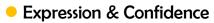# Halsall St Cuthbert's CE Primary School Music

Our bespoke curriculum contains the following Golden threads:

- Environment & Locality
- Equality & Diversity
- Expression & Confidence

| Year 6 |
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| Topic: BBC clips | Ravi Shankar | Hindustani Music | https://www.bbc.co.uk/teach/ten-pieces/articles/znk8bdm |
|---|---|---|---|

| Objectives |
|---|
| <ul><li>NC listen and reflect on a piece of orchestral music</li><li>create their own piece of music using instruments and voice</li><li>perform as an ensemble</li><li>Learn about Indian Drum Syllables and learn to sing a melody using them</li><li>learn musical language appropriate to the task</li><li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li></ul> |

| Key Vocabulary | Enrichment Opportunities |
|---|---|
| Sitar, raga, coda, call and response, | Further research of Indian music |

| Values | End Outcomes and assessment |
|---|---|
| Environment & Locality:<br><br>Equality & Diversity: Indian Music<br><br>Expression & Confidence: performance | <ul><li>I can listen and respond to a piece of Indian music</li><li>I can recognise the Indian style of music</li><li>I can accompany the music appropriately with a range of instruments</li></ul> |

## Year 6

### Topic:  Musical Styles and instruments (Disco, Funk, Soul and Motown)

### Objectives

- NC  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  improvise and compose music for a range of purposes using the inter-related dimensions of music  listen with attention to detail and recall sounds with increasing aural memory  use and understand staff and other musical notations  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music
- To recognise styles of music: Disco, Funk, Soul and Motown
- To li
- To recognise which instruments are used / playing in a piece of music
- To know some of the cultural significance of these styles of music

| Key Vocabulary | Enrichment Opportunities |
|---|---|
| Pulse/Beat/Groove, Rhythm, syncopation, Pitch, start to recognise major and minor, full scales in different keys, Tempo - fast (allegro), slow (adagio), getting faster (accelerando), getting slower (rallentando)<br>Dynamics and Articulation - fortissimo (very loud), pianissimo (very quiet), mezzo forte<br>(moderately loud) and mezzo piano (moderately quiet)<br>Timbre, Texture, Structure (Form) Harmony - static, moving, triads, chord progressions Minims, Semibreves, Semiquavers, Rests, | Perform for a real audience |

| Values | End Outcomes and assessment |
|---|---|
| Environment & Locality:<br><br>Equality & Diversity:<br><br>Expression & Confidence: performance | - I can listen and appraise a variety of musical styles<br>- I can recognise which instruments are playing<br>- I know some of the cultural significance of disco, funk, soul and Motown music |

# Year 6

**Topic: "Music and Me"    Rap  Charanga Unit        https://www.lancashiremusichub.co.uk/scheme/1312148-year-6/1328848-music-and-me**

## Objectives

- NC  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Consider the theme of the musicians – gender equality and how it is used in rap music
- 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.
- To use rap music and improvise on a theme

| Key Vocabulary | Enrichment Opportunities |
|---|---|
| Accelerando, Coda, Crescendo, Pitched percussion Unpitched percussion,Pulse/Beat/Groove, Rhythm, syncopation, Pitch, start to recognise major and minor, full scales in different keys, Tempo - fast (allegro), slow (adagio), getting faster (accelerando), getting slower (rallentando) Dynamics and Articulation - fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet) Timbre, Texture, Structure (Form)  Harmony - static, moving, triads, chord progressions Minims, Semibreves, Semiquavers, Rests, | |

| Values | End Outcomes and assessment |
|---|---|
| Environment & Locality:<br><br>Equality & Diversity: Music and Me is the first in a series of units focusing on inspirational women working in music, a gender equality initiative<br><br>Expression & Confidence: performance | <ul><li>I can listen to and appraise the work of 4 female artists</li><li>I can create a rap song to music</li><li>I can explain how it reflects their identity</li></ul> |

# Year 6

| Topic: | Ukulele |
| --- | --- |

## Objectives

- NC  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ☐ improvise and compose music for a range of purposes using the inter-related dimensions of music
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- To play the ukulele with increasing confidence and ability
- To play as part of an ensemble

| Key Vocabulary | Enrichment Opportunities |
| --- | --- |
| Ukulele, Strings, Head, Neck, Body, Bridge, Strumming, Picking, Chords, Rhythm, Melody, TAB, Stave, Tempo, Dynamics, Songs, Structure, Scale, Notation, Treble Clef, Bass Clef, Composition | |

| Values | End Outcomes and assessment |
| --- | --- |
| Environment & Locality:<br><br>Equality & Diversity:<br><br>Expression & Confidence: performance | • I can play securely with good levels of accuracy.<br>• I can play with accuracy as part of an ensemble, keeping a steady beat.<br>• I can follow musical direction as part of an ensemble or as a soloist.<br>• I have a developing understanding of Ukulele TAB<br>• I can perform pieces in time with backing tracks<br>• I can compose melodic phrases using notes of a given scale<br>• I know more advanced chords (G7, Em, Dm) |

## Year 6

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|---|---|
| **Topic:** "Happy" singing charanga unit https://www.lancashiremusichub.co.uk/scheme/1312148-year-6/1313588-happy | |

### Objectives

- NC  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ⬜ improvise and compose music for a range of purposes using the inter-related dimensions of music ⬜ listen with attention to detail and recall sounds with increasing aural memory
- To listen and appraise a pop song
- To recognise the structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.
- To identify the instruments/voices: Strings, piano, guitar, bass, drums.

| Key Vocabulary | Enrichment Opportunities |
|---|---|
| Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure. | Perform the song at an event – strawberry teas |

| Values | End Outcomes and assessment |
|---|---|
| Environment & Locality:<br><br>Equality & Diversity:<br><br>Expression & Confidence: performance | - I can join in with singing the song<br>- I can explain the structure of the song<br>- I can recognise some instruments from the song |

## Year 6

**Topic: Music Technology Yustudio Composition**

### Objectives

- NC  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ⬜ improvise and compose music for a range of purposes using the inter-related dimensions of music
- To use digital software to create a piece of music
- To add a new Drum Track and select 'Grime sounds' • Add a new note clip to input kick and snare drum notes • Turn on the loop whilst experimenting with notes – shorten/extend • Add a title and save track • Add a new Synthesizer (Subtrakt) Track (Drum, Subtrakt, Audio) • Use the piano roll to compose within the chosen key and find different octaves • Create a bassline and then simplify it • Choose notes and sounds based on personal preference • Choose an audio sample from the A Capella section • Duplicate bars in order to create a longer track • Create structure by adding and removing notes to create a varied texture • Learn how to change articulation from staccato to legato • Choose an instrument from the SoundBank • Add sound effects to the track (Sound FX) eg riser to build tension • Use volume sliders to change the overall balance and mix the track: + and -

| Key Vocabulary | Enrichment Opportunities |
|---|---|
| Pulse/Beat/Groove, Rhythm, syncopation, Pitch, start to recognise major and minor, full scales in different keys, Tempo - fast (allegro), slow (adagio), getting faster (accelerando), getting slower (rallentando) Dynamics and Articulation - fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)Timbre, Texture, Structure (Form) Harmony - static, moving, triads, chord progressions Minims, Semibreves, Semiquavers, Rests, | |

| Values | End Outcomes and assessment |
|---|---|
| Environment & Locality:<br><br>Equality & Diversity:<br><br>Expression & Confidence: performance | • I create a piece of music using the digital "Yustudio<br>• I can choose a musical key which fits with a Grime style<br>• I can use a wide variety of features of Yustudio |