



Year 6 Happy!

Autumn

You have already learnt... Listening and appraising different genres of music.

Creating simple melodies on a Keyboard. Exploring different genres of song and how the lyrics impact a piece of music. Exploring how songs are performed such as a rap, ballad, choir, solo.

Key Skills

1 – Listen & Appraise: Happy (Pop/Neo Soul)

What style indicators can you hear?

Describe the structure?

What instruments/voices can you hear?

Describe the musical dimensions?

2 – Musical Activities using glocks and/or recorders

Warm-up Games play and copy back using up to 3 notes – A, G + B.

Bronze: A | Silver: A + G | Gold: A, G + B challenge.

Which challenge did you get to?

Singing in 2 parts.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B.

Which part did you play?

Improvise using up to 3 notes – A, G + B.

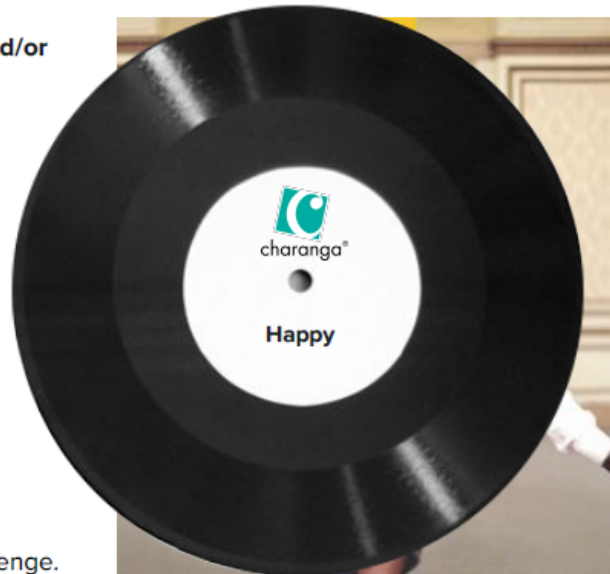
Bronze: A | Silver: A + G | Gold: A, G + B challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.



Key Knowledge

- Know and be able to talk about: How **pulse, rhythm, pitch, tempo, dynamics, texture** and **structure** work together to create a song or music
- To know and be able to talk about: - Different ways of writing music down - e.g. **staff notation, symbols** - The notes C, D, E, F, G, A, B + C on the **treble staff**
- To know that you can use some of the **riffs** and **licks** you have learnt in the Challenges in your **improvisations**
- A **composition**: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends
- A **performance** involves communicating ideas, thoughts and feelings about the song/ music

Words you need to know:

Tempo: The speed at which music is played or performed.

Dynamics: The variations in loudness or softness in music.

Timbre: The unique quality or tone colour of a musical sound that distinguishes it from others.

Texture: The way different musical parts or voices are combined in a piece of music.

Structure: The order and organization of musical sections or parts in a piece of music.

Dimensions of music: Different aspects or elements that contribute to the overall experience of music, such as melody, rhythm, and dynamics.

Ostinato: A short musical phrase or pattern that repeats throughout a piece of music.

Phrases: Short musical ideas or sections that contribute to a larger musical composition.

Unison: When two or more voices or instruments play or sing the same pitch or melody at the same time.

Urban Gospel: A contemporary music genre that combines elements of gospel music with urban and modern influences.

Next you will learn...

Explore the composer Benjamin Britten. Learn how he composed his music and compare his other pieces. Explore how other artists perform his pieces and create your own version of his New Year Carol.



Year 6 A new year carol Spring

You have already learnt... Listening and appraising different genres of music

Learning to compose a simple melody using notes on a glockenspiel. Improvise using the same notes and thinking about rhythm, timbre and ostinato. Performing a piece of music using a variety of composed phrases and improvised phrases. Appraise each groups performed piece using musical vocabulary.

1 – Listen & Appraise: A New Year Carol (The music of Benjamin Britten)

What style indicators can you hear?

Describe the structure?

What instruments/voices you can hear?

Describe the musical dimensions?

Mood and story told?

2 – Musical Activities using glocks and/or recorders

Warm-up games pulse, rhythm and pitch games:

- Learn to clap some of the the rhythms used in the song
- Learn some musical phrases that you will sing in the song

Did you try the extension rhythm and pitch game?

Singing in unison. Sing the song in its original style, and the Urban Gospel version.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.



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Next you will learn...

How different artists create their own music by exploring different genres and lyrics. You will then write your own lyrics or rap using the theme music and me. You will then perform your song to your peers.



Year 6- Music and Me

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Learning to compose a simple melody using notes on a glockenspiel. Improvise using the same notes and thinking about rhythm, timbre and ostinato. Performing a piece of music using a variety of composed phrases and improvised phrases. Appraise each groups performed piece using musical vocabulary.

Key Skills

1 – Listen & Appraise music from four different inspirational female artists

As you listen to each of the featured artists, think about:

What could you hear? Did you recognise any instrumental sounds or voices?

Did you like the music? Why? Or why not?

Did anything stand out to you about any of the pieces you listened to?

2 – About the Artists

The videos will introduce each artist, who will talk about themselves and their work. You will hear key words and phrases that will tell about their identity and how they express it through their music. Learning about the artists will help you to create your own music.

Questions to think about in this unit:

How do they each go about creating music?

How has creating music helped them to build their confidence?

How do you know that making music and performing makes them happy?

What do they say about themselves through their music?

3 – Create

You will write your own music using 'Music and Me' ('Identity') as your theme.

From the list below, which options and which tools did you choose? Did you work alone? Or in a group?

- Which 'beat' did you use?
- Music Explorer
- An instrument
- Write a rap
- Write lyrics for a song
- Use 'Quickbeats'
- A combination of the above
- Interview each other

4 – Perform, Share and Present

Decide how your group will introduce your composition and how much you will tell your audience about it.

How did you put your identity into the music and the performance?

Record the performance and talk about it afterwards.

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- A **performance** involves communicating ideas, thoughts and feelings about the song/music
- **Performing** is sharing music with an audience with belief

Words you need to know:

Unison: When people or things make the same sound or do the same thing at the same time.

Harmony: When different things work well together or sound pleasing together.

Rap: A style of music where words are spoken rhythmically and with a strong beat.

Lyrics: The words of a song.

Turntablist: A DJ who manipulates and creates music using record turntables.

DJing: The act of playing and mixing recorded music for an audience.

Producer: Someone responsible for overseeing the creation and recording of music, including managing technical aspects and guiding the artistic process.

Electronic: Relating to devices or systems that work using electric currents and circuits.

Acoustic: Relating to sound or music that is produced without electronic amplification or modification.

Next you will learn...

How to play piano using both hands and reading notation on the treble and bass clef.