

Year 6 – Term 4

Does adversity always make us stronger?

MUSIC



Progression in skill:

Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance; observe rhythm, phrasing, accurate pitch and appropriate style.

Continue to sing three- and four- part rounds.

Develop a knowledge and understanding of the stories, origins, traditions, history and social context of music they are listening to, singing and playing.

Improvise melodies beyond eight beats over a fixed groove, creating a satisfying melodic shape.

Plan and compose an eight- or sixteen-beat melodic phrase with rhythmic variety and interest.

Listen to recorded performances.

Engage with others through ensemble playing with pupils taking on melody or accompaniment roles; this could be chords or a single-note bass line.

Long-term Memory Knowledge:

Syncopation is where notes fall between the beat rather than on it.

An arpeggio is a group of notes in a chord which are played one after the other, instead of all at the same time.

Glen Miller was a famous American swing-band leader from the 1930s and 1940s.

Swing bands are usually made up of saxophonists, trumpeters, trombonists and a rhythm section (piano, double bass, guitar and drums).

Swing music is considered to be 'bounding' and rhythmic, encouraging people to dance; it is still popular with some people today.

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.
off-beat	not coinciding with the beat
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)

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 a steady beat.

Work collaboratively as part of a group.

Anticipate the first beat of a piece of familiar music.

Sing with awareness of the tune.

Identify the rhythm in a piece of music.

Move to music.

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.