

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



YEAR 6

Subject: Music
Unit Title: You to me are Everything

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. 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.

Year 5: Children have created a physical representation of music, revealing the interaction and complementary nature of the individual textures.

Year 6: Children compared musical genres (country, electronic dance music, rock, classical, soul) and choreographed and performed a creative response to music using shadows.

Key Vocabulary taught in this unit:

Duration: syncopation.

Pitch: major scale, modulation/key change.

Tempo: beats per minute (bpm), faster, slower.

Timbre: bass guitar, electric guitar, violins, drum kit, lead and backing vocals/singers, keyboard (Fender Rhodes).

Structure: verse, chorus, middle 8, hooks/riffs.

Style: disco, funk, soul, jazz-fusion, latin-jazz.

Texture: vocal harmonies (parts that are sung alongside the main melody to make the texture thicker).

Other: cover (a version of a song by a singer or band who did not originally perform the song), summer anthem (a song that is released and peaks in its popularity during summer).

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

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

Learn some simple choreography to accompany a disco song.

Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.

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:

Celebration.

Watch/Listen/Move:

You to me are everything (The Real Thing).

Everything – The Real Thing story (BBC).

You to me are everything (Sonia).

You to me are everything (Anthony Strong).

You to me are everything (The Overtones).

You to me are everything (Karizma Duo).

You to me are everything (The Jetfighters).

Celebration choreography (Jump Start Dance).

Iconic disco dance moves (Chicago Children’s Theater).

Le freak (Chic).

Impact / Outcome:

What will the final product / result be?

Children confidently perform a chorus with a harmony note and add disco dance moves.

Children demonstrate that they can identifying key musical features such as rhythm, tempo, timbre, structure, and instruments and discuss similarities and differences in pieces of music.

Children learnt and performed some simple choreography to accompany a disco song.

P4C Inquiry (where appropriate)