

	Music	Year 6
	Term 5	Topic Civil Rights!
Focus Form: Lyrics and song composition		
National Curriculum Objectives: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Composition Instruments Improvisation Singing Notation History 	Dimensions: <ul style="list-style-type: none"> Structure Pitch Rhythm Duration Timbre Texture Dynamics Tempo
Prior Learning: Throughout all of the musical units children have explored the dimensions of music referred to in this unit. Children will draw upon the knowledge learnt about lyrics within the Year 4 unit- Music of World War II. They will use their knowledge of how to use music technology to create a backing track. This draws upon the skills learnt in: Creating recurring motifs: Year 6 term 1 Creating Backbeats: This draws on knowledge of pulse, rhythm, ostinato, layering, tempo and duration (Year 3 Term 1, Year 4 Term 2, Year 5 Term 3, 5, Year 6 Terms 1 and 3) Bass lines- Children have explored melody and accompaniment in Years 3 and 5 Chords- Children experimented with chords, harmony and discord in Year 5. Melody- Children have used Glockenspiels to compose melodies in Year 3 and 5 learning the note names as they have progressed.	Vocabulary: Pitch, dynamics, tempo, duration, timbre, texture and structure. Rhythm, pulse, ostinato, motif. Rap, hook, verse, chorus, bridge, lyrics, jazz, gospel, Rock and Roll. Bassline, back beat, melody, chords Civil rights, movement, propaganda,	
Knowledge: Singing: To know how and when to breathe while singing to get the best out of my voice. To know how to improve tone and use clear diction when rapping. Performance and composition To know the difference between sections of a song such as verse, chorus and bridge. To know what is meant by lyrics and how they can reflect the time and place they were written. Musical knowledge- Musical History To know why songs were important in the US Civil Rights movement. To know about the different styles of music which were present during the time of the Civil Rights Movement. To know about famous musicians and songs which were important to the Civil Rights Movement. To be able to describe the differences between musical genres such as classical, Jazz/swing, rock and roll, pop using the key elements	Skills: Singing: To breath effectively when singing To use dynamics and facial expression to enhance the performance Listening To listen to lyrics from a variety of songs and identify where, when or why the song was written To understand that lyrics can have a social and cultural meaning. Performance and composition To know how melody reflects the lyrics and compose lyrics for a known song. To create a rap by composing lyrics and using music technology to create a backing track. To compose their own song creating lyrics and a melody with a given backing track. Notation To support these compositions by recording specific melodies using staff notation. To record rhythmic patterns using graphical and staff notation.	
Musical History: A range of different types of music - Gospel, Jazz and Rock and Roll. <ul style="list-style-type: none"> Oh Freedom- Gospel We shall overcome- Gospel sung by Jaon Baez Blowing in the Wind- Bob Dylan John Coltrane- Promised Land- song of sadness Chuck Berry- Rock and Roll 	End Point By the end of this unit children will have written a new whole class version of the song "We will overcome". They will compose a rap in small groups about the Civil Rights movement and use an online beat box to add a backing track. They will use a given backing track (they will choose the style of music) and create their own lyrics and melody for a song inspired by Martin Luther Kings Speech. They will practice and perform these songs as a Civil Rights Concert in school.	

Cross Curricular Links:

Civil Rights History

IT WILL BE HELPFUL IF THIS UNIT IS TAUGHT AT THE SAME TIME AS THE HISTORY UNIT CIVIL RIGHTS BUT THE HISTORY LESSON WILL NEED TO BE TAUGHT BEFORE THE MUSIC AS THIS UNIT DRAWS UPON THEIR PRIOR KNOWLEDGE.

Sequence of learning.

How did the songs of the civil rights music communicate a message?

How is rap used today to convey meaning?

How can I create a backing track for my rap?

How can we Martin Luther King's Speech as inspiration?

How do we create a melody?

How do I perform the song to convey the meaning of the lyrics.