|  |  |  |
| --- | --- | --- |
| **Goonhavern Primary School- Music** | | |
| **TOPIC: How does music connect us with the environment?** | **YEAR: 6** | **STRAND: Respecting Each Other through Composition** |

|  |  |
| --- | --- |
| **What should I know already?** | **What will I know by the end of the unit?** |
| I can improvise on a glockenspiel or xylophone using the 7 natural notes. I can play and sing songs by ear. I can explain what the words ‘tempo’, ‘timbre’ and ‘dynamics’ are. I can perform my compositions to others with confidence. I can understand the emotion, feeling and intent of songs. I can compose music based on a theme using Music Notepad. I can explain simple melodic lines. I can recognise and explain musical elements within music such as structure, harmony, time signatures and bar lines. I can explain what chords are and play them. I can name elements of music in Italian and explain what they are in English. I can compare and evaluate previous performances. | I can play the notes C, Db, Eb, F#, G#, Ab and Bb on a glockenspiel. |
| I can create and copy melodic patterns using crotchets, dotted crotchets, triplet quavers, quavers, semiquavers, rests and minims. |
| I can recognise and create rhythmic patterns, melodic patterns and minor scales. |
| I can analyse, explore and discover the song’s musical concept and style. |
| I can explain my opinion on the composer’s intentions using musical vocabulary. |
| I can share and talk about my improvisation with others. |
| I can recognise the pulse and beat in different time signatures including 6/8. |
| I can place the song in its historical, cultural or global context and explain the message/meaning of it. |
| I can identify the style indicators of Reggae, Pop and Soul. |
| I can improvise with complex riffs and phrases. |

|  |  |
| --- | --- |
| **Vocabulary** | |
| Time Signatures | How many beats are in a bar and which note value is equivalent to a beat |
| Composition | To make up a piece of music. |
| Quavers | A musical note worth half a beat. |
| Crotchets | A musical note worth one full beat. |
| Minims | A musical note worth two full beats. |
| Dotted crotchets | A musical note worth one and a half beats. |
| Semiquavers | A musical note worth a quarter of a beat. |
| Semibreves | A musical note worth four full beats. |
| Triplet quavers | Three quavers of equal length adding to the same as one crotchet beat. |
| Soul | A kind of music incorporating elements of rhythm and blues and gospel music, popularised by American black people. |
| Reggae | Is a music genre that originated in Jamaica in the late 1960s. |
| Pop | A type of music, usually played on electronic instruments, that is popular with many people because usually they are short songs with a strong beat and simple tunes that are easy to remember. |

|  |  |
| --- | --- |
| **Image/diagram that helps me to articulate my knowledge/understanding** | **Investigate!** |
|  |  |