Year 6 Music KCV 

Summer 2: Reflect, Rewind and Replay

| Prior Learning |
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| Children will know about singing, how their voices can sing sounds in various ways, creating various sounds. |
| Children will have a knowledge of tempo, pitch, rhythm and dynamics of a song and how these can change. |
| Children will have been exposed to songs from a variety different genres such as hip hop, Afropop, pop, rock, RnB and Latin. |
| Children will have had experience of improvising, composing, and performing. |
| Children will be able to recognise a variety of different instruments within a song. |
| Children will be able to gauge the emotion and feelings portrayed throughout a song and the ways in which this is done. |
| Children will have an understanding of jazz, swing and Bossa Nova music. |

| Key Learning  By the end of the term children will have gained the following knowledge and skills: |
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| This Unit consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. |
| Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. |
| Tried a variety of different ways of making music. |
| Listen and Appraise Classical music |
| Compose a piece of music. |



| Key Concept Questions |
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| What is your favourite style of music and why? |
| After composing a song/piece of music, what would you call it and why? |
| Can you compare two different styles of music? |



| High Frequency Vocabulary | |
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| Song | Beat |
| Lyrics | Unison |
| Rhythm | Timbre |
| Pitch | Instruments |
| Pulse | Structure |
| Tempo | Texture |
| Bars | Melody |
| Dynamics | Compose |
| Hook | Improvise |
| Verse | Chorus |
| Introduction | Instrumental |
| Unison | Solo |

| Subject Specific Vocabulary | |
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| Classical  Music | Classical music refers to a very definite period in the history of music, which is called the classical period. |
| Stave | A set of five horizontal lines and four spaces that each represent a different musical pitch. |
| Clef | A musical symbol used to indicate the pitch of written notes. |
| Semibreve | Equal to four crotchets and takes up and entire measure in time. |
| Semibreve Rest | A pause or interval of silence equal in duration to two half rests or ne half of a breve rest. |