



Key Vocabulary

pulse	Pulse is a steady beat - the heartbeat of the music.
diaphragm	A dome shaped muscle beneath our lungs, which we use to control our breath when singing.
phrase	A short musical passage that makes sense on its own.
3 / 4 time	Commonly called 'waltz time' and only has 3 beats per bar..
4 / 4 time	Known as 'common time' and has 4 beats per bar.
notation	Written symbols to represent music.
rhythm	The pattern of long and short notes in music.

Key Skills

Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles

Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.

Identifying the way that features of a song can complement one another to create a coherent overall effect.

Use musical vocabulary correctly when describing and evaluating the features of a piece of music.

Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.

Improvising coherently and creatively within a given style, incorporating given features.

Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.

Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.

Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.

Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.

Performing with accuracy and fluency from graphic and staff notation and from their own notation.

Music Year 6 Spring 2

Theme and variations (pop art)

Theme and variations is a common musical structure, especially in classical music. The structure features a theme at the start of the piece, then once the theme has been played, the composer repeats it but with some form of variation. The theme is then played again but this time with a further variation.

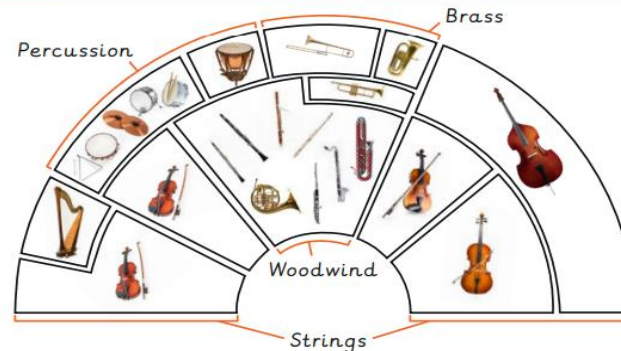
Pop Art

An art movement from the 1950s where artists focused on common objects (comic books, tins of soup, teacups) and showed them in bold, bright colours.



Orchestra

A group of instruments that play together.



Strings - Instruments that are played by plucking or bowing strings.

Woodwind - Instruments that make sound by blowing air through a reed or small mouthpiece.

Brass - Instruments that are made of metal and the sound is made by blowing air through a cup-shaped mouthpiece.

Percussion - Instruments that are played by striking or shaking the instrument.

Kapow
Primary

Key Questions

Which instruments can be matched to which art pieces?

How do I sing with control and confidence?

How can I show a difference between musical variations?

How can I show creativity in a finished musical product?

Links to other Learning

EYFS - Big band - identify and copy sounds.

Year 1 and 2 - sound patterns

Year 3 - compositions

Year 4 - pitch, tempo and dynamics

Year 5 - looping and remixing

Links to other Subjects

PHSE - Working with others.

English - Speaking and listening