



Music

Year 6

Term 1

Topic Connect it!

Focus Form: Rhythm

National Curriculum Objectives:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- 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.

Aspects:

- Composition
- Instruments
- Improvisation
- Singing
- Graphical Notation

Dimensions:

- Structure
- Rhythm
- Duration
- Timbre
- Texture
- Dynamics
- Tempo

Prior Learning:

Throughout KS1 and KS2 children have been learning about the key elements of music- Pulse, Rhythm, Tempo, duration and dynamics. In KS1 children played and composed 4 beat rhythms using rhythms strips and grids, learning the duration of notes *crochet*, *minim*, *quaver*, *rest*, *semi-breve*. (Year 1 and 2 Term 1)
 In Year 3 children learnt how to create *ostinato* rhythms which are played to a common pulse (Year 3 Term 1)
 In Year 4 children learnt how to layer rhythms using a common pulse and how to use found instruments to compose and perform rhythms in a *stomp* style.
 In Year 5 these skills were then consolidated through combining rhythms, movement and singing to perform a piece from a famous west end musical.
 This unit builds upon these skills to create a performance which uses repeated rhythms, sound and movement but in a *canon* style.

Vocabulary:

Canon everyone performs the same material but begins at different times (also known as a 'round')
Motif a small musical idea
Orchestrate choose which instruments perform which parts of the music
Pitched percussion percussion instruments that can play different pitches - xylophones, glockenspiels, chime bars etc.
Pulse the steady "beat" underneath much music made up of notes of the same length (like a ticking clock or steady footsteps)
Unpitched percussion percussion instruments that can only make a limited number of sounds - drums, shakers woodblocks, tambourine etc.

Knowledge:

Singing: To know how to improve tone and use diction and other vocal techniques, *e.g. legato and staccato*
Structure:
 I know the meaning of the term *canon*.
 I know the term *motif* and that it is a repeating melody or rhythmic pattern.
 I know that *orchestration* means to assign instruments to parts of music.
Composition and Performance
 I know that motifs can be put together to create a larger composition
 I know that I can vary the dynamics and duration however my tempo must stay constant.
Notation
 I know how to record my music using a graphical score.
Musical knowledge: Composers
 To be able to recall facts about *Anna Meredith*.

Skills:

Singing: To use dynamics and facial expression to enhance the performance of a song.
Listening:
 To listen and reflect on a piece of orchestral music.
Structure:
 To invent their own musical motifs and structure them into a piece.
 To experiment with the organisation of motifs for different effects.
 To recall a variety of motifs by heart.
Composition and Performance
 To perform as a large class and smaller ensemble.
 To add movement and dance to rhythmic phrases to enhance performances.
 To perform in a *canon style, listening and responding to others*.
Notation
 To record compositions using graphical scores which are clear enough to be played by other children.

Musical History:

Anna Meredith (b. 1978)

- British composer and performer
- Born in London, grew up in Scotland, studied in York and at Royal College of Music

The music: Connect It

- Written in 2014 especially for BBC Ten Pieces
- Doesn't contain any instruments at all, just body percussion and vocal sounds

End Point:

Children will create a class composition using the *canon* style. This composition will include their composed motifs and movement. They will then create a smaller group ensemble to apply their skills.

Cross Curricular Links:**Sequence of Learning**

What is a canon?

What is a motif?

How can I organise motifs to create a larger piece?

What does orchestration mean?

How can I orchestrate my own motif?

How can we organise a piece to include body percussion and our orchestrated pieces?