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| **Music**  **Year 6**  **2024 – 2025** | | |
| **Term 1**  Establishing, Developing and Embedding | | |
| Vocabulary | Knowledge | Objectives |
| * Tonguing/articulation * Buzz/vibration * Improvisation * Crotchet * Minim * Semibreve | * Introduction to the brass instrument family * How to assemble and hold the instruments correctly * Appropriate posture * Sound production technique * Deciding on brass instrument most appropriate for each individual * Learning how to play note C and perform a call and response piece using it * Learning how to play notes D and E. * Introduction to musical notation and reading C D and E * Introduction to semibreve, minim and crotchet rhythms * Learning how to play a short piece using one note (C, D or E) * Learning a song that uses two sections (binary form) * Musicianship warm-ups, vocal warm-ups and games * Refining the tone quality of C and D gradually introducing E * Development of reading notes on the stave * Development of vocabulary to describe the music * Improvisation skills Performing music in different styles (e.g. jazz, pop, classical) * Developing and refining performance skills * More able pupils will be challenged with more advanced parts or more variety of rhythms * Devising and performing a small concert for another class | 1. To have good posture and appropriate holding positions on brass instruments 2. To be able to play C D and E notes on brass instruments and improvise a short phrase on one note to 3. To read crotchets and minim beats using C D and E 4. To have developed rhythm skills using body percussion including pulse, tempo, dynamics 5. To have performed for others in a short concert (and/or video, at the school’s discretion) |
| **Term 2**  Establishing, Developing and Embedding | | |
| Vocabulary | Knowledge | Objectives |
| * Breath control * Structure * Bar * Barline * Stave * Time signature | * Consolidation of C D and E, and their place on the stave * Introduction of notes F and G * Call and Response improvisations * Introduce new piece using appropriate notes * Singing, musicianship games and listening activities * Pupils learn low A and B as two new notes * Call and response pieces and activities * Learning low A and B on the stave and how they link with C D E F G * Performing pieces using A B C D and E * Introducing quavers Learning a song in a round * Performing pieces using A B C D and E * Introducing harmony parts in some pieces, where appropriate (e.g. Sidescroller using multiple levels to create chords/harmony) * Composition activity using notes C D E * Class performance(s) of composition(s) * Performing as a class ensemble and as a soloist * Refining performance skills including counting whilst playing and breath control * Improving playing technique specific to each instrument (e.g. slide/valves) * More able pupils will be challenged with more advanced parts * Devising and performing another small concert | 1. To be able to play A B C D and E on brass instruments 2. To be able to attempt F and G in warm-up 3. To understand the breath control needed to move up the harmonic series and sustain higher notes 4. To play confidently several pieces using A B C D and E, including more movement between notes (e.g. not just one note per bar) 5. To begin to develop dynamic control (e.g. p and f) whilst playing 6. To become increasingly confident reading musical notation 7. To compose a piece of music, including writing ideas in musical or graphic notation and play their composition, and to appraise the compositions of others |
| **Term 3**  Establishing, Developing and Embedding | | |
| Vocabulary | Knowledge | Objectives |
| * Breath control * Staccato * Legato * Slur * Octave * Syncopation | * Introduce the new note high A * Reiterate the importance of breath control/speed to be able to play higher pitches Practice exercises that ‘jump’ between notes of the harmonic series * Articulation – tonguing and slurring * Learn new repertoire that includes: * More complicated rhythms and movement between different notes * dynamic contrast * different articulations (e.g., staccato, slur) * different structures (e.g., binary (AB), ternary (ABA), round/canon\*) * Consolidate notation of a full octave between low A to high A * Call and response activities * Listening and learning about stylistic features of music, including jazz and blues Improvisation * Encourage pupils to perform short solos, either as part of class warm-ups, or in bigger pieces * Continue to practice a selection of pieces that reflect what the class has learned so far * Revisit pieces used earlier in the year - use as discussion points to show class progression on the instruments and the group’s collective musical knowledge * Refining performance skills * More able pupils will be challenged with more advanced parts * Devising and performing another small concert for another class * Identification of continuation opportunities for those pupils who want to learn more and/or have shown musical aptitude during the project | 1. To play C D and E (most) – to play A B C D and E (some) – to play A B C D E F and G (some) - to play A B C D E F G and A (advanced) 2. To read and understand the notes on the stave 3. To understand jazz and blues music and its context, and to perform in this style 4. To plan and perform in an end of year concert |