



# Music @



## Year Six - Term One



### Rationale/Curriculum links...

Pupils will recap the concept of syncopation during this unit exploring this through the following key themes: **pulse, rhythm, melody, active listening and appraising, performance, singing and composition.**

**Pulse** - Pupils will independently perform 2/4, 3/4 or 4/4 at varied tempos solo and in ensemble.

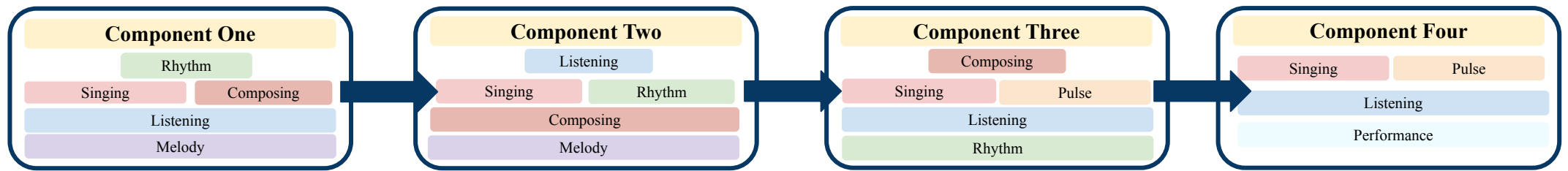
**Rhythm** - Pupils will perform syncopated rhythms within 2/4, 3/4 and 4/4 time signatures within 4 bar phrases with all note values covered with equivalent rests.

**Melody** - Pupils will perform using an octave range fluently.

**Listening** - Pupils will recognise three different tempos, key melody instruments and the mood and emotion of the piece.

**Performance** - Pupils will be able to perform within an octave range with expression, both solo and in an ensemble responding to the conductor and performance directions.

**Singing** - Pupils will be able to sign musically within an octave including using extended harmony responding to performance direction of the piece e.g. phrasing or dynamics.



### Component One

#### Singing:

Introduce the children to '*Ain't No Mountain High Enough*'. Children will sing the pieces musically and include the extended harmony in the first piece. They will follow the direction of the conductor and performance directions (dynamics - *mp, f*) and will identify the syncopation. Children may choose to sing solo parts. Listen to *Where is Love?* and compare it to '*Ain't No Mountain High Enough*'.



#### Listening:

#### Melody:

#### Composing:

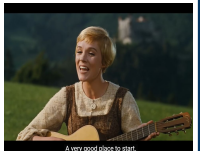
#### Rhythm:

Compose a four bar melody using 5-8 notes in small groups with known rhythms and their rests. You may choose to do this using music explorer or on instruments live. Choose two different moods and use the skills learnt (tempo, dynamics, soundscape with percussion instruments to compose pieces that fit these moods. Once composed, play the pieces and invite the class to guess which mood was chosen. Children could perform their pieces following a conductor.

### Component Two

#### Singing:

Introduce the children to '*Do Re Mi*'. Children will sing the piece musically and will recognise the mood and emotion.



#### Melody:

Using the voice, compose a melody using KODALY singing using only 5 to 8 notes within an appropriate range.

#### Composing:

Children could change the mood of the piece in groups creating two different compositions in two different moods.

#### Rhythm:

#### Listening:

Listen to 1812, recognise the instrumentation used in the piece. Identify the tempo, beats per bar and the march feel.

Play the pulse game. At different points, turn the music off and see whether the children can maintain the pulse of the piece.



## Component Three

### Singing:

Listen to **Living on a Prayer** and talk about the instruments used and the rock feel of the piece. Sing the piece musically clapping a rock beat along. Half of the class could clap the hi-hat rhythm (ti-ti-ti-ti-ti-ti-ti) whilst the other half play the bass drum (Ta, rest, Ta, rest) /snare drum rhythm (rest, Ta, rest, Ta).



### Pulse:

### Listening:

### Rhythm:

### Composing:

Children will compose a melody using 5 to 8 notes. Children will perform this with half of the class maintaining the rock rhythm and pulse and they will then swap over. This composition could include syncopation, as well as crotchets, quavers, minims, dotted crotchets and equivalent rests. If required, music explorer could be used to compose using the rock backing track.



## Component Four

### Singing:

Sing **New Year Carol** from Charanga. Identify the pulse and respond to the conductor and performance directions (quieter, louder etc.) Identify the time signature and choose an appropriate tempo to perform the piece. Allow the children time to perform this at different tempos to help them to make an informed decision.



### Pulse:

### Listening:

### Performance

Take two motifs (phrases) from the piece and create variations in a performance. Children may loop these over the top of the original piece. This could either be done as soloists or as part of an ensemble. Backing tracks may be used. If available, Song Maker on chrome lab could be used too.



## Key Vocabulary

**Extended harmony** - Two parts moving together and singing at the same time.

**Major** - A major feel in music describes a bright, lively piece with a happy feel.

**Minor** - A minor feel in music describes a sombre, melancholic sounding piece.

**mp** - The term **mp** is an abbreviation for the term **mezzo-piano** meaning moderately quiet.

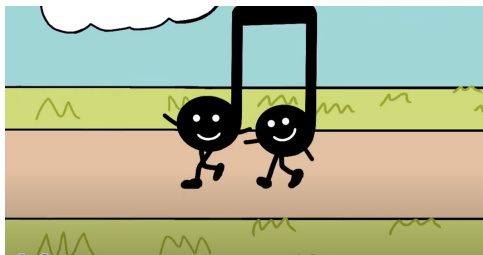
**f** - The term **f** is an abbreviation for the term **forte** meaning loud.

**Ensemble** - Making music with other people.

**Solo** - Playing on your own or playing your part alongside other performers.

**Syncopation** - Rhythms where the emphasis is not on the main beat – common in jazz music

<https://youtu.be/kZ4BxQKn9O8>



Click here to access Kodaly [MUSICTRAX SING 1 \(so. mi\)](#)

Click here to access

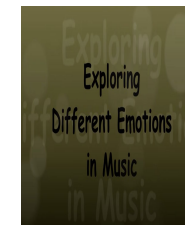
- Cobbler, cobbler
- Here I come
- Magic Fingers
- Mary Anne



## Further Resources:

A version of A New Year Carol with sign language. This may be used during a Christmas Performance.

A video showing how to make a percussion soundscape.



A teaching video which may be used to support composing to different moods.

A video explaining what rock music is and where it originated from. It includes features of rock music and the instrumentation used.

