

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



YEAR 6

Subject: Music
Unit Title: Shadows

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Reception and KS1: Children have listened to and responded to music, including classical music, through dance and movement and used musical vocabulary to describe music. Children have experienced music from different cultures: including music from Poland and folk songs from North America.

Lower KS2: Children have interpreted music through movement and art. They listened to and compared acoustic styles including country and folk music. They have listened to and responded to music, including classical music and Brazilian/carnival; music.

Year 5: In year 5 children have explored Gospel music, the Argentine tango and music of Bali. They have created a physical representation of music, revealing the interaction and complementary nature of the individual textures.

Key Vocabulary taught in this unit:

Timbre: electric violin, acoustic violin/fiddle, rock band (electric and bass guitars, drums), electronic beats, guitar pedals, distortion, orchestral violins.

Other: genre/style, fusion, rock, country, electronic dance music (EDM), DJ, impressionism, drum and bass, legato, decoration, off-beat rhythms, classical, soul. Compose, time/instrumentation.

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

Explore the influences on an artist by comparing pieces of music from different genres.

Identify features of timbre, instrumentation, and expression in an extract of recorded music.

Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.

Create a shadow movement piece in response to music.

Objectives

National Curriculum for Music KS2 coverage:

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.

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.

Song Bank:

Good riddance (Time of your life); What do I know?

Watch/Listen/Move:

Shatter me (Lindsey Stirling & Lzzy Hale).

Lindsey's appearance on America's Got Talent.

Shadows (Lindsey Stirling).

Fire on the mountain (Hillary Klug).

David Guetta mix 2022.

Avicii greatest hits mix 2021.

Boulevard of broken dreams (Green Day).

Boulevard of broken dreams (Lindsey Stirling).

Roundtable rival – Behind the scenes (Lindsey Stirling).

Tokio Myers – Britain's Got Talent audition.

Interstellar theme (Hans Zimmer).

Human (Rag'n'Bone Man).

Attraction Juniors – Britain's Got Talent audition.

Impact / Outcome:**What will the final product / result be?**

Children demonstrate that they can recognise and identify features of timbre, instrumentation, and expression in an extract of recorded music.

Children demonstrate that they can use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.

Children create a shadow movement piece in response to music,

P4C Inquiry (where appropriate)