



Orton Wistow Primary School – Curriculum Plan



Subject : Music

Year : 6

Term : Autumn (Charanga – Happy)



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

| Learning | Teaching | Assessment |
|-------------|----------|------------|
| Remembering | Telling | Testing |



Understanding

What children will understand

| Learning | Teaching | Assessment |
|------------|----------|------------|
| Practising | Coaching | Observing |



Skills

What children will be able to do

| Learning | Teaching | Assessment |
|------------|--------------|------------|
| Reflecting | Facilitating | Evaluating |

Style indicators – what identifies the music as a particular style – rock/pop etc
Improvise (Latin: *improvisio* meaning unforeseen)
Compose (Latin: *componere* meaning to put together, cf to English component) – to create a piece of music
Pulse (Latin: *pulsus* meaning beat) a steady beat, like a ticking clock
Melody (Greek: *melos* meaning song) – the tune
Cover – a version performed by another artist
Rhythm – a pattern of long and short sounds
Pitch – how high or low the notes are
Tempo (Latin: *tempus* meaning time) – how fast or slow the music is
Dynamics (Greek: *dunamis* meaning power) – how loudly or quietly the music is being played
Timbre (Greek: *timpanon* meaning drum) – the quality of sound the instrument makes. **Pronounced tamber**
Texture – layers of sound
Structure – how the music is made up – verse, chorus etc

Happy is a song written, produced and performed by Pharrell Williams.

Happy is a Pop song that has a soul music sound and groove from the 1960s; very much like a Motown song.

Motown was a 1960s label created from Soul music characterised by a rhythm section playing, laying down the groove with a funky bassline and a tambourine sounding over the top. Often brass sections play punchy riff-based rhythms and sometimes violins playing long high notes.

Neo-Soul: The style emerged from Soul and contemporary RnB. The instrumentation, arrangement and studio mix are very important. Songs are mixed in the studio to sound as if they are from an older Soul era like the Motown era. The modern way in which the songs are produced, give a timeless Soul feel that has a contemporary edge

Other songs included in the unit are:
Top Of The World sung by The Carpenters

Understand and explore how music is created

How the interrelated dimensions of music (pulse, rhythm, pitch, tempo, dynamics, texture, structure) work together to create a song or piece of music

How does the music make you feel?

What do the words of the song mean?

How does changing the way we play/sing affect the piece of music?

Where Pop music and Neo Soul fit into the musical canon.

What influenced the development of Neo Soul music.

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

Know and talk about that fact that we each have a musical identity

To identify and move to the pulse with ease

Copy and clap back more complex rhythms

Sing in unison and provide backing vocals.
 Experience rapping and solo singing.

Play a musical instrument with the correct technique within the context of the Unit song

To listen to and follow musical instructions from a leader.

Improvise using instruments in the context of a song to be performed

Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.

Explain the style indicators of music.

Refer to the interrelated dimensions of the music.

|  |  | | |  | | |  | | |
|---|---|----------|------------|---|----------|------------|---|--------------|------------|
| Vocabulary | Knowledge What children will know | | | Understanding What children will understand | | | Skills What children will be able to do | | |
| Define the word and include etymology if useful. | Learning | Teaching | Assessment | Learning | Teaching | Assessment | Learning | Teaching | Assessment |
| | Remembering | Telling | Testing | Practising | Coaching | Observing | Reflecting | Facilitating | Evaluating |
| <p>Dimensions of music – the pulse, rhythm, pitch, tempo, dynamics etc</p> <p>Neo Soul – a style emerging from Soul and RnB</p> <p>Producer – someone who oversees and manages the recording</p> <p>Motown – a 1960's music label with a distinct sound</p> <p>Hook – a catchy phrase, the main idea</p> <p>Riff – short, repeated phrase</p> <p>Solo (<i>Latin: solus meaning alone</i>) – playing, singing, performing on your own</p> | <p><i>Don't Worry, Be Happy</i> sung by Bobby McFerrin</p> <p><i>Walking On Sunshine</i> sung by Katrina And The Waves</p> <p><i>When You're Smiling</i> sung by Frank Sinatra</p> <p><i>Love Will Save The Day</i> sung by Brendan Reilly</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> | | | | | | | | |



Orton Wistow Primary School – Curriculum Plan



Subject : Music

Year : 6

Term : Spring (Charanga A New Year Carol)

|  |  |  |  |
|---|---|---|---|
| Vocabulary | Knowledge What children will know | Understanding What children will understand | Skills What children will be able to do |
| Define the word and include etymology if useful. | Learning Teaching Assessment <small>Remembering Telling Testing</small> | Learning Teaching Assessment <small>Practising Coaching Observing</small> | Learning Teaching Assessment <small>Reflecting Facilitating Evaluating</small> |
| <p>Improvise (Latin: <i>improvisio</i> meaning unforeseen)</p> <p>Compose (Latin: <i>componere</i> meaning to put together, cf to English component) – to create a piece of music</p> <p>Pulse (Latin: <i>pulsus</i> meaning beat) a steady beat, like a ticking clock</p> <p>Melody (Greek: <i>melos</i> meaning song) – the tune</p> <p>Cover – a version performed by another artist</p> <p>Rhythm – a pattern of long and short sounds</p> <p>Pitch - how high or low the notes are</p> <p>Tempo (Latin: <i>tempus</i> meaning time) – how fast or slow the music is</p> <p>Dynamics (Greek: <i>dunamis</i> meaning power) – how loudly or quietly the music is being played</p> <p>Timbre (Greek: <i>tumpanon</i> meaning drum)– the quality of sound the instrument makes. Pronounced tamber</p> <p>Texture – layers of sound</p> <p>Structure – how the music is made up – verse, chorus etc</p> | <p>In 1934 Benjamin Britten wrote a series of 12 songs for the school in Wales where his brother was a teacher.</p> <p>These songs, called Friday Afternoons (that was when pupils had their singing practice), started a long process of writing music for schools and Britten's lifelong interest in music for young people and in music education.</p> <p>Britten set to music text by many different poets and authors. The music always illustrates beautifully the mood of the text. All the songs are accompanied by the piano.</p> <p>A New Year Carol is one of the Friday Afternoons songs. The text is a traditional Folk song and was included by Walter de la Mare in his anthology of poems for children, Tom Tiddler's Ground (1931).</p> <p>In the 1920s and early 30s, children sang mostly nursery rhymes and playground chants, and Folk songs</p> | <p>Understand and explore how music is created</p> <p>How the interrelated dimensions of music (pulse, rhythm, pitch, tempo, dynamics, texture, structure) work together to create a song or piece of music</p> <p>How does the music make you feel?</p> <p>What do the words of the song mean?</p> <p>How does changing the way we play/sing affect the piece of music?</p> <p>Where folk music fits into the musical canon.</p> <p>How urban gospel music fits into the musical genre</p> <p>The historical context of the song. What else was going on at this time, musically and historically?</p> | <p>To identify and move to the pulse with ease</p> <p>To think about the message of the songs</p> <p>Use musical words when talking about songs</p> <p>Sing in unison and provide backing vocals.</p> <p>Play a musical instrument with the correct technique within the context of the Unit song</p> <p>To listen to and follow musical instructions from a leader.</p> <p>Improvise using instruments in the context of a song to be performed</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> |



|  |  |  |  |
|---|--|---|---|
| Vocabulary | Knowledge What children will know | Understanding What children will understand | Skills What children will be able to do |
| Define the word and include etymology if useful. | Learning Teaching Assessment | Learning Teaching Assessment | Learning Teaching Assessment |
| | Remembering Telling Testing | Practising Coaching Observing | Reflecting Facilitating Evaluating |
| <p>Dimensions of music – the pulse, rhythm, pitch, tempo, dynamics etc</p> <p>Structure – how the music is made up – verse, chorus etc</p> <p>Unison (<i>Latin: uni meaning one and sonos meaning sound</i>)– Everyone plays or sings the same music at the same time</p> <p>Ostinato (<i>Italian: ostinato meaning obstinate</i>)- a short repeated rhythmic or melodic pattern</p> <p>Phrases – a musical sentence</p> <p>Urban Gospel - Urban/contemporary gospel is a modern form of Christian music that expresses either personal or a communal belief regarding Christian life</p> | <p>with simple accompaniments. When Britten composed these songs, they would have felt very contemporary to the children, just as it does when we sing the latest Pop songs at school today</p> <p>A New Year Carol is a British Folk song originating in Wales, and it is also known as Levy Dew. This carol was traditionally sung at New Year and is associated with New Year customs, not Christmas. The song celebrates the New Year using a combination of Folk stories and religious ideas.</p> | <p>Know and talk about that fact that we each have a musical identity</p> | <p>Explain the keynote or home note and the structure of the melody</p> <p>Refer to the interrelated dimensions of the music.</p> |



Orton Wistow Primary School – Curriculum Plan



Subject : Music

Year : 6

Term : Summer (Charanga- Music and Me)



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

| Learning | Teaching | Assessment |
|-------------|----------|------------|
| Remembering | Telling | Testing |



Understanding

What children will understand

| Learning | Teaching | Assessment |
|------------|----------|------------|
| Practising | Coaching | Observing |



Skills

What children will be able to do

| Learning | Teaching | Assessment |
|------------|--------------|------------|
| Reflecting | Facilitating | Evaluating |

Improvise (Latin: *improvisio* meaning unforeseen)
Compose (Latin: *componere* meaning to put together, cf to English component) – to create a piece of music
Pulse (Latin: *pulsus* meaning beat) a steady beat, like a ticking clock
Melody (Greek: *melos* meaning song) – the tune
Cover – a version performed by another artist
Rhythm – a pattern of long and short sounds
Pitch – how high or low the notes are
Tempo (Latin: *tempus* meaning time) – how fast or slow the music is
Dynamics (Greek: *dunamis* meaning power) – how loudly or quietly the music is being played
Timbre (Greek: *tumpanon* meaning drum) – the quality of sound the instrument makes. **Pronounced tamber**
Texture – layers of sound
 Structure – how the music is made up – verse, chorus etc

Four British female contemporary artists are featured and interviewed in the unit; all living in the UK, expressing themselves through music and with different cultural backgrounds:

Shiva Feshareki: A turntablist and composer of Iranian descent who works with orchestras.

Eska Mtungwazi: A London-born singer-songwriter and multi-instrumentalist, known professionally as Eska.

Afrodeutsche: A British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.

Anna Meredith: A composer and performer of electronic and acoustic music.

Tracks to compare and contrast within this unit are:
Something Helpful by Anna Meredith
O by Shiva Feshareki

Understand and explore how music is created

How the interrelated dimensions of music (pulse, rhythm, pitch, tempo, dynamics, texture, structure) work together to create a song or piece of music

How does the music make you feel?

What do the words of the song mean?

How does changing the way we play/sing affect the piece of music?

Where female musicians fit into the musical canon.

The historical context of the song. What else was going on at this time, musically and historically?

Know and talk about that fact that we each have a musical identity

Think about the message of the songs

Use musical words when talking about songs

Sing in unison and provide backing vocals.

Play a musical instrument with the correct technique within the context of the Unit song

To listen to and follow musical instructions from a leader.

Improvise using instruments in the context of a song to be performed

Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.

Explain the keynote or home note and the structure of the melody



|  |  |  |  | | | | | | |
|---|--|---|---|------------|----------|-----------|------------|--------------|------------|
| Vocabulary | Knowledge What children will know | Understanding What children will understand | Skills What children will be able to do | | | | | | |
| Define the word and include etymology if useful. | Learning Teaching Assessment | Learning Teaching Assessment | Learning Teaching Assessment | | | | | | |
| | Remembering | Telling | Testing | Practising | Coaching | Observing | Reflecting | Facilitating | Evaluating |
| <p>Dimensions of music – the pulse, rhythm, pitch, tempo, dynamics etc</p> <p>Structure – how the music is made up – verse, chorus etc</p> <p>Unison (<i>Latin: uni meaning one and sonos meaning sound</i>)– Everyone plays or sings the same music at the same time</p> <p>Ostinato (<i>Italian: ostinato meaning obstinate</i>)- a short repeated rhythmic or melodic pattern</p> <p>Phrases – a musical sentence</p> <p>Urban Gospel - Urban/contemporary gospel is a modern form of Christian music that expresses either personal or a communal belief regarding Christian life</p> | <p>V-A-C Moscow by Shiva Feshareki</p> <p>Heroes & Villains by Eska</p> <p>Shades Of Blue by Eska</p> <p>And! by Afrodeutsche</p> <p>The Middle Middle by Afrodeutsche</p> | | <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</p> <p>Refer to the interrelated dimensions of the music.</p> | | | | | | |