



YEAR: 6 TERM: Autumn 1 & 2

TITLE: Film Music (Silent Movies)

REVISION / REMIND / REVISIT - Performance skills / Singing in tune and in time / recognising pitch, tempo and melody in Year 5	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<p>NC LINKS</p> <ul style="list-style-type: none"> • 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 • Listen with attention to detail and recall sounds with increasing aural memory • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Use and understand staff and other musical notations <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Chords • Composition • Crescendo • Diminuendo • Dynamics • Interval • Major • Melodic • Minor 	<p>Skills Developed</p> <ul style="list-style-type: none"> • To use musical vocabulary to discuss the features of music and identify the way that features of a song can complement one another to create a coherent overall effect. • Evaluate how the venue, occasion and purpose affects the way a piece of music sounds • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary • Compose a multi-layered piece of music and record it using appropriate forms of notation <p>Knowledge Acquired</p> <ul style="list-style-type: none"> • To know that a film soundtrack includes the background music and any songs in a film • To understand that 'major' key signatures use note 	<p>Children will develop an understanding of how music is used to create an atmosphere and show feelings in films which is related to their writing unit on silent movies. They will experiment with using instruments to create sounds and how pitch, dynamics and key influence the feel of a scene.</p>	<p>Understanding how music can impact the emotions of humans</p>	<p>Children to perform their composition to peers (in class and in Collective Worship) and to parents using video recording.</p>

<ul style="list-style-type: none"> • Melody • Pitch • Texture 	<p>pitches that sound cheerful and upbeat</p> <ul style="list-style-type: none"> • To understand that 'minor' key signatures use note pitches that can suggest sadness and tension 			
<p>ASSESSMENT CRITERIA:</p> <ul style="list-style-type: none"> • Can listen and evaluate music using appropriate vocabulary, including evaluating how the purpose affects the way a piece of music sounds • Can improvise coherently and creatively, incorporating given features • Can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture • Can record own composition using appropriate forms of notation and/or technology 		<p>SUGGESTED TIME FRAME 5 sessions + time for performing to peers / preparing the video recording</p>		
<p>SUGGESTED SEQUENCE OF LESSONS (Suggested lesson plans available in Resources - Subjects and Topics Folder)</p> <p>Session 1 - Film soundtracks Kapow Year 6 Film music Lesson 1 Children use musical vocabulary to listen and evaluate film music, thinking specifically about the atmosphere, feelings and mood a piece is trying to create</p> <p>Session 2 - Notation for Rhythm Resources - Subjects and Topics - Music - Year 6 Planning Children read and follow graphic scores and can turn these into formal notation using taught notes</p> <p>Session 3/4 - Major and Minor chords and Scales Resources - Subjects and Topics - Music - Year 6 Planning Children play major and minor chords on a keyboard, focusing on C and Cm. Children create short melodies to accompany a scene using the following notes: C, D, D#, F, G, G#, and A# Layer the chords and melody</p> <p>Session 5/6 - Compose music to fit a film scene Children each have a section of a video in pairs to compose music to create mood/suspense/tension.</p>				



YEAR: 6 TERM: Spring 1

TITLE: SONGS OF WORLD WAR TWO

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND / REVISIT - Performance skills / Singing in tune and in time / recognising pitch, tempo and melody in Year 5	<p>NC LINKS</p> <ul style="list-style-type: none"> 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 Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations <p>Key Vocabulary</p> <ul style="list-style-type: none"> Morale Britain Troops Frontline Vera Lynn Contrast Tempo Higher and lower /pitch Diaphragm 	<p>Skills Developed</p> <ul style="list-style-type: none"> To use musical vocabulary to identify features of different eras of music To improve accuracy in pitch and control, singing with expression and dynamics To identify pitches within an octave when singing To use knowledge of pitch to develop confidence when singing in parts To be able to notate a melody using pitches up to an octave <p>Knowledge Acquired</p> <p>To know how to:</p> <ul style="list-style-type: none"> Talk about songs using comparative language Use fact and opinion to compare songs Follow a melody; sing lyrics with meaning; sing some sections quieter and some sections louder 	<p>Children will develop an understanding of music from an historical era which is related to their thematic work during the Spring Term. They will experiment with using pitch, expression, dynamics and harmonising using their own voices and will use the skills they have learnt to perform to peers and parents.</p>	<p>Understanding life for people in Britain during World War Two and how music helped to lift spirits / the role of Vera Lynn and other composers and singers during this period in history.</p>	<p>Children to perform their composition to peers (in class and in Collective Worship) and to parents using video recording.</p> <p>Possible collaboration with local community (retirement homes etc) and Knowle Church if appropriate.</p>

<ul style="list-style-type: none"> • Melody • Phrase / phrasing • Graphic score • Do Re Mi Fa So La Ti • Counter-melody • Harmony • Solfa 	<ul style="list-style-type: none"> • Use the words 'pitch' and 'higher/lower' when discussing their own work • Read and interpret a graphic score • Use colour-code pitches on a notated score • Sing a counter-melody while listening to another melody (harmonise) 			
<p>ASSESSMENT CRITERIA:</p> <ul style="list-style-type: none"> • Can listen with attention to detail and respond to songs from a particular time period, using age-appropriate musical vocabulary • Has developed accuracy in pitch and control and ability to sing with expression and dynamics • Can recognise a counter melody and sing in harmony in a performance in solo and ensemble contexts • Can notate a melody 		<p>SUGGESTED TIME FRAME 5 sessions + time for performing to peers / preparing the video recording</p>		
<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 - Singing for Victory Kapow Year 6 Songs of WW2 Lesson 1 Children use musical vocabulary to describe features of the music of WW2</p> <p>Session 2 - The White Cliffs of Dover Kapow Year 6 Songs of WW2 Lesson 2 Children develop their accuracy in pitch and control and ability to sing with expression and dynamics</p> <p>Session 3 - Pitch Up Kapow Year 6 Songs of WW2 Lesson 3 Children learn how to identify pitches within an octave by exploring the pitch and tempo of the song 'Do-Re-Mi' and the war-time song 'The White Cliffs of Dover'</p> <p>Session 4 - Harmonise Kapow Year 6 Songs of WW2 Lesson 4 Children use their knowledge of pitch to develop confidence when singing different parts and challenge themselves to sing something that is different to what they are hearing</p>				

Session 5 - Let's Notate

Kapow Year 6 Songs of WW2 Lesson 5

In this final lesson of this unit, pupils will learn how to notate a melody using pitches up to an octave. They will prepare to give a short performance to peers in class and Collective Worship and record a performance for parents.



YEAR: 6 TERM: Summer 1 & 2 TITLE: Composing and Performing a Leavers' Song

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">REVISION / REMIND / REVISIT - Listening and recalling sounds / improvising and performing / key vocabulary / use of letter notation / playing and performing in Years 4 & 5</p>	<p>NC LINKS</p> <ul style="list-style-type: none"> 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. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations <p>Key Vocabulary</p> <ul style="list-style-type: none"> Lyrics Tempo Presto 	<p>Skills Developed</p> <ul style="list-style-type: none"> To listen to and describe music To write lyrics for a song To organise lyrics into a song structure To use vocal improvisation and known melodies against a backing track To compose a melody <p>Knowledge Acquired</p> <p>To know how to:</p> <ul style="list-style-type: none"> Evaluate a song based on tempo, melody, lyrics and arrangement Use meaningful lyrics, appropriate tempo, memorable melody and appropriate arrangements Use words, phrases and poetic structures and to work as part of a group to sequence and structure lyrics into a verse Improvise a melody over a four-chord backing track 	<p>Children spend the topic creating their very own leavers' song personal to their experiences as a class; listening to and critiquing well known songs reflective of new beginnings, writing the lyrics for the chorus and verses, exploring the concept of the four chord backing track and composing melodies</p> <p>Children are actively encouraged to showcase all of their individual talents during rehearsals and for the final performance</p>	<p>Reflection on final year in primary school and feelings about friends / starting secondary school / their futures.</p> <p>Reflection on song lyrics that are meaningful to them and their audience.</p>	<p>Children will perform their leavers' song and general performance to governors, staff, parents and children of both key stages. They will also lead a church service on their final day of school.</p>

	<ul style="list-style-type: none"> • Allegro • Largo • Accelerando • Ritardando • Melody • Dynamics • Forte • Piano • Crescendo • Diminuendo • Verse • Chorus • Rhyme • Poetic structure • Chords • Chord progressions • Improvisation • Staff notation • Four-chord progression 	<p>and perform this successfully</p> <ul style="list-style-type: none"> • Compose a chorus melody • Use different kinds of notations • Rehearse to improve own performance • Perform a song they have written 			
<p>ASSESSMENT CRITERIA:</p> <ul style="list-style-type: none"> ▪ Can contribute ideas for lyrics to a group chorus and suggest how lines could rhyme ▪ Can fit an existing melody over a four-chord backing track ▪ Can create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. ▪ Can record their melody using letter notation. ▪ Can create and perform a final piece using voice and/or tuned/untuned instruments 		<p>SUGGESTED TIME FRAME</p> <p>At least 6 x 1 hour sessions plus rehearsals and a final performance</p>			
<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 - A Single Year</p> <p>Kapow Year 6 Composing and Performing a Leavers' Song Lesson 1</p> <p>Evaluating a song based on its lyrics, tempo, melody and arrangement.</p>					

Session 2 - Writing Chorus Lyrics

Kapow Year 6 Composing a Leavers' Song Lesson 2

Using suitable words and phrases for the chorus of a song and turning the ideas into lyrics

Session 3 - Writing Verse Lyrics

Kapow Year 6 Composing a Leavers' Song Lesson 3

Using poetry writing skills to turn suitable words into lyrics and working in groups to sequence and structure lyrics into a verse.

Session 4 - Backing Track

Kapow Year 6 Composing a Leavers' Song Lesson 4

The children explore four-chord progressions and use vocal improvisation and known melodies over a backing track.

Session 5 - Creating a Melody

Kapow Year 6 Composing a Leavers' Song Lesson 5

The children compose a melody for the chorus of their song using different kinds of notation.

Session 6 - The Final Piece

Kapow Year 6 Composing a Leavers' Song Lesson 6

Using all the techniques and knowledge they have learned, the children create and perform their Year 6 leavers' song. (The performance includes all of the elements taught and both tuned and untuned instruments are used).