



Curriculum

Year 6 Scheme of Work

Term: Summer 1

Topic: Music- Elgar, Enigma Variations

Key Skills and Knowledge:

Singing

- Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato). (singing assembly)

Listening

- 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
- Recognise and name a growing number of individual instruments within instrumental families.
- Describe, compare and evaluate different pieces of music using appropriate musical vocabulary.
- Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.

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.

Musicianship and performing

- Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate.
- Further understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Read and play confidently from rhythm flashcards that contain known rhythms/ notes.

Reading and Writing Opportunities (Long and Short Activities)

Creative Ideas and Hooks

Use BBC 10 pieces lesson plans to guide lessons.
 Watch film introducing Elgar and variations.
 Introduce themes and variations.
 Guess which theme represents which person.
 Use charanga MMC section to try more challenging musical games (warm ups) eg copying rhythms/reading notation, remembering note values.

Create a theme or motif on Chrome lab – song maker.
 Develop themes on percussion instruments.
 Pick famous people or people/animals they know to create a theme for and children guess from a choice. How does the music represent their person?

Links to PSHCE, Equality and British Values Work

Listening opportunities

Team work.
 Expressing yourself describing friends with music.
 Perseverance (English composer Elgar took a long time for him to be recognised as a composer and felt like he didn't 'fit in')

<https://www.bbc.co.uk/teach/ten-pieces/edward-elgar-enigma-variations-11-6-7/zhb3t39>

Key Vocabulary:

Resources Available / Visits/Visitors

Useful Websites:

Drone- continuous sound present throughout the piece (pitched or unpitched)

Motif- A short musical idea

Theme – A tune or melody – like a musical sentence

BBC ten piece teach lesson plans as guidance.

A4 paper and pens

Classroom percussion instruments.

Youtube
 BBC ten pieces

<p>Pitched percussion- instruments you hit that can play different pitches eg. Xylophones and glockenspiels</p> <p>Unpitched percussion- instruments you hit that don't have a specific pitch or note. Eg. Drums, shakers, tambourines.</p>		<p>Previous knowledge:</p> <p>Chords from Autumn. Major/minor chords. Tempo and dynamics to create an effect. Duration- long and short notes to create effects.</p>
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