

# Music Year Six



## Spring 2: Musical Styles Connect Us

### 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:

Creative Composition

### Future Unit:

Improvising with Confidence

### Sticky knowledge and skills:

- Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.
- Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.
- Demonstrate and maintain good posture and breath control whilst singing.
- Talk about the different styles of singing used for different styles of songs.
- 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.
- Read and respond to minims, crotchets, quavers, dotted quavers and semi quavers.
- Explore improvisation within a major scale using the notes: C, D, E, F, G  
G, A, B, C, D  
F, G, A, C, D
- Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.
- Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)
- Use music technology, if available to capture, change and combine sounds.
- Create, rehearse and present a holistic performance for an audience.
- Perform a range of songs to a wider audience.

### 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: Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from notation.	<p>The unit question is: <b>How does music teach us about our community?</b> Refer back to this question as you move through each lesson in this unit.</p> <p><b>Complete the baseline quiz</b></p> <p><b>Musicianship options</b></p> <p>As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p><b>Listening</b></p> <p>Listen to `Let's Rock!`. Explain Rock music is famous for having improvised solos. 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><b>Singing</b> Learn to sing the song `Let's Rock!`. 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"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> <li>• Listening to each other and singing in tune together</li> </ul> <p><b>Playing</b> Play and perform an instrumental part of the song by ear or from notation.</p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Create and present a holistic performance of `Let's Rock!` with some understanding of the musical, cultural and historical contexts</li> <li>• Invite a child to lead the performance</li> <li>• Present what has been learnt in the lesson with confidence and ease</li> <li>• Introduce the performance with an understanding of what the song is about and anything else connected to it and you</li> </ul>
<p><b>Lesson 2</b></p>	<p>LO: To be able share and talk about their improvisation with the song `Let's Rock`.</p>	<p><b>Recap-</b> 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 `Let's Rock`.</p> <p><b>Musicianship options</b> As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p><b>Listening</b> Listen to `Mazurka in G Minor, Op. 24 No.1`. 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><b>Singing</b> Continue to learn to sing the song `Let's Rock` 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"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> <li>• Listening to each other and singing in tune together</li> </ul> <p><b>Composing and improvisation</b> <b>Improvise with the song `Let's Rock`</b> Think about the differences between improvising and composing. The children will be using up to three or 5 notes suggested. They can improvise together, in groups or as a soloist. Perform the improvisations within the given activity option in `Perform the Song`.</p> <p><b>Option 1. Improvise Together</b> You can repeat this option if you wish to, but you might have already taken this option to practise improvising at the beginning of the lesson. If you have, use the skills you have started to build and use them in `Improvise with the song` next.</p> <p><b>Option 2. Improvise with the song</b> Take it in turns to improvise using the notes given. When practicing, take it in turns to solo or improvise in groups. Perform your improvisations within the activity option in `Perform the song`.</p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Create and present a holistic performance of `Let's Rock` with some understanding of the musical, cultural and historical contexts</li> <li>• Invite a child to lead the performance</li> <li>• Present what has been learnt in the lesson with confidence and ease</li> <li>• Introduce the performance with an understanding of what the song is about and anything else connected to it and you</li> </ul>
<p><b>Lesson 3</b></p>	<p>LO: To be able to sing in tune together whilst singing the song `Simple Gifts`.</p>	<p><b>Recap:</b> Can you remember the song we learnt last week? Sing `Let's Rock`. What can you remember about Rock music?</p> <p><b>Musicianship options</b> As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p>

		<p><b>Listening</b> Listen to `Simple Gifts`. Explain this is an American Folk song. 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><b>Singing</b> Learn to sing the song `Simple Gifts` 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"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> <li>• Listening to each other and singing in tune together</li> </ul> <p><b>Playing</b> Play and perform an instrumental part of the song by ear or from notation.</p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Create and present a holistic performance of `Simple Gifts` with some understanding of the musical, cultural and historical contexts</li> <li>• Invite a child to lead the performance</li> <li>• Present what has been learnt in the lesson with confidence and ease</li> <li>• Introduce the performance with an understanding of what the song is about and anything else connected to it and you</li> </ul>
<p><b>Lesson 4</b></p>	<p>LO: To invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p>	<p><b>Recap:</b> Can you remember the song we learnt last week? What can you remember about the song?</p> <p><b>Musicianship options</b> As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p><b>Listening</b> Listen to `Danny Boy`. 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><b>Singing</b> With your class learn to sing the song `Simple Gifts`. 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"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><b>Composing and improvisation</b> 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><b>Compose with the song `Simple Gifts`</b> 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><b>Compose with a theme- `My Community`</b> 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><b>Create a graphic score- My Community</b> The children will be given the opportunity to create their own graphic scores with the title `Jazz Hands`. Explain that a graphic score is an exciting and creative way to write a musical composition. It involves using: shapes, squiggles, letters, pictures, anything you would like to represent the music you are creating. They will use their imagination to decide what will happen in the story and how they will tell it with sound and instruments.</p> <p><b>Music Notepad</b></p>

		<p>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><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Create and present a holistic performance of `Simple Gifts` with some understanding of the musical, cultural and historical contexts</li> <li>• Invite a child to lead the performance</li> <li>• Present what has been learnt in the lesson with confidence and ease</li> <li>• Introduce the performance with an understanding of what the song is about and anything else connected to it and you</li> </ul>
<p><b>Lesson 5</b></p>	<p>LO: To analyse, explore and discover the song/piece's musical concepts and style.</p>	<p><b>Recap:</b> Can you remember the song we learnt last week? What can you remember about the song?</p> <p><b>Musicianship options</b> As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p><b>Listening</b> Listen to `Friendship Should Never End`. 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><b>Singing</b> With your class learn to sing `Friendship Should Never End`. 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"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><b>Playing</b> Play and perform an instrumental part of the song by ear or from notation.</p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Create and present a holistic performance of `Friendship Should Never End` with some understanding of the musical, cultural and historical contexts</li> <li>• Invite a child to lead the performance</li> <li>• Present what has been learnt in the lesson with confidence and ease</li> <li>• Introduce the performance with an understanding of what the song is about and anything else connected to it and you</li> </ul>
<p><b>Lesson 6</b></p>	<p>LO: To perform with confidence and with an understanding of the songs you are singing and how the activities fit with the songs.</p>	<p><b>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.</b></p> <p><b>Listening</b> 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 `Mazurka In G Minor, Op.24. No1`. 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><b>Singing</b> As a class choose a song to revisit singing from the list on the screen.</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><b>Playing</b> Recap playing tuned percussion with your chosen song for the performance.</p> <p><b>Composing and Improvising</b> Revisit the improvising and composing activities connected to the song you are preparing for the final performance.</p> <p><b>Performing</b></p>

		<p>Complete a performance of your chosen song from the unit. Record the performance using an iPad.</p> <p>When performing guide the class to discuss:</p> <ul style="list-style-type: none"><li>• How do we take our places?</li><li>• How do we sit or stand to perform? How do we know when to start?</li><li>• How might we introduce a piece of music?</li><li>• How do we say thank you to the audience for listening?</li></ul> <p>After the performance guide the children to discuss:</p> <ul style="list-style-type: none"><li>• Did you enjoy the performance?</li><li>• How did it make you feel?</li><li>• Were all of the performers focused and concentrating during the performance?</li><li>• If there was a song, could you hear the words?</li><li>• If there was a song, can you remember what the song was about?</li><li>• Who else might enjoy the performance?</li></ul> <p><b>Complete quiz together- Year 6 Unit 4</b></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>
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