



Music: Year 6

Teachers: In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines.

The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice (singing, clapping rhythms, playing instruments, etc.).

I. ELEMENTS OF MUSIC

A. ELEMENTS


- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
 - Recognise a steady beat, accents, and the downbeat; play a steady beat, a simple rhythm pattern, and syncopation patterns.
 - Discriminate between fast and slow; gradually slowing down and getting faster; *accelerando* and *ritardando*.
 - Discriminate between differences in pitch: high and low.
 - Discriminate between loud and soft; gradually increasing and decreasing volume; *crescendo* and *diminuendo*
 - Understand *legato* (smoothly flowing progression of notes) and *staccato* (crisp, distinct notes).
 - Sing unaccompanied, accompanied, and in unison.
 - Recognise harmony; sing rounds and canons; two- and three-part singing.
 - Recognise verse and refrain.
 - Recognise theme and variations.

B. NOTATION

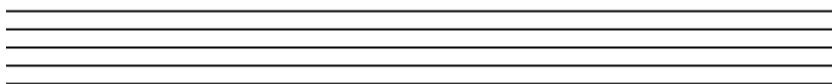
- Review the following notation

○ Crotchet 

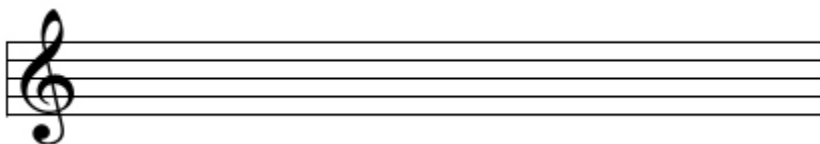
○ Minim 

○ Semi-breve 

○ Stave




○ Treble clef and names of lines and spaces in the treble clef



○ Crotchet rest 

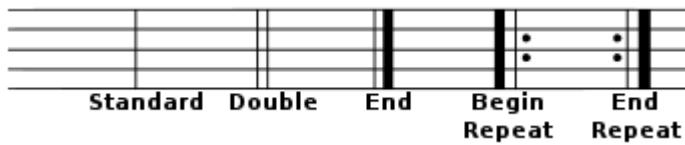
- Minim rest 

- Semibreve rest 


- Bar line





- Double bar line, bar, repeat signs



- Quaver 

- Time signature: $\frac{4}{4}$ quadruple time 

- Time signature: $\frac{2}{4}$ duple time 

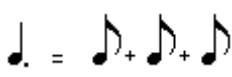
- Time signature: $\frac{3}{4}$ triple time 



- Soft: *p*
- Very soft: *pp*
- Loud: *f*
- Very loud: *ff*
- Moderately soft: *mp*
- Moderately loud: *mf*


- Middle C in the treble clef



- Tied notes 

- Dotted notes 

- Sharps 
- Flats 
- *Da Capo (D.C.):* meaning 'from the beginning'
- *Da Capo al fine (D.C. al fine):* meaning 'repeat from beginning to the *fine* (end) mark'
- Understand the following notation and terms:
 - Time signature $\frac{4}{4}$ can be expressed as **C** ('Common' time)

- Semi-quavers: the length of a quarter of a crotchet (or half of a quaver) 
- The number of beats for semi-breves, minims, crotchets, quavers, and semi-quavers



II. LISTENING AND UNDERSTANDING

Teachers: Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures.

A. COMPOSERS AND THEIR MUSIC

Teachers: Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works:

- Ludwig van Beethoven, *Symphony No. 5* [Builds on children's first introduction to Beethoven in Year 3.]
- Ralph Vaughn Williams, *Greensleeves*

B. MUSICAL CONNECTIONS

Teachers: Introduce children to the following::

- Polyphonic Music
- Canons and Rounds

III. MUSICAL TRADITIONS

A. ENGLISH FOLK MUSIC

- Listen to Vaughan Williams English Folk Song Suite.
- Understand that folk music is passed on by each generation and generally not written down.
- Recognise folk songs that are still familiar today:
 - Early One Morning
 - Drunken Sailor (revise from Year 2)
 - Scarborough Fair

A. SPIRITUALS

- Sorrow songs

IV. SONGS

A. WORKS OF MUSIC

- The Blaydon Races [Cross-curricular connection with Year 6 British History]
- Food Glorious Food
- Greensleeves
- Lean On Me
- The Mountains of Mourne
- Sumer is Icumen In
- Swing Low
- Widdecombe Fair