



# Year 6 Music

## Block 1 – Baroque

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>To understand Baroque music and its origins and to learn about different composers during this period. Children will explore different operas, fugues and canons and begin to learn and play using notation a funky fugue.</p>	<ul style="list-style-type: none"> <li>Define some key features of Baroque music, including recitative, canon, ground bass and fugue.</li> <li>Understand the Baroque period of music and some of its composers such as Handel, Bach and Pachelbel.</li> <li>To be able to read notation.</li> <li>Name some well-known Baroque composers and describe what musical features they were known for.</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>Listen and appraise operas, fugues and canons and pick out some of their musical features.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>Compose a ground bass melodic ostinato.</li> <li>Notate a ground bass pattern using staff notation</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>Play several parts of a canon using staff notation, with or without letter names.</li> <li>Learn a fugue part by reading staff notation, with or without note names</li> <li>Perform a fugue.</li> </ul>

## Block 2 – Whole Class Instrumental Lesson (North America)

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Exploring minimalism and the music of composers like Philip Glass and Steve Reich, children learn to identify music features such as interlocking patterns and layered textures. They learn to sing and play the piece 'Interlocking patterns' as they apply their skills reading staff notation and playing tuned percussion.</p>	<ul style="list-style-type: none"> <li>To know the history and key features of minimalist music.</li> <li>To understand how to play complex melodies in two parts from staff notation without prompts.</li> <li>To be able to play tuned percussion with the correct technique.</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>Recognising the use and development of motifs in music</li> <li>Recognising and discussing the stylistic features of different genres, styles and traditions of music</li> <li>Identifying common features between different genres, styles and traditions of music.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>Beginning to improvise musically within a given style.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> </ul>

## Block 3 – Dynamics, Pitch and Texture

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
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<p>Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<ul style="list-style-type: none"> <li>• To know that the conductor beats time to help the performers work well together.</li> <li>• To understand that improvisation means making up music 'on the spot'.</li> <li>• To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</li> <li>• To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• Discussing musical eras in context, identifying how they have influenced each other.</li> <li>• Representing changes in pitch, dynamics and texture using graphic notation</li> <li>• Use musical vocabulary correctly when describing and evaluating the features of a piece of music</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>• Improvising coherently and creatively within a given style, incorporating given features.</li> <li>• Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li> <li>• Recording own composition using appropriate forms of notation and/or technology and incorporating</li> <li>• Constructively critique their own and others' work, using musical vocabulary.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>• Working as a group to perform a piece of music</li> <li>• Performing a solo or taking a leadership role within a performance.</li> <li>• Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>• Performing by following a conductor's cues and directions.</li> </ul>
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### Block 4 – Song of World War 2

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts</p>	<ul style="list-style-type: none"> <li>• To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2</li> <li>• To know that the Solfa syllables represent the pitches in an octave.</li> <li>• A 'counter-subject' or 'counter-melody' provides contrast to the main melody</li> <li>• To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers.</li> <li>• Recognising and confidently discussing the stylistic features of music.</li> <li>• Representing changes in pitch, dynamics and texture using graphic notation.</li> <li>• Identifying the way that features of a song can complement one another.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>• Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>• Singing songs in two or more secure parts from memory, with accuracy, fluency, control.</li> <li>• Working as a group to perform a piece of music, adjusting as required, keeping in time and communicating with the group.</li> <li>• Performing with accuracy and fluency from graphic and staff notation</li> <li>• Performing by following a conductor's cues and directions.</li> </ul>

### Block 5– Film Music

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Exploring and identifying the characteristics of film music. Creating a composition and graphic</p>	<ul style="list-style-type: none"> <li>• To know that a film soundtrack includes the background music and any songs in a film.</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• Recognising and confidently discussing the stylistic features of music</li> <li>• Representing changes in pitch, dynamics and texture.</li> </ul>

<p>score to perform alongside a film.</p>	<ul style="list-style-type: none"> <li>• To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</li> <li>• To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</li> <li>• To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>• Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>• Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>• Improvising coherently and creatively</li> <li>• Recording own composition using appropriate forms of notation.</li> <li>• Constructively critique their own and others' work.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>• Working as a group to perform a piece of music.</li> <li>• Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> </ul>
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