|  |
| --- |
|  Year 6 Unit 3 - How does music make the world a better place? |
| **Links made with other subjects** | Understanding feelings, Friendship, kindness, respect, Standing up for democracy and eliminating oppression, Knowing our cultural roots, Engaging to protect and care for our planet earth: ecosystems, recycling etc |
| **The BIG Question** | Year 6 Unit 3 - How does music make the world a better place? |
| **Music objectives**(link to NC)  | Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: * 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 knowledge**What prior knowledge is needed for children to be successful in this unit?   | *Children already know:***Musicianship**: Using body percussion, instruments and voices In the key centres of: C major, F major, G major, D major, A minor, D minor In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8 Find and keep a steady beat Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGAB♭CDE, GABCDEF♯, DEF♯GABC♯, ABCDEFG **Listening**: Talk about feelings created by the song Justify a personal opinion with reference to musical concepts Identify 2/4, 4/4, 3/4, 6/8 and 5/4 Identify the musical style of a song using some musical vocabulary to discuss its musical concepts Identify the following instruments by ear and through a range of media: bass, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers and vocal techniques such as cackles Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break Explain a bridge passage and its position in a song Recall by ear memorable phrases heard in the music Identify major and minor tonality, triads I, IV and V, and intervals within a major scale Explain the role of a main theme in musical structure Know and understand what a musical introduction and outro is and its purpose Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups **Singing** Rehearse and learn Year 6 Unit songs from memory and/or with notation Sing in 2/4, 4/4, 3/4, 5/4 and 6/8 Sing with and without an accompaniment Sing syncopated melodic patterns Demonstrate and maintain good posture and breath control whilst singing Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to dynamics and articulation Lead a singing rehearsal Talk about the different styles of singing used for the different styles of songs sung in this year Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world**Notation**Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation. Standard notation using dotted crotchets, crotchets, semiquavers, quavers, dotted minims, minims and semibreves, and simple combinations of: C D E F G A B F G A B♭ C D E F G A♭ B♭ C D E♭ G A B♭ C D E F G A B C D E F♯ D E F G A D E F♯ A B C♯ E F♯ G G♯ A B C C♯ E♭ F G A♭ B♭ C D Identifying: dotted quavers, and semiquavers Recognising how notes are grouped when notated Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign **Playing Instruments** Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, E♭ major, D minor, F minor by ear or from notation**Creating: Improvising** Explore improvisation within a major scale using the notes C D E F G, G A B♭ C D, G A B C D, F G A C D**Creating: Composing** Create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major) G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) D E D E F D E F G D E F G A Start and ending on the note D (D minor) F G F G A F G A C F G A C D Start and ending on the note F (Pentatonic on F) F G F G A♭ F G A♭ B♭ F G A♭ B♭ C Start and ending on the note F (F minor) **Performing** Create, rehearse and present a holistic performance for a specific event, for an unknown audience Create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts Perform from memory or with notation Understand the value of choreographing any aspect of a performance A student or a group of students rehearse and lead parts of the performance Understand the importance of the performing space and how to use it Record the performance and compare it to a previous performance Collect feedback from the audience and reflect how the audience believed in the performance Discuss how the performance might change if it was repeated in a larger/smaller performance space |
| **Future learning**Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:Pulse/Beat/Metre, Rhythm, Pitch: Melody, Tempo, Dynamics, Timbre, Texture, Structure (Form) |
| **Music strands from MMC** | * Singing

Create, rehearse and present a holistic performance for a specific event, for an unknown audience Create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts Perform from memory or with notation Understand the value of choreographing any aspect of a performance A student or a group of students rehearse and lead parts of the performance Understand the importance of the performing space and how to use it Record the performance and compare it to a previous performance Collect feedback from the audience and reflect how the audience believed in the performance Discuss how the performance might change if it was repeated in a larger/smaller performance space* Listening

Rehearse and learn Year 6 Unit songs from memory and/or with notation Sing in 2/4, 4/4, 3/4, 5/4 and 6/8 Sing with and without an accompaniment Sing syncopated melodic patterns Demonstrate and maintain good posture and breath control whilst singing Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to dynamics and articulation Lead a singing rehearsal Talk about the different styles of singing used for the different styles of songs sung in this year Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world* Composing

Create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major) G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) D E D E F D E F G D E F G A Start and ending on the note D (D minor) F G F G A F G A C F G A C D Start and ending on the note F (Pentatonic on F) F G F G A♭ F G A♭ B♭ F G A♭ B♭ C Start and ending on the note F (F minor)* Performing/ Instrumental performance

Create, rehearse and present a holistic performance for a specific event, for an unknown audience Create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts Perform from memory or with notation Understand the value of choreographing any aspect of a performance A student or a group of students rehearse and lead parts of the performance Understand the importance of the performing space and how to use it Record the performance and compare it to a previous performance Collect feedback from the audience and reflect how the audience believed in the performance Discuss how the performance might change if it was repeated in a larger/smaller performance space |
| **Vocabulary/ Glossary** | Staff notation, octave range, tuned percussion, semibreves, minims, crotchets, quavers, semiquavers, rests, ternary, pentatonic, three and four part rounds, syncopated |
| **SEND expectations** | * Differentiated lessons
* SEND Charanga scheme – Anyone can play. 5 activity sequence
 |