

Inspiring and enabling our school community to live life to the full



YEAR 6

Subject: Music
Unit Title: Composing for Protest!

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Through our Music curriculum, we aim to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. The children will learn about the history of Music; they will be introduced to famous composers; learn to engage critically with music through appreciation sessions; learn to compose using a variety of instruments.

Prior Learning:

Reception and KS1: Children have developed a secure understanding of: tempo, pitch and rhythm and are able to maintain a beat, play an ostinato and have experimented with timbre. Children have composed and performed using their voices, body percussion and tuned and untuned percussion instruments. They have recorded their compositions using graphic symbols and stick notation.

Lower KS2: Children have read, followed and created a score. They have learnt a part of tuned percussion (including the C major, A minor, and F major chords) and played as part for a whole-class performance. Children have composed rhythms using the notes C-D-E, created word-based pieces of music, created music for a film clip, composed a pentatonic melody and used notation to represent musical ideas. They have learnt the following notation: crotchet, quaver, semi quaver, crotchet rest, minim, paired quavers

Year 5: They have improvised, composed and performed including: drum patterns, basslines, and riffs on a variety of instruments as part of a group; a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo

Key Vocabulary taught in this unit:

Pulse: a steady beat (like a ticking clock).
Tempo: the speed of a piece of music.
Structure: ostinato (a repeating pattern), coda (a fancy ending).
Other: protest song (a song written to help a social cause or to effect change), lyrics (the words or text of a song), chant (lyrics spoken to a pulse), melody (or tune – a series of notes arranged in a pattern), pulse.

Intent: What do we want the children to know, be able to do by the time they complete this unit)?

Create their own song lyrics.

Fit their lyrics to a pulse, creating a chant.

Write a melody and sing it.

Structure their ideas into a complete song

Objectives

National Curriculum for Music KS2 coverage:

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.

Model Music Curriculum YEAR 6 coverage:

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

Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.

Enhance improvised/composed melodies with rhythmic or chordal accompaniment.

Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.

Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests.

Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).

Song Bank:

Hey, my name is Joe.

Watch/Listen/Move:

Songs of sunrise – No. 3 ‘March of the women’ (Ethel Smyth).

Impact / Outcome:

What will the final product / result be?

Children create their own song lyrics and fit their lyrics to a pulse, creating a chant.

Children write a melody and sing it.

Children structure their ideas into a complete song, adding instruments, and perform to an audience.

P4C Inquiry (where appropriate)