

Subject: Music

Year group: 6

Term: Summer

Unit name: Reflect, Rewind and Replay
(Charanga)

Hope

I say this because I know what I have planned for you," says the Lord. "I have good plans for you. I don't plan to hurt you. I plan to give you hope and a good future.
Jeremiah 29:11

Knowledge/Skills:

Listening:

Describe the style indicators of the song/music.

Describe the structure of the song.

Identify the instruments/voices they can hear.

Talk about the musical dimensions used in the song.

Musical activities:

Sing in two parts.

Sing in unison.

Play instruments parts accurately and in time as part of the performance.

Play instrumental parts with the music by ear.

Perform and Share:

Prepare a performance of songs and activities from the year.

Reflect on what you like best about your performance, how you feel about it and how you felt during the performance.



Big Ideas:

Step 1 – To consolidate learning on 'pulse', 'rhythm', 'pitch', 'staves and clefs' and 'time signatures' and perform the unit songs in the styles of music learnt using voices and glockenspiels.

Step 2 – To consolidate learning on 'tempo', 'dynamics', duration (semibreve and semibreve rest)' and perform the unit songs in the styles of music learnt using voices and glockenspiels.

Step 3 – To consolidate learning on 'timbre', 'texture', 'staves and clefs (treble clef and bass clef)', 'duration (quavers and quaver rest)' and perform the unit songs in the styles of music learnt using voices and glockenspiels.

Step 4 – To consolidate learning on 'time signatures' and 'expression (dynamics)' and perform the unit songs in the styles of music learnt using voices and glockenspiels and improvisation.

Step 5 – To consolidate learning on 'expression (p and f)' and perform the unit songs in the styles of music learnt using voices and glockenspiels.

Step 6 – To consolidate learning on 'pulse', 'rhythm', 'pitch', 'tempo', 'dynamics', 'timbre', 'texture', 'expression (p and p)' and perform the unit songs in the styles of music learnt using voices and glockenspiels.

Prior Learning:

Talk about the music of the featured artists.

Talk about any musical connection with previous knowledge and understanding.

Talk about why four female artists were chosen for this unit.

Talk about any of the key words or themes from the videos.

Create:

Talk about how they planned and write their composition in broad terms e.g.:

- Which options they chose and why
- The key themes they have used in their lyrics
- The tools they used
- The sections they particularly like and dislike and say why

Present the performance in an interesting and engaging way.

Reflect on its strengths and weaknesses.

Talk about their identity in the music and performance.

Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony

Unit songs:

L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) – Traditional – Early Music
Armide Overture by Jean-Baptiste Lully – Baroque
The Marriage of Figaro: Overture by Mozart – Classical
Erkönig, D.328 Op. 1 Wer reitet so spät by Franz Schubert – Romantic
Sonata for Horn in F by Paul Hindemith – 20th century
Homelands by Nitin Sawhney – Contemporary