

Emmaville Primary School Music Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	See <a href="#">Model Music Curriculum</a> p32 for age appropriate songs to use throughout the year.					Learn songs for Leaver's Performance.
<b>M u s i c</b>	History of Western Classical Music: focus on  <b>Early:</b> O Euchari by Hildegard.  <b>Renaissance:</b>  <b>Baroque:</b> Hallelujah from Messiah - Handel  <b>Classical:</b> Rondo alla Turca - Mozart  <i>See Model Music Curriculum Appendix 2- Chronology Repertoire in Context for more suggested pieces.</i>	<b>Linked with Rivers (Geography)</b> Kapow Year 5 Unit Rivers *Composition focus  Smetana ~ Moldau <a href="https://www.bbc.co.uk/northernireland/fortechers/water/river/ft_cl_water_river_listen_shtml">https://www.bbc.co.uk/northernireland/fortechers/water/river/ft_cl_water_river_listen_shtml</a>  Perhaps listen to other music inspired by water or paintings of water.  Handel- Water Music Debussy - La Mer Yiruma- The River flows in you.	<b>Linked with Animals (Science)</b> Saint-Saëns' s 1886 suite Carnival of the Animals Pianists Finale (Romantic Era)  <u>Listening focus:</u> Instruments. Musical elements and effect created.	<b>Linked with The Highwayman</b> <a href="https://www.teachertube.com/videos/the-highwayman-35635">https://www.teachertube.com/videos/the-highwayman-35635</a> Loreen McKennitt  Learn the song? Small groups of children could perform each verse. They could add instruments to the performance. Play the tune and a harmony or drone on tuned instruments.	<b>Linked with The Piano</b> Listen to the music used in the Piano Animation. Comment on the structure of the piece. How does it make you feel?	Compose a Leaver's Song. Kapow Year 6 *Composition Focus  QCA 19  <b>Genre of the Week: 21<sup>st</sup> Century</b> <i>Model Music Curriculum p85 and p86 Appendix 3 Year 6 Case Study.</i> Anna Meredith: Connect it <a href="#">(BBC 10 Pieces Connect it resource)</a>
	Genre of the Week Whole School Songs Gateshead Music Service Visits	Genre of the Week Whole School Songs	Genre of the Week Whole School Songs	Genre of the Week Whole School Songs Gateshead Music Service Visits	Genre of the Week Whole School Songs	Genre of the Week Whole School Songs

<b>Milestone 3 (Year 6)</b>			
<p><b>Perform</b> This concept involves understanding that music is created to be performed.</p>	<p><b>Compose</b> This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<p><b>Transcribe</b> This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<p><b>Describe music</b> This concept involves appreciating the features and effectiveness of musical elements.</p>
<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create notes on the musical stave.</li> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>• Understand and use the # (sharp) and ♭ (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:                             <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul> </li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning</li> </ul>
<p>Autumn 1 Singing for The Angels of the North Concert. Autumn 2 Singing The Highwayman. Spring 1 and Summer 2 Performance of compositions or when recording parts for a composition.</p>	<p>Spring 1  Summer 2</p>	<p>Summer 2</p>	<p>All year</p>

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<b>National Curriculum Requirements</b>	play and perform in <b>solo</b> contexts	play and perform in <b>ensemble</b> contexts	using their <b>voices</b> with increasing accuracy, fluency, control and expression	playing <b>musical instruments</b> with increasing accuracy, fluency, control and expression	improvise and compose music for a range of purposes using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure.)	listen with attention to detail	recall sounds with increasing aural memory	use and understand staff and other musical notations	appreciate and understand a wide range of high-quality <b>live music</b> drawn from different traditions and from great composers and musicians	appreciate and understand a wide range of high-quality <b>recorded music</b> drawn from different traditions and from great composers and musicians	develop an understanding of the history of music.
<b>Progression at Emmaville.</b>	(Perform to a large audience)	(Perform within a small group)	(Sing in up to 3 parts)	(Play in up to 3 parts)  (Use Steel Pans, Penny Whistles learned in Year 3, xylophones, percussion)  (Children encouraged to bring in instruments from home for class use/ play piano in assembly)	(Compose for up to three instruments.  Two should be tuned instruments, with music written using standard musical notation)	(writing detailed notes on what can be heard, using relevant vocabulary)	(Children should be able to work out known tunes on a tuned instrument - play 'by ear')	(Children should be able to read <b>and write</b> simple staff notations to be played on a tuned instrument)	(Children should be given the opportunity to hear live music from visiting musicians, bands and music teachers.  They may attend a concert or competition outside of school.)		
<b>Access in Year 6.</b>	Autumn 2 Angels of the North  Summer 2 Leavers' Performance.	Autumn 2 - Highwayman  Spring 1 and Summer 2 Compositions.	Whole School Songs.	Subject-linked Music Sessions. Spring 1 and Summer 2.	Subject-linked Music Sessions. Spring 1 and Summer 2.	Genre of the Week.  Subject-linked Music Sessions.	Autumn 2	Autumn 2 Spring 1 Summer 2	Gateshead Music Service Visits.	Genre of the Week.  Subject-linked Music Sessions.	Genre of the Week.  Subject-linked Music Sessions.

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Coverage/Focus		Genre of Focus Units	Vocabulary <b>New</b>				
Strings	All year	Romantic and Classical	Genre	metre rhythm duration	articulation legato (smooth) staccato (detached)	do, re,mi,fa,so,la, ti, do cuckoo interval (so-mi)	process, eg composing using a given melodic pattern (pentatonic scale)  context, eg use of pentatonic scale in different times and places  lyrics  intonation diction diaphragm posture  improvise play by ear  triad  arrangement  <b>Medieval</b> <b>Early</b> <b>Renaissance</b> <b>Baroque</b> Romantic Era Modern Era Classical Period 20 <sup>th</sup> Century 21 <sup>st</sup> Century Contemporary
Woodwind	All year		tuned instruments names of instruments within the instrument families. Voice Strings Woodwind Brass Percussion	long short pulse beat groove <b>syncopation</b>	pizzicato tremolo  pause melody <b>tune</b> structure Form Ternary form verse and chorus form music with multiple sections	graphic symbols <b>Graphic Score</b> dot notation stick notation beat groupings  Score <b>stave</b> <b>staff</b> <b>notation</b> note value quavers <b>quaver rest</b> crochet crochet rests paired quaver semiquaver <b>semiquaver rest</b> minim <b>minim rest</b> semibreve <b>semibreve rest</b>	
Brass	All year		Body Percussion Classroom Percussion Names of tuned and untuned percussion instruments. Pitched percussion Unpitched percussion	pitch high low rising falling major and minor tonality Pentatonic	<b>Coda</b> <b>repeat bar</b> <b>Movement</b>	harmony <b>static harmony</b> moving harmony drone	
Percussion	All year		Sonata Symphony	tempo fast (allegro) slow (adagio) accelerando rallentando	chants round <b>canon</b> partner song call and response question and answer question phrase answer phrase echo motif sequences repetition cyclic patterns contrast ostinato and ostinati melodic phrase melodic ostinato,	time signature 2,3 and 4 time simple time compound time down beats  key signature different keys clef treble clef bar sharp flat natural	
Voice	All year		texture unison layered solo duet melody and accompaniment trio quartet	timbre	expression dynamics loud ( <b>forte</b> ) quiet (piano) Crescendo Decrescendo diminuendo pp=pianissimo p=piano mp=mezzo piano mf=mezzo forte f=forte ff=fortissimo		
Composition	All year						