



TERMINOLOGY FOR YEAR 6

(Please use the Model Music Curriculum Appendix/ musical dictionary to check the meaning of any unfamiliar words)

Rhythm metre and tempo	Fast (allegro), Slow (adagio), pulse & beat, getting faster (accelerando), Getting slower (rallentando), Bar, metre Simple time, compound time, syncopation
Pitch	High, low, rising, falling, pentatonic scale, major and minor tonality, pitch range do-do, Full diatonic scale in different keys
Structure & response	Call and response, question phrase, answer phrase, echo, ostinato, rounds and partner songs, repetition, contrast Ternary form, verse and chorus form, music with multiple sections
Harmony	Drone, static, moving triads, chord progressions.
Texture	Unison, layered, solo, duet, melody and accompaniment Music in 3 parts, music in 4 parts
Dynamics & Articulation	Loud (forte), Quiet (piano), getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached) Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)
Instruments & playing techniques	Identify common instruments using aural skills including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)
Vocabulary	Crotchet, quaver, rest, paired quavers, minims, semibreves, semiquavers, time signatures 2/3 3/4 4/4, range of an octave



AUTUMN 1

WAKEFIELD MUSIC SERVICES

Overall Objective: To recap skills on guitars and recap ukulele skills.

Knowledge/skills:

To recap guitar skills and develop accuracy.

To recap ukulele skills and develop accuracy

Assessment (records final performance)



AUTUMN 2

Overall Objective: To use GarageBand to create film music.

This can be your music & ICT lesson for the term.

Knowledge/skills:

To understand the role technology can play when creating film music.

To create an atmosphere using music.

To record drum patterns using GarageBand.

To reflect critically.

To listen, review and appraise a variety of famous film music.

How this can be achieved

Lesson 1 - Watch the film clip, set-up GarageBand sections & plan an effective drum beat.

Lesson 2 - Use different chord progressions to create an effect.

Lesson 3 - Use different chord progressions to create an effect.

Lesson 4 -To use additional instruments to add in more effect.

Lesson 5 -To use additional instruments to add in more effect.

Lesson 6 - Add in sound effects & finalise

Listening Activity - 5 Min Starters - John Williams Contributions to Film (Compare & Contrast, how does he get the theme of the music across?)

Lesson 1 - John Williams, Theme from Jaws,

<https://www.youtube.com/watch?v=xHtAgOEmiwM>
(Start at 1min) & <https://www.youtube.com/watch?v=5tMqcARKRSE>

(Film Clip if appropriate)

Lesson 2 - John Williams, Theme from Superman

<https://www.youtube.com/watch?v=EBatxZgowag>
& <https://www.youtube.com/watch?v=78N2SP6JFal>
(Film clip if appropriate)

Lesson 3 - John Williams, Theme from Star Wars

<https://www.youtube.com/watch?v=FTiRrlgbYIM>

Lesson 4 - John Williams, Imperial March (Darth Vader Theme)

<https://www.youtube.com/watch?v=YMvcCfs8mf8>

Lesson 5 - John Williams, Theme from ET

<https://www.youtube.com/watch?v=Ps1-YLB1TIQ>
& <https://www.youtube.com/watch?v=oR1-UFrcZ0k>

(Film clip if appropriate) Lesson 6- John Williams, Hedwig's Theme from Harry Potter, <https://www.youtube.com/watch?v=q3UGOu-tqll>

Assessment (final piece)

Children should:

- compose a piece fitting to the theme of the film.
- use garageband confidently.



SPRING 1

Overall Objective: To use all skills to perform Ghostbusters

Knowledge/skills:

To sing with accuracy, fluency, control and expression.

To recognise the use of dynamics when singing.

To have the opportunity to sing in groups, solo and as a whole class.

To play instruments and sing at the same time whilst maintaining a steady tempo.

To confidently move between chords on different instruments.

To appreciate, listen and review a range of music.

How this can be achieved

Lesson 1 - Listen, evaluate and learn to sing GhostBusters.

Lesson 2 - Musical Futures LearnToPlay Songbook GhostBusters. Recap Chords G, C, F and Em on guitar & keyboard

<https://www.musicalfuturesonline.org/resources/songbookkeyboard-guitar-ghostbusters/>

Lesson 3 - Musical Futures LearnToPlay Songbook GhostBusters. Recap Chords G, C, F and Em. on guitar & keyboard.

Lesson 4 -Recap ChairDrumming rhythms and compose rhythms to ghostbusters (write on composition grid)

Lesson 5 - Perfect your class band performance using all elements.

Lesson 6 - Record, perform and evaluate.

Listening Activity - 5 Min Starters - Other Famous Film Music

Lesson 1 - 1963,Mancini, Pink Panther Theme

https://www.youtube.com/watch?v=_gzLwhORWko

& <https://www.youtube.com/watch?v=R4amWTwO1GM>

(Title Sequence if appropriate)

Lesson 2 - 1965 Hammerstein, Do-Re-Mi from The Sound of Music

<https://www.youtube.com/watch?v=drnBMAEA3AM>

Lesson 3 - 1968, Sherman's Hushabye Mountain from Chitty Chitty Bang Bang.

<https://www.youtube.com/watch?v=YfdRr7MWax4>

Lesson 4 - 1996, Lalo Shifrin, Theme from Mission Impossible,

<https://www.youtube.com/watch?v=ePHfTjgmIso>

Lesson 5 - 2003, Zimmer & Badelt, Theme from Pirate of the Caribbean,

<https://www.youtube.com/watch?v=6zTc2hD2npA>

Lesson 6- 2008, Jai Ho from Slumdog Millionaire,

<https://www.youtube.com/watch?v=xwwAVRyNmgQ>

Assessment (record final performance and composition grid)

Children should:

- sing with confidence and precision.
- confidently play and sing simultaneously.
- Move between chords confidently.
- Compose chair drumming that fits with the song.
- compose correctly on the composition grid.



SPRING 2

Overall Objective: To complete JustPlay section 2

Divide the class into 3 groups of ukulele, guitar & keyboard. Children to move around and swap on each instrument.

Knowledge/skills:

To understand and follow TAB.

To follow notation rhythms with increasing accuracy.

To maintain a steady tempo whilst playing two chords.

To play different rhythms as part of a performance.

To follow performance directions.

How this can be achieved

Lesson 1 - To play the chord of C and recap chords Em & G on each instrument in a carousel playing the different notation rhythms.

Lesson 2 - To chord jam between C, Em and G on all instruments. Start by playing each chord on the first beat of the bar, and then compose some different rhythms to play along to.

Lesson 3 - To play along to Happier by Marshmallow

Lesson 4 - To play along to Medley 1

Lesson 5 - Record, perform & evaluate.

Listening Activity - 5 Min Starters - Recap Musical History

Lesson 1 - 1730 Baroque Period,

<https://www.youtube.com/watch?v=dteW4KRL-F8>

Lesson 2 - 1791 Classic Period,

<https://www.youtube.com/watch?v=TsjCusRni6E>

Lesson 3 - 1858 Romantic Period,

<https://www.youtube.com/watch?v=Nzo3atXtm54>

Lesson 4 - 1935, 20th Century,

<https://www.bbc.co.uk/teach/ten-pieces/carl-orffcarmina-burana-o-fortuna/zkhtwty>

Lesson 5 - 1991 Late 20th Century,

<https://www.youtube.com/watch?v=NELL4Orj3Ro>

Lesson 6 - 2019, 21st Century,

<https://www.youtube.com/watch?v=dx32Mp3eVWA>

Assessment (record performance and composition, musical timeline).

Children should:

- play with confidence and precision.
- Move between chords confidently.
- be able to explain the musical timeline.



SUMMER 1

Overall Objective: To complete JustPlay Section 3

Divide the class into 3 groups of ukulele, guitar & keyboard. Children to move around and swap on each instrument.

Knowledge/skills:

To understand and follow TAB.

To follow notation rhythms with increasing accuracy. To maintain a steady tempo whilst playing two chords.

To play different rhythms as part of a performance. To follow performance directions.

How this can be achieved

Lesson 1 - To play the chord of Am and recap chords C, Em & G on each instrument in a carousel playing the different notation rhythms.

Lesson 2 - To chord jam between Am, C, Em and G on all instruments. Start by playing each chord on the first beat of the bar, and then compose some different rhythms to playalong to.

Lesson 3 - To play along to Shake It Off.

Lesson 4 - To play along to High and Dry.

Lesson 5 - To play along to Sugar.

Lesson 6 - Record, perform & evaluate.

In listening, recap the musical timeline from last half term to ensure it is secure. Play the music and get children to tell you which period it is from.

Assessment (record final performance)

Children should:

- perform confidently across all instruments.
- compose rhythms fitting into the time signature



SUMMER 2

Overall objective: To showcase all taught music skills over the years and prepare for leavers assembly

Knowledge/skills:

Incorporate all instruments learnt.

Involve singing.

Involve body percussion.

Could use a song from MF, if not pick a song and Miss R will sort out chords. Children can compose the body percussion.