

Year 6		
Autumn	Spring	Summer
Beatbox+Rap / Ukulele and recorder skills recap	Samba/singing	Class performance project
<ul style="list-style-type: none"> ○ Recap instrumental skills on recorder and ukulele ○ Beatbox – skills, composing a groove, grid notation ○ Rap - group composition (based on class topic?) 	<ul style="list-style-type: none"> ○ Layering more complex syncopated rhythms ○ Echo and call and response breaks ○ Signals ○ Brazilian song (may incorporate instruments, recorders, ukuleles, percussion) 	<ul style="list-style-type: none"> ○ Bringing together everything! ○ Using recorders, ukuleles, drums/percussion and instruments played outside the classroom to create a whole class performance piece.

By the end of Year 6 most children should be able to:

Vocal

- Sing a range of songs more confidently from different cultures and in different languages and musical styles with appropriate feel and expression
- Sing a Brazilian song in Portuguese
- Sing a more demanding repertoire including songs with harmony parts
- Sing with greater control and range of expression

Instrumental Skills

- Perform with confidence on the recorder and or ukulele
- Use notation to enable them to perform as part of a larger ensemble and to create their own melodies and musical patterns.
- Where children learn another instrument this should be incorporated as much as is practical

Beatboxing/Rap

- Make basic beatbox sounds and use them in combination to perform at least 2 different groove patterns
- Perform a groove to accompany a song with confident sense of pulse
- Compose a groove and notate using grid notation
- Take part in a group composition including rap, singing, beatboxing, ukuleles and recorders
- Accurately maintain a part in the context of others and move in time to beat

Samba

- Understand the structure of a Samba piece (i.e. call and response, groove, break, songs)
- Use correct playing technique for each instrument
- Perform most of the instrumental parts of the bateria with accuracy and in time to the beat
- Respond to signals – aural and visual
- Compose a break pattern
- Perform with energy and enthusiasm

Performance Project

- Take part in a large scale performance with confidence
- Hold an instrumental / vocal line accurately in a large scale performance
- Follow conventional signals (visual or aural) in a performance
- Improve their own work with help, through analysis, evaluation and comparison
- Suggest improvements related to the expression or performance of a piece
- Rehearse with others in a constructive way
- Understand a little of how musical styles have developed over time in terms of texture, structure and harmony

Listening and Understanding

- Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers in groups of two
- Follow a vocal score to learn a more complex song
- Talk about pitch, tempo, duration and dynamics using appropriate vocabulary
- Use some Italian terms when talking of pitch, tempo, duration and dynamics
- Describe expressive qualities of a range of musical styles
- Suggest and make improvements to their own work and comment using appropriate vocabulary
- Be aware of the history of rap and of typical structures
- Recognise samba instruments by name

Suggested Vocabulary:

Tempo, pitch, dynamics, beat, rhythm, improvisation, composition, names of instruments, parts of the ukulele, ostinato, drone, round, structure, relevant notational symbols, pluck, strum, chord, harmony, ensemble, solo, arrangement, mood/expression words, articulation, chord sequence, call and response, groove, syncopation, relevant Italian terms. parts of the drum kit relevant to beat boxing sounds, names of samba instruments, break, bateria, conduct, rehearse, relevant Italian terms.

<u>YEAR 6</u>	KNOWLEDGE	SKILL
<u>Modern</u>	<p>To know the time-line/chronology of music history</p> <p>To know the names of modern composers</p> <p>To know the names and features of modern music styles</p>	<p>To listen with attention to detail for sustained periods of time.</p> <p>To give reasoned opinions about music we hear.</p> <p>To use musical vocabulary when talking about modern music.</p> <p>To be able to recall and talk about facts about modern composers and artists</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To use ICT to research musical history</p>