

Music Medium Term Planning
Year: 6

Term	Main Enquiry Question	Sub Questions	Subject Specific Vocabulary	Linked Visits in / Visits out	Assessment will be based on a formative approach of children being able to answer the key questions using the knowledge acquired over the half term through a quiz-based approach.
Musical focus: Songs of World War 2	What is Solfa?	<p>What is a counter-subject or counter-melody? How does the counter-melody complement the melody? What are the challenges of following the counter-melody line?</p> <p>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. A 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p> <p><u>Additional questions that may be used?</u> What do you know about WW2? Who was involved in WW2? What was important about music in WW2? What is the purpose of the songs? Who is the song sending a message to? What tempo and performance techniques does each song use? (Is it fast or slow/ how is it played?) Can you hear when the melody gets higher or lower? What do the lyrics mean to you? What does it sound like when the pitch changes?</p>	Phrase/phrasing Melody/Counter melody Harmony Solfa Graphic score Contrast		

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<p>Musical Focus: Fingal's Cave <u>Dynamics,</u> <u>pitch and</u> <u>Tempo</u></p>	<p>What is improvisation? What is composition?</p>	<p>What is the role of a conductor? What is improvisation? How can texture be created? How can we describe timbre?</p> <p>To know that the conductor beats time to help the performers work well together. To understand that improvisation means making up music 'on the spot'. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</p> <p><u>Additional questions that may be used and recap prior learning</u> Why do you think the music paints a certain picture? How does the composer depict waves by using music? (e.g. sounds swelling – getting louder and quieter, sounds getting higher and lower, sounds growing in orchestral texture as more instruments are added, instruments moving over each other with melodic phrases) Can you remember what dynamics/pitch or texture mean in music? How can you make the pitch change? How can you make the dynamics change? Were the dynamics changing or was the pitch changing? What is the difference between dynamics and texture? What effect does changing the dynamics/ texture/ pitch have?</p>	<p>audio/video depicting texture pitch dynamics conductor improvisation notation graphic score composition practising group work ensemble</p>		
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<p>Musical Focus: Advanced Rhythms</p>	<p>What are rhythmic patterns? What is the Kodaly Method?</p>	<p>What is graphic notation? What is staff notation? Who is Steve Reich? What does music notation show? What is a quaver?</p> <p>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'. To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972. To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To know that a quaver is worth half a beat.</p> <p><u>Additional questions that may be used</u> What do you know about rhythm? Can you keep the pulse while tapping the rhythms? How many beats can you feel in each phrase? (Four). Which part of the song represents the pulse? Which part of the song represents the rhythm? How can you tell the difference between the pulse and rhythm? Which is most challenging – performing the pulse or performing the rhythm? What effect does the piece create by adding half a beat each time? Why do you think the composer chose hands as the instrument to perform this piece? How many beats are there? How many times do we clap the black rhythm and the red rhythm? How many beats are there? (56)</p>	<p>Kodaly rhythm TA, TITI, TWO, SH syllables crotchets quavers notation pulse chant melody unison rhythmic elements music critic compose beat practise</p>		
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		<p>How many times do we clap the black rhythm? (7) and the red rhythm? (8) Which piece had the most powerful ending? Which performance was the most engaging? Can you identify which performances used Steve Reich's 'Clapping music' as stimulation?</p>			
<p>Musical Focus: Film Music</p>	<p>What are the characteristics of film music?</p>	<p>What do major key signatures use? What do minor key signatures use? What is graphic notation? What is staff notation?</p> <p>To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. 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'.</p> <p><u>Additional questions that may be used</u> What do you know about film music? What films can you think of that have iconic music? What emotion do you think of when you hear the music? What action can you imagine happening along to the music? Why is music so important in films? What would a film be like if it didn't have any music? How does the soundtrack create tension?</p>	<p>Musical Soundtrack Emotion Imagery Major Minor Orchestral Instruments Graphic Score Higher and Lower Film Music Accelerando Crescendo Composition Performance Improvise</p>		

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		<p>What emotions does the music evoke? What instruments can you hear? How does the composer create tension/ sadness/ optimism etc.? Which part of the soundtrack do you think was the most effective? How can you tell which graphic score is being played? Which sounds are represented by the score? How can you convey emotion to the viewer? What sounds will be effective in your compositions? Can you make musical clues to give to the listener?</p>			
<p>Musical Focus: Pop Art</p>	<p>What is theme and variations?</p>	<p>Who is Benjamin Britten? What did he write and when? Why are beats of silence/rests important in music?</p> <p>To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p><u>Additional questions that may be used</u> What do you think of when you hear the term 'Pop Art'? How do you think an orchestra or band could play variations on a theme? (Change in tempo, starting higher/ lower, performing the rhythm backwards, performing the pitch upside down, changing the instruments playing, creating a conversation between instruments etc.) How can you use your body to create interesting sounds? How can you use instruments to create interesting sounds? What effect did different instruments make? What effect does creating musical variations have?</p>	<p>3/4 time 4/4 time Accidentals Body percussion Diaphragm Legato Motif Orchestra Percussion Phrases Pitch Pizzicato Pulse Quaver Rhythm Rhythmic elements Section Semi-quaver Staccato Tempo Theme TIKI-TIKI, TI-TIKI, TIKI-TI Translate</p>		

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		<p>What instruments can usually be found in an orchestra? What kind of music might an orchestra play? Why do you think the orchestra is in a semi-circle shape? (So that each musician can see the conductor, and they can all hear each other). Why do you think woodwind instruments sound so athletic? (Their keys are close to the fingers, therefore there is minimal physical movement to switch between notes.) What does the brass sound remind you of? Can you think of any other percussion instruments? (There are many – marimba, glockenspiel, metallophone, guiro, cabassa, castanets, tubular bells etc; there are lots of interesting Brazilian percussion instruments which wouldn't ordinarily be used in an orchestra.) Why do you think the piano is classified as a percussion instrument? (Inside there are hammers that hit the strings to make the sound.) How do the instruments make you feel? What mental images do the instrument sounds bring to mind? Can you feel your diaphragm moving when you make the SH/F/CH sounds? How do the two versions relate to the original theme? What is the most challenging section to perform? Which section of the orchestra might we be performing in? (The percussion section) When doing body percussion, how can we try to show changes in pitch? (by using higher and lower parts of our body) Do you recognise the forbidden rhythm? As this rhythm goes by quite quickly, how can we play it effectively? You could try playing the rhythm slowly to practise it, or you could tap it on your knees. It helps to say the words "This is the</p>	<p>Variations Vocal line Woodwind</p>		
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<p>Musical Focus: Composing and Performing a leaver’s song</p>	<p>What is pop music?</p>	<p>What is a chord progression? How can a melody be adapted? How are chord progressions represented in music How do we ‘spell’ a chord progression? (We use Roman numerals)</p> <p>To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals.</p> <p><u>Additional questions that may be used</u> How do the lyrics fit together? What do you notice about them? What is the tempo? Is it reflective of the lyrics? Does the melody match the mood of the lyrics? What instruments are playing? What are the musical features of the songs (dynamics, tempo)? Is there a chronological story? Is there a change of mood during the song? What did all the songs have in common? (They used the same chord progression) What is a chord progression? (A sequence of chords played in succession.) What is a melody? (A tune.) What is the arrangement of our song? (Verse, chorus.)</p>	<p>allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo lyrics melody mood musical features notation piano poetic structure repetitive rhyme ritardando tempo sequence stave notation upbeat verse</p>		

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		What do we need to remember when creating a melody? (Make it interesting, memorable and sing able.)			
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