



Key Vocabulary

lyrics	The words of a song
arrangement	Adapting a piece of music that already exists. Usually so it can be played by different instruments.
chords	Two or more notes that are played at the same time and work in harmony.
dynamics	The volume of the music.
verse-chorus structure	A structure common in pop music, with two repeating sections: the verse and the chorus. The verse usually has different lyrics on each repetition.
backing track	A pre-recorded musical accompaniment.
chord progression	A group of chords played in a particular order.

Key Skills

- 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.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- 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.
- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
- Recording own composition using appropriate forms of notation and/or technology and incorporating.
- Constructively critique their own and others' work, using musical vocabulary.
- 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 a solo or taking a leadership role within a performance.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor's cues and directions.
- Using musical vocabulary to offer constructive and precise feedback on others' performances.

Music Year 6 Summer 2 Leaver's Song



Exploring pop songs about new beginnings. Pop music is short for 'popular music' and this style of music generally has a simple, memorable melody.

Rhyming patterns

AABB - Lines 1 and 2 rhyme and lines 3 and 4 rhyme.

ABAB - Lines 1 and 3 rhyme and lines 2 and 4 rhyme.

ABBA - Lines 1 and 4 rhyme and lines 2 and 3 rhyme.

ABCB - Lines 2 and 4 rhyme and lines 1 and 3 rhyme.

Tempo

The speed of the music.

- Presto** - To perform at a very fast tempo.
- Allegro** - To perform at a quick, lively tempo.
- Largo** - To perform slowly.
- Accelerando** - To perform with a gradual increase in speed.
- Ritardando** - To perform with a gradual decrease in speed.

Kapow
Primary

Key Questions

- What makes some songs memorable?
- How can we work as a group to compose music and write lyrics?
- What makes a good pop song?
- How does music make us feel?
- How can we record melodies?

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.
- PSHE - Transition
- English - Speaking and listening
- English: Poetry and rhyme