

Music			
YEAR 6	<p>AUTUMN FOCUS Samba Beats</p> <p>VISIT/TRIP/DISPLAY: Samba band / workshop</p> <p>Final piece – composing and playing a rainforest piece as a group</p> <p>Opportunities for Exploring Diversity: Studying a range of musicians and music from South and Central America Rangoli patterns – whole school</p>	<p>SPRING FOCUS Samuel Coleridge Taylor</p> <p>VISIT/TRIP/DISPLAY: Display in classroom with topic</p> <p>Final piece – whole class orchestral piece</p> <p>Opportunities for Exploring Diversity: Studying the music of Samuel Coleridge Taylor WBD – whole school Chinese New Year – whole school</p>	<p>SUMMER FOCUS School Play</p> <p>VISIT/TRIP/DISPLAY: Performance to an audience</p> <p>Final piece – class play</p> <p>Opportunities for Exploring Diversity: African American Army bands</p>
Artist/Texts/websites	<p>Jamma website Samba band 4K Tropical Rain Sounds & Relaxing Nature Video - Sleep/ Relax/ Study/ Meditate - Ultra HD - Bing video (4K) Breathtaking Colorful Birds of the Rainforest - IHR Wildlife Nature Film Jungle Sounds in UHD - Bing video Rain Forest Thunder & Rain Sleep Sounds White Noise 10 Hours - Bing video Brazilian Rhythmic Patterns Samba Rhythms & Variations - YouTube The Real Samba Rhythm - Edu Ribeiro 2 Minute Jazz - YouTube How to Play Cajon Samba Rhythm - YouTube</p>	<p>Taylor Coleridge website Samuel Coleridge-Taylor: The Song of Hiawatha (Overture) – With Joshua Weilerstein - Bing video Samuel Coleridge-Taylor: The Song of Hiawatha (Overture) – With Joshua Weilerstein - Bing video Samuel Coleridge Taylor - Fantasiestucke for String Quartet - Bing video Samuel Coleridge-Taylor Facts for Kids (kiddle.co) Music Across the Ocean: Coleridge-Taylor's Othello Suite, II. Children's Intermezzo - YouTube Only Music: Coleridge-Taylor - The Song of Hiawatha Overture & others (lawlesspeter.blogspot.com)</p>	<p>School play chosen by the class. Five WWI Army African American Bands That Changed Music Forever - World War I Centennial (worldwarIcentennial.org)</p>
Skills	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, playing musical instruments with control. • Refine and improve my own work. • Perform alone and in a group, displaying a variety of techniques. • Take turns to lead a group. • Improvise and compose music. • Improvise melodic and rhythmic material within given structures. • Show thoughtfulness in selecting sounds and structures to convey an idea. • Create my own musical patterns • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great musicians. • Analyse and compare musical features choosing appropriate musical vocabulary. • Develop an understanding of the history of music. • Notice and explore how music reflects culture. 	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Play and perform in ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. • Perform significant parts from notations with awareness of my own contribution. • Refine and improve my own work. • Perform in a group, displaying a variety of techniques. • Take turns to lead a group. • Compose music for a range of purposes using the inter-related dimensions of music. • Improvise melodic and rhythmic material within given structures. • Show thoughtfulness in selecting sounds and structures to convey an idea. • Create my own musical patterns. • Use a variety of different musical devices including melody, rhythms, and chords. • Listen with attention to detail and recall sounds with increasing aural memory. 	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. • Perform significant parts from memory and from notations with awareness of my own contribution. • Refine and improve my own work. • Sing from memory with confidence, expressively and in tune. • Perform alone and in a group, displaying a variety of techniques. • Take turns to lead a group. • Sing a harmony part confidently and accurately. • Show thoughtfulness in selecting sounds and structures to convey an idea. • Use a variety of different musical devices including melody, rhythms, and chords.

	<ul style="list-style-type: none"> Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural music. Notice, comment on, compare and explore how music reflects different intentions. 	<ul style="list-style-type: none"> Notice, comment on and compare the use of musical devices. Notice, comment on and compare the relationship between sounds. Use and understand staff and other musical notations. Use of a variety of notation when performing and composing. Read notes and know how many beats they represent. Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence). Describe music using musical words and use this to identify strengths and weaknesses in music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music. 	
Key Vocabulary <u>(new vocabulary in bold underlined)</u>	Dynamics (volume/ loud and soft) Tempo (pulse/ speed of music) Timbre (tone/ mood/ character of music) Texture (layers of instruments within music) Structure (how the music is put together) Melodic, rhythmic, control, improvise, accompaniment, harmony, expressively, technique, compose, effect, pattern	Pitch (how high or low notes are) Duration (how long notes are) Dynamics (volume/ loud and soft) Tempo (pulse/ speed of music) Timbre (tone/ mood/ character of music) Texture (layers of instruments within music) Structure (how the music is put together) <u>Appropriate musical notations</u> (how music is written) Melodic, rhythmic, control, ostinato, accompaniment, harmony, expressively, technique, compose, effect, phrase, layers, pattern, structure, chords, crotchet, quaver, semiquaver, minim, semibreve, breve, bar, stave, time signature, treble clef, key signature	Pitch (how high or low notes are) Duration (how long notes are) Dynamics (volume/ loud and soft) Tempo (pulse/ speed of music) Timbre (tone/ mood/ character of music) Texture (layers of instruments within music) Structure (how the music is put together) <u>Appropriate musical notations</u> (how music is written) Melodic, rhythmic, control, lyrics, harmony, expressively, technique, effect, pattern, key signature
Opportunities for Learning / Cross Curricular	Topic - Rainforest Life DT – creating musical instruments (rain stick, pan pipes) Art – decorating instruments in traditional Maya way, painting, pointillism Maths – measuring, counting English - oracy	Topic - Victorian Revolution Maths – counting English - oracy	Topic – Britain at War WW2 Songs - BBC Teach 101 Songs That Won World War II - Various Artists Songs, Reviews, Credits AllMusic 15 Iconic songs that were popular during the World War II (thevintagenews.com) 1940s Top Songs popular during WW2(200+ song lyrics), start page and titles list (traditionalmusic.co.uk) English – oracy, voice projection
Learning Overview / WALTs	Week 1 WALA: different Samba instruments KQ: what do you notice about the instruments? KQ: what do you think they are made from and why? Week 2 WALT: identify different rhythms	All lessons based on the work of Samuel Coleridge Taylor and the sounds of African, West Indian and Native American music. Week 1 WALT: appreciate music	Week 1 WALA: appreciate music from a different era KQ: what do you like about the songs? KQ: what do you dislike about the songs? Week 2 WALT: sing white cliffs of Dover

KQ: what are the similarities in the rhythms?
KQ: why do you think they use those rhythms?

Week 3
WALT: play Samba rhythms
KQ: which instrument do you think is the most important?
KQ: why is the break important?

Week 4
WALT: play Samba rhythms
KQ: what are similarities and differences between the rhythms?
KQ: which one do you prefer and why?

Week 5
WALT: create a Samba rhythm
KQ: why have you chosen that rhythm?
KQ: how could you improve or change it?

Week 6
WALT: play and evaluate performance
KQ: what did you like and enjoy?
KQ: what would you change and improve?

Week 7
WALT: evaluate a rainforest composition
KQ: how did you groups composition differ from the rest?
KQ: what would you change and improve?

Week 8
WALT: play a composition as a class
KQ: what rhythms did you notice?
KQ: why were those rhythms used?

Week 9
WALT: create a composition as a group
KQ: what instruments would create the most convincing sounds?
KQ: how could you write down your composition?

Week 10
WALT: learn notations
KQ: why do you need notation for compositions?
KQ: how could you improve your notations?

Week 11
WALT: write notation for the composition
KQ: what changes have you made to your notation?
KQ: how could you make your notations easy for everyone to read and understand?

Week 12
WALT: play and evaluate the composition
KQ: what are you proud of?

KQ: explain what you enjoyed about the different orchestral suites?

Week 2
WALT: identify the instruments in an orchestral piece
KQ: what instruments can you hear?
KQ: what was their role in the orchestra?

Week 3
WALT: read written orchestral notations
KQ: what patterns can you see?

Week 4
WALT: read written orchestral notations
KQ: why are the notes shown differently?

Week 5
WALT: play written orchestral notations (single instrument)
KQ: how many notes on the glockenspiel?
KQ: how does your playing reflect the sheet music?

Week 6
WALT: play written orchestral notations (single instrument)
KQ: how does the instrument convey the melody of the piece?
KQ: how have you improved your sight reading?

Week 7
WALT: play written orchestral notations (multiple instruments) in a group
KQ: why do the different instruments have different notations?

Week 8
WALT: play written orchestral notations (multiple instruments) in a group
KQ: why do different groups of instruments play differently?

Week 9
WALT: play written orchestral notations (multiple instruments) as a class
KQ: why are all instruments equally important in an orchestra?

Week 10
WALT: play written orchestral notations (multiple instruments) as a class
KQ: why do you all need to follow the written music?

Week 11
WALT: record our orchestral composition

KQ: why did they chose those words in the song?
KQ: what was the easiest part to learn?

Week 3
WALT: sing run rabbit run
KQ: why did they chose those words in the song?
KQ: why were the words repeated?

Week 4
WALT: sing we'll meet again
KQ: why did they chose those words in the song?
KQ: what was the trickiest part to sing?

Week 5
WALT: sing boogie woogie bugle boy
KQ: why did they chose those words in the song?
KQ: what was the easiest part to learn?

Week 6
WALT: sing you are my sunshine
KQ: why did they chose those words in the song?
KQ: why were the words repeated?

Week 7
WALT: listen to the words and rhythm of the songs
KQ: which rhythm is the easiest to remember and why?

Week 8
WALT: memorise the words of the songs
KQ: how could you memorise the words?
KQ: what techniques would be most useful?

Week 9
WALT: practise the songs
KQ: why do we need to practise?
KQ: what should you focus on rhythm or words?

Week 10
WALT: learn movements to go with the rhythm of the song
KQ: why are movements important in helping to learn and perform the songs?

Week 11
WALT: perform in front of an audience
KQ: what is the most important thing to remember when performing?

Week 12
WALT: evaluate our performance
KQ: what are you proud of?
KQ: what would you change next time?

KQ: what would you change next time?

KQ: why should you record what you have played?

Week 12

WALT: evaluate our orchestral composition

KQ: what are you proud of?

KQ: what would you change next time?