



St James' Church of England Primary School

Music Overview Sheet



Year 6 – Theme and Variations (Theme: Pop art)



Unit Outcomes: Pupils who are **secure** will be able to:

- Perform rhythms confidently either on their own or in a group.
- Identify the sounds of different instruments and discuss what they sound like.
- Make reasonable suggestions for which instruments can be matched to which pieces of art.
- Recall the names of several instruments according to their orchestra sections.
- Keep the pulse with the body percussion section and sing with control and confidence.
- Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.
- Draw the rhythms accurately and show a difference between each of their variations.
- Showcase creativity in the finished product.

Key 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.
- Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.

Overview:

Lesson 1: Pop Art and music To explore the musical concept of theme and variations

Lesson 2: The Young Person's Guide to the Orchestra To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'

Lesson 3: Learning the theme To use complex rhythms to be able to perform a theme

Lesson 4: Exploring rhythms To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time

Lesson 5: Picturing Pop Art To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.

Cross-Curricular Ideas

Key Vocabulary

3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind

Impact/Assessment

Most Children will: • Performing rhythms confidently either on their own or in a group. • Identifying the sounds of different instruments and discussing what they sound like. Making reasonable suggestions for which instruments can be matched to which pieces of art. Recalling the names of several instruments according to their orchestra sections. • Keeping the pulse with the body percussion section. Singing with control and confidence. • Naming the three rhythms correctly. Copying the rhythms accurately with a good sense of pulse. • Drawing the rhythms accurately. Showing a difference between each of their variations. Showing good creativity in finished product.

More Able Children will: • The ability to play rhythms on tuned percussion instruments. Demonstrating a secure sense of pulse while performing in a group. • Discussion about how sound is produced in various instruments. Offering ideas with detailed justifications, including using musical vocabulary such as legato, staccato, phrases and accidentals. • Maintaining the pulse when the class split into two groups. Singing with good phrasing and good breath control. • Relating the rhythms to musical notation. • Were able to perform their own and others' rhythms accurately.