Year 5/6 Summer Music
Theme and Variations

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:	**Musical knowledge:**
• 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.	• 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.