

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.



YEAR 6

Subject: Music
Unit Title: Exploring Identity Through Song

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Reception and KS1: Children have learnt to sing rhythmically and in tune, including: echo songs, call-and-response and singing in rounds. Children have composed and performed using their voices, body percussion and tuned and untuned percussion instruments. They have listened to and responded to music, including classical music, through dance and movement and used musical vocabulary to describe music.
Lower KS2: Children have interpreted music through movement and art. Children have sung in rounds, composed ostinato accompaniments and performed vocal percussion as part of a group. Children have performed call and response rhythms vocally, by ear, using word rhythms and transferred this to body percussion and instruments.

Key Vocabulary taught in this unit:

Style: Pop, R&B, Hip hop.
Timbre: high voices (high register), low voices (low register).
Structure: Intro (introduction), verse, chorus, outro, instrumental, backing vocals.
Other: internal rhyme, voice change, anthem, vocal range, vocal technique.

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

Identify ways songwriters convey meaning: through lyrics, the music, and the performance.
Understand different ways that rhymes work in songs.
Identify different elements of a song's structure.
Understand the concept of identity and how you can express that in songs.

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.
Listen with attention to detail and recall sounds with increasing aural memory.
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:

Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.
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.

Song Bank:

Shabuya; Siren; Name rhythms game; Chosen family.

Watch/Listen/Move:

Smalltown boy (Bronski Beat).

Down by the Salley Gardens (Traditional, words from W. B. Yeats) (Andreas Scholl & Edin Karamazov).

Fantasy (Earth, Wind & Fire).

Dimash Qudaibergen on X Factor UK 2019.

Russian Basso profundo: The lowest voices video.

Video of Tom Holland's voice change over the years.

Say my name (Destiny's Child).

Hey Jude (The Beatles).

My melody (Eric B. & Rakim).

Chosen family (Rina Sawayama).

Chosen family (Rina Sawayama & Elton John).

Chosen family (One Voice Children's Choir).

Impact / Outcome:

What will the final product / result be?

Children analyse, and learn to sing 'Chosen Family', using musical terms to describe aspects of song structure (e.g. intro, verse, chorus, hook, outro).

Children confidently identify ways songwriters convey meaning: through lyrics, the music, and the performance.

Children demonstrate that they understand different ways that rhymes work in songs.

Children demonstrate that they understand the concept of identity and how you can express that in songs.

P4C Inquiry (where appropriate)

The songs and topics could be used as a stimulus for a P4C enquiry.