

## Knowledge

To know five songs from memory, who sang or wrote them, when they were written and why?

To know the style of the songs and to name other songs from the Units in those styles.

To choose three or four other songs and be able to talk about:

-The style indicators of the songs (musical characteristics that give the songs their style)

-The lyrics: what the songs are about

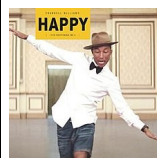
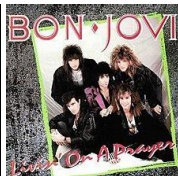
-Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)

-Identify the structure of the songs (intro, verse, chorus etc.)

-Name some of the instruments used in the songs

-The historical context of the songs. What else was going on at this time, musically and historically?

-Know and talk about that fact that we each have a musical identity



## Key Vocabulary

|              |                                                                                                                             |
|--------------|-----------------------------------------------------------------------------------------------------------------------------|
| Style        | A distinctive compositional manner of an era, country, or particular artist that makes that particular <b>music</b> unique. |
| Lyrics       | The words that make up a song                                                                                               |
| Dynamics     | How loud or quiet a piece of music is                                                                                       |
| Texture      | How the tempo, melodic and harmonic materials are combined in the composition.                                              |
| Tempo        | Speed of the piece                                                                                                          |
| Rhythm       | Structured groups of accented and unaccented beats                                                                          |
| Pitch        | How high or low the note is                                                                                                 |
| Timbre       | The particular tone that distinguishes a sound or combination of sounds.                                                    |
| Verse        | A section of a song that is often followed by a chorus                                                                      |
| Introduction | The beginning section of a piece of music.                                                                                  |
| Chorus       | Part of a song that recurs at intervals (usually following a verse)                                                         |

## Skills

To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music\*.

To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.

To identify and explore the relationship between sounds and how music can reflect different meanings.

To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

To listen and appraise different genres of music following the Charanga scheme of work as a result be able to confidently recognise and describe key features of each genre.

Listen to composers from the classical period 1750 to 1825.

- Mozart
- Bach
- Clara Schumann

## Composers of Classical period 1750 - 1825

Wolfgang Amadeus Mozart

1756—1791



Ludwig van Beethoven

1770—1827

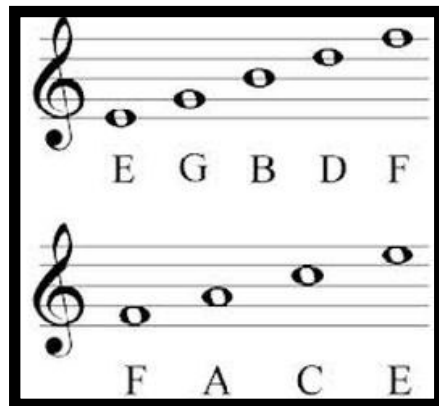




**MUSIC**  
**Composing and Improvising**  
**YEAR 6**

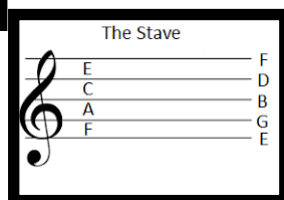
## Knowledge

| Composing                                                                                                                                         | Improvising                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| To know and be able to talk about:                                                                                                                | To know and be able to talk about improvisation:                                                                                   |
| A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. | Improvisation is making up your own tunes on the spot                                                                              |
| A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure                             | When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. |
| Notation: recognise the connection between sound and symbol                                                                                       | To know that using one, two or three notes confidently is better than using five                                                   |
|                                                                                                                                                   | To know that if you improvise using the notes you are given, you cannot make a mistake                                             |



## Skills

- To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given
- Be able to read and record an octave on a stave from C to C.
- To use and apply a range of musical notations including stave notation, to plan, revise and refine notation, to plan, revise and refine musical materi-



## Key Vocabulary

|             |                                                                                   |
|-------------|-----------------------------------------------------------------------------------|
| Composition | An original piece of work of music (vocal or instrumental)                        |
| Composing   | To write/create a piece of music                                                  |
| Improvising | To create/perform spontaneously or without preparation                            |
| Notation    | A method of writing music                                                         |
| Tempo       | Speed of the piece                                                                |
| Pulse       | The constant beat in a piece of music                                             |
| Rhythm      | Structured groups of accented and unaccented beats                                |
| Pitch       | How high or low the note is                                                       |
| Texture     | How the tempo, melodic and harmonic materials are combined in the composition.    |
| Dynamics    | How loud or quiet a piece of music is                                             |
| Structure   | The way in which the music is built up.                                           |
| Stave       | A set of 5 horizontal lines and 4 spaces that represent a different musical pitch |
| Clef        | A symbol written on music showing what pitch to play the note                     |
| Rest        | Moment when the note is not played                                                |
| Crotchet    | A note representing 1 beat                                                        |
| Semi breve  | A note representing 4 beats                                                       |
| Quaver      | A note representing a ½ beat                                                      |
| Octave      | Eight full tones above the key note                                               |

## Knowledge

### Singing

- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
- To know about the style of the songs so you can represent the feeling and context to your audience
- To choose a song and be able to talk about:

-Its main features

-Singing in unison, the solo, lead vocal, backing vocals or rapping

-To know what the song is about and the meaning of the lyrics

-To know and explain the importance of warming up your voice

### Playing

To know and be able to talk about:

Different ways of writing music down – e.g. staff notation, symbols

The notes C, D, E, F, G, A, B + C on the treble stave

The instruments they might play or be played in a band or orchestra or by their

### Performing

To know and be able to talk about:

- Performing is sharing music with an audience with belief
- A performance doesn't have to be a drama! It can be to one person or to each other
- Everything that will be performed must be planned and learned
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- A performance involves communicating ideas, thoughts and feelings about the song/music



Electric guitar



Drum pads



Keyboard

## Skills

To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.

To play and perform with accuracy, fluency, control and expression.

To think about the audience when performing and how to create a specific effect.

## MUSIC

### Singing, Playing and Performing

## YEAR 6

### Key Vocabulary

|          |                                                                                      |
|----------|--------------------------------------------------------------------------------------|
| Lyrics   | The words that make up a song                                                        |
| Chorus   | Part of a song that recurs at intervals (usually following a verse)                  |
| Dynamics | How loud or quiet a piece of music is                                                |
| Ballad   | A song that tells a story                                                            |
| Verse    | A section of a song that is often followed by a chorus                               |
| Melody   | A sequence of notes—it is a combination of pitch and rhythm                          |
| Notation | A method of writing music                                                            |
| Stave    | A set of 5 horizontal lines and 4 spaces that represent a different musical pitch    |
| Unison   | Playing or singing the same notes simultaneously                                     |
| Diction  | The clarity of the pronunciation of words in a song                                  |
| Pitch    | How high or low the note is                                                          |
| Solo     | A piece performed by a single performer                                              |
| Ensemble | All instruments in an orchestra or all singers in a choir playing/singing at once    |
| Harmony  | A pleasing combination of two or more notes played in the background behind a melody |
| Pulse    | The constant beat in a piece of music                                                |