



## Curriculum

### Year 6 Scheme of Work

Term: Spring 2

Topic: Music- Chords

#### Key Skills and Knowledge:

##### Singing

- Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together.

##### Composing

- Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.
- Explore the difference between major and minor by using 5 note set starting on C (major) or D (minor); compose simple question and answer phrases using the note set and play on tuned percussion and/or melodic instruments.
- Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology.
- Make improvements to my own work, giving reasons using appropriate musical vocabulary.

##### Listening

- Listen with attention to detail and recall sounds with increasing aural memory and accuracy
- Recognise and name a growing number of individual instruments within instrumental families.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

##### Musicianship

- Confidently 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.
- Play melodies and/or a bassline on tuned percussion or melodic instruments, following staff notation with increasing control.
- Accompany melodies using block chords using tuned percussion or melodic instruments, or using music software.
- Further develop the skills to read and perform pitch notation.

#### Reading and Writing Opportunities (Long and Short Activities)

##### Creative Ideas and Hooks

Comprehension about Composer or style of music in GR.

Play games using Boomwhackers see CD/book for ideas.

Follow clips on Youtube for songs (Guitar hero style).

Investigate major and minor chords. (use chrome music lab to try out different chords.) Chn represent on glocks or boomwhackers.

Decide on a major/minor chord and improvise using the correct notes. Eg C major and A minor.

Ask chn to use crotchets, quavers, semiquavers, semibreves, minims.

Chn to compose own melody for group to play- write the melody down so that someone else can play it- eg colours/note names.

Then change to written staff notation. Could make a piece of music that can be put together with another and make a binary (AB) or ternary form (ABA)

Look at which notes go together as chords eg CEG

Can they compose a nice chord progression? Test out on glocks/keyboard first and then transfer over to the boomwhackers for bigger group. Play compositions over the top of the chord progression.

##### Links to PSHCE, Equality and British Values Work

Team work.  
Healthy lifestyles (physical music)

##### Listening opportunities

<https://www.youtube.com/watch?v=eSSBfVhPiNc> In the Hall of the Mountain King (listen to it first then try Boomwhacker version)

Example of what can be done!

<https://www.youtube.com/watch?v=cG0jprCQ6Ak>

<https://www.youtube.com/watch?v=yJT3J3y-Zxw>

##### Key Vocabulary:

Pitch- high/low/rising/falling  
Dynamics- Loud (*forte*) quiet (*piano*)  
Getting louder (*crescendo*) getting softer (de*scendo*/diminuendo, smooth (*legato*), detached (*staccato*)

##### Resources Available / Visits/Visitors

Boomwhackers.  
Boomwhacker beat bag book  
Boom Boom books and Boomwhacker CDs.  
Tetris Boomwhackers- YouTube 'Boomwhacker teach'.

##### Useful Websites:

Youtube

<p>Faster and slower -<i>Accelerando and rallentando</i></p> <p>Tempo- Downbeats, fast (<i>allegro</i>)slow (<i>adagio</i>), getting faster (<i>accelerando</i>)getting slower (<i>rallentando</i>)</p> <p>Echo, ostinato, rounds, partner songs, repetition, form- ternary form, vs and chorus.</p> <p>Texture- unison, layered, solo, duet, melody, accompaniment</p> <p>perform, expression, emotion, diction.</p>		<p><b>Previous knowledge:</b></p> <p>Chn will have used boomwhackers previously and understand how they work.</p> <p>Awareness that two notes can harmonise from part singing.</p>
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