



Jerry Clay Academy Subject Unit Overview

Subject Unit Overview Subject: Music Year Group: 6 Term: Autumn 1

Musical Spotlight Theme: Developing Melodic Phrases
Social theme – How does music bring us closer together?

The Elements of Music that build and deepen over time

As lessons progress through the units and year groups, the key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.

To support intense and rapid learning, the musical activities are designed in one of two ways:

1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills.
2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning. As the children move through the Scheme, they acquire new knowledge and skills and deepen their understanding and application of previous learning. This spiral approach leads to deeper, more secure learning and musical mastery.

Year 6



Musical Elements

Pulse/Beat/Metre

Recognise and move in time with the changing speed of a steady beat.
Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4.
Identify syncopation and swing.

Rhythm

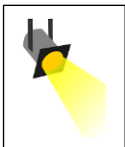
Recognise by ear and notation:
• Minims, crotchets, quavers, semiquavers and their rests

Recognise by ear and notation:
• 6/8 rhythm patterns
• Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests

Recognise by ear and notation:
• 9/8 rhythm patterns
• Dotted crotchets, triplet quavers and quaver notes and their rests

Recognise dotted rhythm in melodies.
Copy simple rhythm patterns using the above rhythms.
Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns.
Recall the most memorable rhythms in a song or piece of music.

Pitch (Melody)



Identify major and minor tonality by ear and from notation.
Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.

Identify the names of the pitched notes on a staff:
C, D, E, E♭, F♯, G, A, B, B♭, C, C♯, D

Identify the following scales by ear or from notation:
A minor
G major
D major
D minor
F major

Identify an interval of a major triad: 3rd, 5th.
Identify an octave by ear or notation.
Copy simple melodies by ear or from reading notation.
Create melodies by ear and notate them.
Use chords C, F, G and A minor by ear or from notation.

Identify the tonal centres of:
A minor
G major
D major
D minor
F major

Identify and demonstrate the following scales by ear and from notation:
Major scale
Minor scale
Pentatonic scale
Blues scale

Tempo	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p> <p>Direct the class in controlling the speed of a steady beat in a class performance.</p> <p>Recognise the connection between tempi and musical styles.</p> <p>Recognise an effective use of tempo at the end of a song.</p>
Dynamics	<p>Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.</p> <p>Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood.</p> <p>Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.</p>
Timbre	<p>Recognise the following ensembles:</p> <ul style="list-style-type: none"> • Pop group • A Cappella group • Gospel choir <p>Identify instruments that add particular colour to a song or piece of music.</p> <p>Identify the following instruments by ear and through a range of media:</p> <ul style="list-style-type: none"> • Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesizer. • Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano. • Other instruments such as steel pans, harmonica, banjo and accordion.
Texture	<p>Sing and play instruments in different-sized groups.</p> <p>Identify solos and instrumental breaks in songs and music.</p> <p>Talk about solo voices, backing vocals and different vocal textures.</p> <p>Refer to repeated rhythmic or melodic patterns as riffs/ostinati.</p> <p>Talk about the different textures created by intervals and chords.</p> <p>Understand how texture builds throughout a piece as voices are layered.</p>
Structure (Form)	<p>Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.</p> <p>Talk about the purpose of musical structures.</p> <p>Identify where changes in texture and tonality help emphasize the contrasting sections in a song.</p> <p>Recognise that changing the tonality at different points within the song creates different sections to the structure.</p>

Differentiation

Use the options in the lessons adapt to the needs of the children you are teaching. In most cases, these will be students you probably already know very well from a holistic, learning perspective. Therefore, with these supporting materials and your existing teaching skills, you should be able to deliver any Charanga music lesson in a way that caters appropriately for the diversity in your classroom.

Year 6 Musical Progression Guide

(to use with the Assessment Guide)

Black text: Most children will be working at this expected standard. **Blue text:** Others will be working at greater depth.

Unit 1: How Does Music Bring Us Together?

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 1	
Tempo: 66bpm Time Signature: 2/4 Key Signature: C major	Rhythmic patterns using: Minims, crotchets, quavers, and semiquavers. Melodic patterns: C, D, E, F, G, A, B	Tempo: 66bpm Time Signature: 2/4	Key Signature: C major Improvise section using: C, D, E, F, G, A, B

Songs	Playing Instrument Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Do What You Want To (Glockenspiel) 4/4, C major, 120bpm	C, D, E, G, A, B (Minims, crotchets, quavers)	C, D, E, G, A, B (Minims, crotchets, quavers)	C, D, E, G, A, B (Minims, crotchets)	C (Minims)	C, D, E	C, D, E, F, G	N/A		
(Recorder)	C, D, E, G, A, B (Minims, crotchets, quavers)	C, G, A, B (Minims, crotchets, quavers)	C, G, A, B (Minims, crotchets)	C, B, A (Minims, crotchets)					
It's All About Love (Glockenspiel) 4/4, G major, 140bpm	G, A, B ♭, C, D, E, F (Minims, crotchets, quavers)	G, A, B ♭, C, D, E, F (Minims, crotchets, quavers)	G, A, B ♭, C, F (Minims, crotchets, quavers)	G, A, C, F (Minims)	N/A		G, A, B	G, A, B, D, E	G, A, B, C, D, E, F♯
(Recorder)	G, A, B ♭, C, D, E, F (Minims, crotchets, quavers)	G, A, B ♭, C, D, E, F (Minims, crotchets, quavers)	G, A, B ♭, C, F (Minims, crotchets, quavers)	G (Crotchets)					
Sunshine On A Rainy Day (Glockenspiel) 4/4, D major, 95bpm	D, E, F♯, A, B (Crotchets, quavers)	D, E, F♯, A, B (Crotchets, quavers)	D, E, A, B (Crotchets, quavers)	D (Minims)	N/A		N/A		
(Recorder)	D, E, F♯, A, B (Crotchets, quavers)	D, A, B (Crotchets, quavers)	D, A, B (Crotchets)	A, B (Crotchets)					

Musical Styles

Year 6 Unit 1 - How Does Music Bring Us Together?				
Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	Do What You Want To	Joanna Mangona and Chris Taylor	Soul	2020/21
2	Fanfare For The Common Man	Aaron Copland	20th and 21st Century Orchestral	1942
3	It's All About Love	Joanna Mangona and Chris Taylor	Pop	2020/21
4	Let's Write A Song	Joanna Mangona and Chris Madin	Pop	2020/21
5	Sunshine On A Rainy Day	Joanna Mangona and Chris Taylor	Soul	2020



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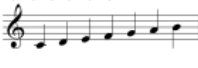
Musical Spotlight Theme: Developing Melodic Phrases
Social theme – How does music bring us closer together?

Core Learning of This Unit:

Understanding Music

Tempo:	Adagio — At a slow speed (66 bpm)
Time Signature:	2/4 — there are two crotchet beats in a bar
Key Signature:	C major — there are no sharps or flats in the key signature
Rhythmic patterns using:	Minims, crotchets, quavers and semiquavers

Improvise Together

Time Signature:	2/4
Key Signature:	C major
Notes:	C, D, E, F, G, A, B 

Composing a melody that we then keep and perhaps write down or show to others involves finding a certain combination of pitches and rhythms that we particularly like. Improvising can be a great way to find such a melody. As we improvise, we might suddenly play a few notes together that we want to 'keep' – to use again. Many composers discover some of their favourite melodies in this way.

SONG 1 Do What You Want To Style: Soul

Time Signature: 4/4 — there are four crotchet beats in a bar

Key Signature: C major — there are no sharps or flats in the key signature



Circle the part you played:

- Part 1: C, D, E, G, A, B
- Part 2: C, D, E, G, A, B
- (Recorder): C, G, A, B
- Part 3: C, D, E, G, A, B
- (Recorder): C, G, A, B
- Part 4: C
- (Recorder): C, B, A

Circle the notes you improvised with:

C, D, E, F, G

SONG 2 It's All About Love Style: Pop

Time Signature: 4/4 — there are four crotchet beats in a bar

Key Signature: G major — there is one sharp in the key signature



Circle the part you played:

- Part 1: G, A, B ♭, C, D, E, F
- Part 2: G, A, B ♭, C, D, E, F
- Part 3: G, A, B ♭, C, F
- Part 4: G, A, C, F
- (Recorder): G

Circle the notes you composed with:

G, A, B, C, D, E, F#

SONG 3 Sunshine On A Rainy Day Style: Soul

Time Signature: 4/4 — there are four crotchet beats in a bar

Key Signature: D major — there are two sharps in the key signature



Circle the part you played:

- Part 1: D, E, F#, A, B
- Part 2: D, E, F#, A, B
- (Recorder): D, A, B
- Part 3: D, E, A, B
- (Recorder): D, A, B
- Part 4: D
- (Recorder): A, B

Continue to deepen and extend music learning through repetition of previous performances and encountering activities in new songs to strengthen and apply previous learning

Prior Learning:

Identify and explain steps, jumps and leaps in the pitch of a melody

Learn to sing and following a melody by ear and form notation

Learn to play melodic instrumental parts

Identify the names of pitched notes on a staff.

Copy simple melodies by ear or from reading notation.

National Curriculum

Statements: Key stage 2

- 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

Key Vocabulary:

Pulse/beat, rhythm, pitch, melody/tune, ostinato, unison, improvisation, perform, compose, conductor
Untuned percussion, claves, tambourine, maracas, cabasa, guiro, drum, cymbal, tulip block, wood block,
Tuned percussion – xylophone, chime bars, glockenspiel,
Call and response,
Loud/soft, long/short, body percussion