



## Curriculum

### Year 6 Scheme of Work

|  |   |   |  |
|--|---|---|--|
| <b>Term: Autumn 2</b>  |   | <b>Topic: Music- Samba drumming</b>   |  |
| <b>Key Skills and Knowledge:</b>   |   |   |  |
| <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• <b>Refine use</b> of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff &lt; &gt; accelerando, rallentando, staccato, legato).</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Recognise and name a growing number of individual instruments within instrumental families.</li> <li>• Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.</li> </ul> |   | <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• <b>Continue to improvise freely</b>, responding to the beat, developing a sense of shape and character, (using voice, body percussion and instruments).</li> <li>• Make improvements to my own work, giving reasons using appropriate musical vocabulary.</li> </ul> <p><b>Musicianship and performing</b></p> <ul style="list-style-type: none"> <li>• <b>Confidently</b> play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse.</li> <li>• Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</li> <li>• Conform to the etiquette of performance situations as a musician and as an audience member.</li> </ul> |  |
| <b>Reading and Writing Opportunities (Long and Short Activities)</b>   |   |   |  |
| <b>Creative Ideas and Hooks</b>  |   |   |  |
| <p>They could answer inference questions about a composer in Guided reading.<br/>Listen to a variety of music with different rhythms.</p> <p>Create graphic score of rhythms (compose as a class and individuals)</p> <p>Research Samba drumming and the countries it comes from.</p>  |   | <p>Record their performance then appraise as a class.<br/>Put key musical words e.g. Tempo, dynamics, pitch in a pot and pick out. Chn must say what they noticed about that inter-related dimensions of music when they listened to it.eg the tempo got faster as the music went on. The music got louder/quieter.</p>   |  |
| <b>Links to PSHCE, Equality and British Values Work</b>  |   | <b>Listening opportunities</b>  |  |
| <p>Team work.<br/>Democracy- making decisions together.</p>  |   | <p>Samba music- different versions, different countries.</p>  |  |
| <b>Key Vocabulary:</b>   | <b>Resources Available / Visits/Visitors</b>  | <b>Useful Websites:</b>   |  |
| <p>Crescendo, diminuendo<br/>Dynamics<br/>Pulse and rhythm<br/>Improvise<br/>Pianissimo<br/>untuned percussion</p>   | <p>Mr Brown – Samba specialist<br/><br/>Surdus, snare drums, tamborims (tams), agogo bells, repinique drums</p> | <p>Youtube</p> <p><b>Previous knowledge:</b><br/>Bucket drumming- more complex rhythms, thinking about left and right hand. Multi-layered rhythms.</p>  |  |