**Year 5/6 Summer Music**

**Theme and Variations**

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| Prior Learning  |
| Children will have looked at rhythmic patterns in previous units.  |
| Key vocabulary for this unit |
| ¾ timeBody percussionMotifPhrasresPulseRhythmic elementsStaccatp4/4 timeDiaphragmOrchestraPitchQuaverSection | AccidentalsLegatoPercussionPizzicatoRhythmSemi-quaverThemeVariations Vocal lineWoodwind Tempotranslate |
| Learning Sequence |
| **Pop art and music** | To explore the musical concept of theme and variations. |
| **The young person’s guide to the orchestra** | To compare and contrast different variatons in the piece, ‘The Young Person’s Guide to the Orchestra.’  |
| **Learning the theme** | To use complex rhythms to be able to perform a theme. |
| **Exploring the rhythms** | To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in ¾ time. |
| **Picturing pop**  | To use music notations to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. |
| **Learning and performing songs for the end of year production.**  | * To sing in unison with accurate pitch and timing.
* To perform actions confidently and on time.
* To perform a range of songs.
* To sing in parts to introduce vocal harmony.
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| Assessment milestones |
| **Musical skills:*** Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles
* Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
* Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
* 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.
* Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work.
* 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.
 | **Musical knowledge:*** To know that a ‘theme’ is a main melody in a piece of music.
* To know that ‘variations’ in music are when a main melody is changed in some way throughout the piece.
* To know that ‘The Young Person’s Guide to the Orchestra’ was written in 1945 by Benjamin Britten.
* To understand that representing beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly.
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