

Year 6 – Term 4

Does adversity always make us stronger?

MUSIC



Differentiate between musical phrases that 'work' and those that don't.

Progression in skill:

Sing a broad range of songs, including those with syncopated rhythms, as part of a choir, with a sense of ensemble and performance.

Observe rhythm, phrasing, accurate pitching and appropriate style.

Sing three- and four-part rounds as well as partner songs.

Identify the role of different instruments within an ensemble, e.g. ostinato, melody.

Identify the musical style using musical vocabulary to describe the musical concepts.

Experiment with different positioning (i.e. no longer in discrete parts to develop listening skills, balance between the parts and vocal independence).

Extend improvised melodies beyond 8 beats over a fixed groove to create a satisfying melodic shape.

Engage with others through ensemble playing, taking on melody and accompaniment roles.

Long-term Memory Knowledge:

Join in with a group singing performance, observing rhythm, phrasing, pitch and style.

Demonstrate an understanding of syncopation.

Maintain your part in a 3- or 4-part round, regardless of whether you are stood with others who are singing the same part or not.

Recognise which instruments are playing the which parts in a piece of music you are listening to, e.g. the double bass plays the ostinato and the trumpet plays the melody.

Talk about the origins, history and social context of jazz, swing and scat.

Improvise a melody over a fixed groove that creates a satisfying melodic shape.

Compose melodic phrases that have rhythmic variety and interest.

Take on different roles within an ensemble piece.

Key Vocabulary

jazz	a type of music of black American origin characterized by improvisation, syncopation, and usually a regular or forceful rhythm, emerging at the beginning of the 20th century.
syncopated rhythm	a musical technique often used in jazz where the off-beat is emphasised
off-beat	not coinciding with the beat – the 'and' between beats
swing music	a style of jazz, developed in America in the 1930s and 40s.
chromatic	using notes not belonging to the key in which a passage is written
scat	a type of improvised singing, with nonsense words and syllables, used in jazz

Progression in Resources:

Voices; untuned percussion (woodblocks, claves, etc.); tuned percussion (xylophone, glockenspiel, chime bars – noted C-C)

Relevance

Now	Children develop their understanding of how jazz pieces of music are created; they think about how music can positively affect mood and begin to apply this thinking to their experiences.
Future	As young people and adults, they enjoy music and will sing for pleasure with others; they choose music to reflect their mood or one they want others to feel.
Aspiration	As young people and adults, they perform publicly – both independently and with others.

National Curriculum Links:

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.

Essential Prior Learning:

Recognise and maintain a steady beat.

Work collaboratively as part of a group, either singing, with instruments or a combination of both.

Anticipate the first beat of a piece of familiar music.

Sing with awareness of the tune or melody.

Identify the rhythm in a piece of music.

Move to music.

Know what is meant by ostinato.

Recognise the sound of some common band and orchestral instruments.