



Musicians



Year 6 Music- Knowledge organiser: Unit 6

Skills:

Listen and Appraise Classical music

Continue to embed the foundations of the inter-related dimensions of music using voices and instruments

Singing

Play instruments within the song

Improvisation using voices and instruments

Composition

Share and perform the learning that has taken place

Key vocabulary

Early music, Baroque, Classical, Romantic, 20th Century, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, piano, (quiet), forte (loud), time signatures, staves, treble clef, bass clef, duration, semi breve, quaver

Unit theme

This Unit of Work is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

National Curriculum objectives:

Pupils should be taught to:

- listen with attention to detail and recall sounds with increasing aural memory
- 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.

Unit Title: Reflect, Rewind and Replay

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

Featured music

L'autrier Pastoure Seoit—The Other Day a Shepherdess was Sitting (Medieval)

Arminde Overture (Jean-Baptiste Lully)

The Marriage of Figaro (Mozart)

Erlkonig D328 Op1 Wer Reitet So Spat (Franz Schubert)

Sonata for Horn in F (Paul Hindemith)

Homelands (Nitin Sawhney)

Knowledge:

Listen and appraise

To know songs from memory, who sang or wrote them, when they were written and why?

To know the style of songs and to name other songs in those styles.

To choose other songs and be able to talk about:

- The style indicators of the songs (musical characteristics that give the songs their style)
- The lyrics: what the songs are about
- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)

To identify the structure of the songs (intro, verse, chorus etc.)

To name some of the instruments used in the songs

To understand the historical context of the songs. What else was going on at this time, musically and historically?

To know and talk about that fact that we each have a musical identity

Linked Songs and music

- Bacharach Anorak
- Meet the Blues
- A New Year Carol
- Happy
- You've Got a Friend



My Music Passport Year 6



I know and can sing three songs off by heart they are:

1. Happy – Neo Soul/Pop
2. A New Year Carol – Classical/Urban Gospel
3. You've Got A Friend – Pop

Music and Identity

- I can talk about my musical and cultural identity.
- I have written a piece of music with my friends about this.

Pulse, rhythm and pitch

- I can demonstrate and explain how pulse, rhythm and pitch connect in a song or piece of music.

Play

- Classroom Jazz 1 – I have played these melodies by ear and improvised.
 - I can play the glockenspiel along to all the songs we sang this year.
- I played the easy medium both the easy and medium parts.

Notation

- I used notated music.

My Instrument

- I brought my own instrument into my lesson.

I can play the

Improvise

- I can improvise with the songs we sang this year.
- In class, we completed the Bronze Silver Gold All Challenges.

Compose

- I composed a simple melody with some of the songs we sang this year.

I used these notes

Perform

I performed these songs

Reflect

When performing the songs, I felt

I can talk about:

1. The style indicators of some of these songs
2. The structure of some of the songs
3. How some of the dimensions of the music fits together in some of the songs
4. The historical context of some of the songs

