what has been learnt in the lesson with confidence and ease • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 6</p>	<p>LO: To create and present a holistic performance to an audience.</p>	<p>There are two options: Understanding Music and Improvise Together. These are both optional activities today. Use either as a warm up or start your lesson with the Listen and Respond activity.</p> <p>Listening</p> <p>In this listen and respond activity, you will revisit a piece of music that the class listened to earlier in the unit. Give the children a blank ` listen and respond ` form where they can write their comments/ responses and answers. Listen to the song ` Why ` . Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer’s intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing</p> <p>As a class choose a song to revisit singing from the list on the screen.</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control <p>Playing</p> <p>Recap playing tuned percussion with your chosen song for the performance.</p> <p>Composing and Improvising</p> <p>Revisit the improvising and composing activities connected to the song you are preparing for the final performance.</p> <p>Performing</p> <p>Complete a performance of your chosen song from the unit. Record the performance using an iPad. When performing guide the class to discuss:</p> <ul style="list-style-type: none"> • How do we take our places? • How do we sit or stand to perform? How do we know when to start? • How might we introduce a piece of music? • How do we say thank you to the audience for listening? <p>After the performance guide the children to discuss:</p> <ul style="list-style-type: none"> • Did you enjoy the performance? • How did it make you feel? • Were all of the performers focused and concentrating during the performance? • If there was a song, could you hear the words? • If there was a song, can you remember what the song was about? • Who else might enjoy the performance? <p>Complete quiz together- Year 6 Unit 2</p> <p>The theory quiz summarises all of the musical learning that has taken place in this unit. Each question is multiple choice and allows you to select the correct answer before moving on.</p>