

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: Music Year Group: 6		Area of learning: Listen & appraise/Sing & play/Improvise/Compose/Perform
Links to previous work/Remember when	<p>Listening to a piece of music, being able to talk about it, tempo, pitch, types of instruments.</p> <p>Composing a rhythm using graphic notation.</p> <p>Performing a song and recording it.</p>	
Term	Year 6	Key Skills to be taught
Autumn 2021		<p><i>Happy - Pharrell Williams</i></p> <p><i>Pulse – the regular heartbeat of the music; its steady beat. • Rhythm – long and short sounds or patterns that happen over the pulse. • Pitch – high and low sounds. • Tempo – the speed of the music; fast or slow or in-between. • Dynamics – how loud or quiet the music is. • Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. • Texture – layers of sound. Layers of sound working together make music very interesting to listen to. • Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. • Notation – the link between sound and symbol.</i></p>
What the children should know at the end of this series of lessons		

Vocabulary

style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	i). Listen and Appraise (begin to recognise the style indicators of Pop music with a Soul influence) Talk about the music and how it makes you feel, using musical language to describe the music.
2	i). Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music
3	i). To sing in unison and to sing backing vocals. To sing with awareness of being 'in tune'.
4	i) 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 stave
5	i) To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader
6	i). Notation: recognise the connection between sound and symbol. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.

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	To record the performance and compare it to a previous performance.
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Learning Outcome/product
<p>Children to have understood the meaning behind the unit style of song through listening and appraising.</p> <p>To have played an instrument (glock) along to the simple rhythms.</p> <p>To have created their own graphic notation using symbols.</p> <p>To rehearse their own performance and perform or record their performance.</p>

Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question
<p>What went well?</p> <p>It would have been even better if...?</p>