**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 time  Body percussion  Motif  Phrasres  Pulse  Rhythmic elements  Staccatp  4/4 time  Diaphragm  Orchestra  Pitch  Quaver  Section | | Accidentals  Legato  Percussion  Pizzicato  Rhythm  Semi-quaver  Theme  Variations  Vocal line  Woodwind  Tempo  translate |
| 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. | |
| 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. |