Year 6 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: We've Got Rhythm: Rhythmic Devices and Structure	Term 2: Musical Effects and Moods	Term 3: Celebrating Songs
Children can: • Explore time signatures and through songs and collaborative rhythm games, get a feel for 6/8 rhythms and learn to identify changes in time signature. • Perform rhythms expressively, experimenting with vocal and instruments effects by varying articulation, dynamics and timbre and learn to identify these features when listening to each other perform. • Listen to rhythms from around the world • Learn to play polyrhythms and create different polyrhythmic textures. • Compose in a rhythmic structure. From a choice of activities, write a short rap, choregraph a routine with plastic cups or create a 16 beat (four bar) body percussion break to accompany the song, *Fiesta!*	Children can: • Get creative with vocal and instrumental sounds, developing improvisation skills • Learn to make subtle changes to vocal timbre as well as exploring dynamics, pitch, tempo and articulation to achieve effects. • Learn about intervals through simple tuned percussion activities • Explore how consonant and dissonant sounds in harmony can create moods and atmosphere • Learn how composers use music to communicate characters, settings and moods, identifying and exploring techniques such as leitmotifs used by film composer, John Williams • Learn about key features of musical theatre, identifying the role of actors, musicians, and audience! • Work in small groups and explore ways to interpret and convey the lyrical meaning of a song effectively adding appropriate dynamics, vocal timbre, facial expression and movement. • Explore composition activities such as film soundtracks, leitmotifs, sound-effect rhythms or a musical roller coaster ride and represent them using a combination of graphic and standard notations.	Children can: • Develop their knowledge of song ingredients. • Learn how composers uses the inter-related dimensions to communicate the message of a song as well as identifying structural features such as verse, chorus and bridge. • Identify and describe melodic patterns and sequences in songs, playing them by ear on melodic instruments. • Compose and notate simple melodies inspired by *Ring Out The Bells* and *London Bells* • Play as an ensemble and learn to play simple chord progressions and bass lines to accompany songs • Listen to a range of music from protest songs to royal fanfares and understand how composers find their inspiration from specific events and situations in the world. • Compose music for a specific occasion, writing a song of celebration, a leavers' song or a school fanfare.

Skills Overview:

The Sparkyard Music Curriculum for Y6 enables children to develop a range of skills in singing, playing, listening, composing, improvising and exploring notation. The 'at a glance' table identifies termly coverage, and you will see that many skills are revisited across the course of the year.

Use these statements to build a picture of the musical learning in your class. Not only can they aid your planning, but they can also give you some ideas of the things to look out for when your class are engaged in any kind of musical activity.

Becoming a musician, even simply learning to engage actively with music, means nurturing a range of positive behaviours. These behaviours are central to almost every lesson in Y6 and you can aim for your class to:

- Explore and perform a widening range of songs as a class
- Evaluate own and others' work, explaining ideas using musical vocabulary and suggesting ways to improve
- Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience)

It is also important to recognise that musical learning takes place both in and outside the classroom. We know that musical learning will be strengthened through regular opportunities to practise and celebrate music making with others so in Y6 we recommend that children:

- Revisit songs and musical activities throughout the week
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
- Share and practise songs at home using the Sparkyard share link.

Our Sparkyard Music Curriculum will enable children in Y6 to develop these **SINGING** and **PLAYING** skills:	Term 1: **WE'VE GOT RHYTHM**	Term 2: **MUSICAL EFFECTS AND MOODS**	Term 3: **CELEBRATING SONGS**
1. Sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate style.	√	√	√
2. Sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together	√	√	√
3. Explore techniques to enhance the communication and lyrical meaning of a song or poem and apply to whole class, small group and solo performances		√	√
4. Play rhythmic patterns accurately and expressively using instruments or body percussion in a range of time signatures and recognise if they are going out of time (e.g. speeding up or slowing down)	√	√	
5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately and expressively.	√		
6. Identify, recall and describe melodic patterns in songs and music and perform using voice or tuned instruments		√	√
7. Play chord progressions, drones or bass lines and use them to accompany a song			√
8. Use knowledge of scales to explore intervals, sequences and chromatic scales		√	√
9. Use range of dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato)		√	√
10. Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience)		√	√

Our Sparkyard Music Curriculum will enable children in Y6 to develop these **LISTENING** skills, and knowledge about **GENRE / HISTORY / MUSICIANS**	Term 1: **WE'VE GOT RHYTHM**	Term 2: **MUSICAL EFFECTS AND MOODS**	Term 3: **CELEBRATING SONGS**
1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods	√	√	√
3. Develop understanding of a particular musical style or genre, identifying key influences, shared characteristics and musical techniques used	√	√	√
4. Use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation	√	√	√
5. Analyze songs, exploring lyrics and identifying structural features (e.g. verse, chorus, bridge)	√		√
6 Understand how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant) and listen out for these features in the music they play and listen to	√	√	

Our Sparkyard Music Curriculum will enable children in Y6 to develop these **COMPOSITION** and **IMPROVISATION** skills:	Term 1: **WE'VE GOT RHYTHM**	Term 2: **MUSICAL EFFECTS AND MOODS**	Term 3: **CELEBRATING SONGS**
1. Improvise vocal and instrumental effects as a class and in small groups		√	
2. Use voices and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere	√	√	
3. Understand and explore how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant)		√	
4. Create extended compositions, organising rhythmic ideas into a structure (e.g. creating 16-beat rhythms)	√	√	
5. Use song structures as a basis for a composition (e.g. composing lyrics)	√		√
5. Compose and perform music for a specific occasion, using a combination of lyrics, melody and harmony			√
6. Evaluate own and others' work, explaining ideas using musical vocabulary and suggesting ways to improve	√	√	√

Our Sparkyard Music Curriculum will enable children in Y6 to develop these **NOTATION** skills:	Term 1: **WE'VE GOT RHYTHM**	Term 2: **MUSICAL EFFECTS AND MOODS**	Term 3: **CELEBRATING SONGS**
1. Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver	√	√	√
2. Develop understanding of time signatures (3/4 and 4/4, 6/8)	√	√	
3. Read and perform from pitch notation		√	√
4. Read and perform from graphic notation	√	√	√
5. Represent compositions using graphic and standard notations		√	√
6. Notate melodies and chords using staff or informal notation.			√
7. Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions	√	√	√