



Music – Year 6

Key Vocabulary

syncopation	A variety of rhythms played together to make a piece of music
interval	The distance between two pitches
key signature	Written at the beginning of each staff to show to indicate the scale or key
staccato	Playing short, sharp, disconnected notes
legato	Playing notes smoothly, without stopping between them
articulation	Directions given to a performer on how to play notes
theme	A melody in a piece of music
clef (bass or treble)	A sign at the start of the music, on the staff, to show pitch
harmony	A combination of pitches sounding together
swing	A style of jazz music
scat	A jazz vocal style, using sounds rather than recognised words

Key Facts

Notes that are staccato have dots above or below them. This tells the musicians to play the notes short and jumpy.



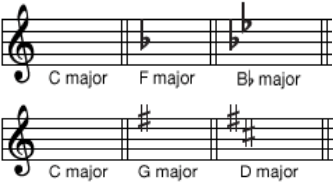
Staccato

Music that is written as legato should be played calmly and smoothly. Music that is legato can also be slurred. This is where the musician will slide from one note to another without making the note sound short.



Legato

A dot after the note means to play the note longer by half its value. For example, a crotchet is worth one beat. Its value is one beat. A dot after it means it is half as long again so the note value becomes 1 and half beats.



In musical notation, a key signature is a set of sharp, flat, or rarely, natural symbols placed on the staff at the beginning of a section of music. The initial key signature in a piece is placed immediately after the clef at the beginning of the first line.



Key Questions

- What are staccato and legato?
- How can we record staccato and legato notes accurately on a staff?
- What is a key signature?
- How does articulation contribute to a performance?
- How can we create different harmonies in pieces of music?
- How can rhythms be combined to make a piece of music?

REST NAME	REST SYMBOL	REST LENGTH	NOTE SYMBOL
Whole Note (<i>Semi-breve</i>)		4 beats	
Half Note (<i>Minim</i>)		2 beats	
Quarter Note (<i>Crotchet</i>)		1 beat	
8th Note (<i>Quaver</i>)		½ beat	

Autumn 1: Mountains	Autumn 2: WWII	Spring 1: Ancient Greece	Spring 2: Evolution and Inheritance	Summer 1 and 2: Maya Civilisation
Compose a piece of music based around the theme of mountains.	Listen to and appraise music from WW2	Explore and name the musical instruments from Ancient Greece	Charanga Unit: Music and Me (Composition)	Listen and appraise music from South America

A table to show note and rest values for notation on a staff.

Key Skills

- Read and play with confidence from graphic or pictorial notation.
- Perform and react to different tempos and dynamics.
- Perform own compositions to an audience.
- Perform as part of a small ensemble on a tuned instrument.
- Conduct/lead a group in rehearsal or performance.
- Listen to and follow musical instructions from a leader
- Sing confidently in a wide variety of styles with expression
- Compose own simple songs
- Refine and edit own compositions after discussion with peers
- Use technology to record, sample, loop, manipulate and sequence sounds
- Compose music using a range of symbols graphic or conventional to record compositions

Influencing Musician

Beethoven

Dates: December 1770 – March 1827



Ludwig Van Beethoven was a German composer and piano player. He composed during the transitional period between the Classical and Romantic periods and he is one of the world's best-known composers. In the early 1800s while in his 30's he started to lose his hearing before becoming completely deaf in 1829. Some of his key works include:

Battle Symphony, Fidelio, Symphony number 1 in C major.

Key Facts

The Maya of Mexico and Central America have performed music for over 2000 years. No written music has survived but we know lots about Mayan Music through art and archaeology. Music was a major factor in Mayan society. Music would accompany funerals, celebrations and other rituals. Music had an important role in warfare as well as communicating with the gods.



The Mayans played trumpets, flutes, whistles and drums. Instruments were often buried with the dead to help with their passing into the 'next world.' Trumpets could be made from wood or clay. Conch shells were also used to make musical instruments. Flutes were carved from clay and tortoise shells were used as drums.



Glenn Miller and his orchestra.

A big band is a type of musical group that plays jazz music. They were very popular in the 1930s and 1940s. A big band usually has between 12 and 25 musicians. They include a singer and people who play instruments such as saxophones, trumpets, trombones and drums. Famous big band leaders were Glenn Miller and Count Basie.

Links to other Subjects

Geography – Mountains

Computing – Use of computer software to record, sample and edit compositions

History – Ancient Greece, WWII and Maya Civilisation

Links to other Learning

Year 5 – Perform with sensitivity to different dynamics and tempo. Read and play with confidence from graphic or traditional notation. Recognise and begin to use musical notation and staff to represent duration and pitch, in particular – crotchet, minim, quaver and semibreve. Create simple melodies using up to five different notes and simple rhythms. Compose music using a range of symbols graphic or conventional to record compositions. Use technology to record, sample, loop, manipulate and sequence sounds.

Year 7 – Sing regularly from an extended repertoire with a sense of ensemble and performance. Play chord sequences from a range of familiar songs as compositional models. Compose chords sequences on the keyboard or guitar in C major or A minor using mainly primary chords. Compose bass lines using the root note of each chord. Create melodic song-lines shaped by lyrics and/or harmonic intention. Compose melodies using vocal or instrumental improvisation, bearing in mind phrase structure. Harmonise the cadence points of these phrases. Improvise new musical ideas over a drone, a chord sequence or over a groove within a given key. Explore D minor and the pentatonic minor starting on D.